Teaching Sociolinguistic Competence In The ESL Classroom

Teaching Languages and Cultures
Sociolinguistics and Second Language Acquisition

TEACHING ENGLISH AS A SECOND LANGUAGE, Second Edition
The Role of the National Curriculum and the Course Books in Teaching English Sociolinguistic Competence
Praxis II Education of Young Children (5024) Exam Secrets
Study Guide: Praxis II Test Review for the Praxis II Subject
Assessments
Second Language Teaching and Learning with Technology:
Views of Emergent Researchers
The Sociolinguistic Competence of Immersion Students
Tools for Teaching in an Educationally Mobile World
Pragmatic Competence
WEST-B Sociolinguistics in Language Teaching Perspectives
The World a Global Village
Learning the Role of International Teaching Assistant
Glocalising Teaching English as an International Language
Politeness in the Foreign Language-Classroom
Communicative Approaches to Second Language Teaching and Testing
Current Trends in the Development and Teaching of the Four Language Skills
Adding English
The Effect of Functional-analytic Teaching on Aspects of Sociolinguistic Competence
Sociolinguistics and Language Teaching
Teaching Culture Through Social Situations in English as a Second Language
Achieving Success in Second Language Acquisition
Culturally and Linguistically Diverse Exceptional Students
Common European Framework of Reference for Languages: Learning, Teaching, Assessment
Routledge Encyclopedia of Language Teaching and Learning
The Handbook of Classroom Discourse and Interaction
Sociolinguistics and Language Education Contexts of Competence
The Acquisition of Sociolinguistic Competence in a Lingua Franca Context
The Acquisition of Sociolinguistic Competence in a Study Broad Context
Pathways Through Assessing, Learning and Teaching in the CEFRT
The Sociolinguistic Competence of Immersion Students
Developing Communicative Competence in a Second Language
Pragmatics for Language Educators
Educational Policy Innovations
Intercultural Communication and Language Pedagogy
Theoretical foundations of the functioning of Education. Ways to improve the effectiveness of educational activities
Pragmatics in Language Teaching

Teaching Languages and Cultures

This book is about teaching in classrooms where some or all of the students are learning English, at the same time as they are working to learn the mainstream curriculum.

Sociolinguistics and Second Language Acquisition

This book provides the first examination of sociolinguistic competence
and the acquisition of native-like variability in an English as a Lingua Franca (ELF) context. It presents data from email exchanges between Swiss speakers (with German, French and Italian mother tongues) to allow for a greater understanding of which features of discourse are source language-related and which are learning-related.

Intercultural Language Use and Language Learning

Making pragmatics accessible to a wide range of students and instructors without dumbing down the content of the field, this text for language professionals: raises awareness and increases knowledge and understanding of how human beings use language in real situations to engage in social action fosters the ability to think critically about language data and use helps readers develop the ability to "do pragmatics". The book features careful explanations of topics and concepts that are often difficult for uninitiated readers, a wealth of examples, mostly of natural speech from collected data sources, and attention to the needs of readers who are non-native speakers of English, with non-Western perspectives offered when possible. Suggested Readings, Tasks, Discussion Questions, and Data Analysis sections involve readers in extending and applying what they are reading. The exercises push readers to recall and synthesize the content, elicit relevant personal experiences and other sources of information, and engage in changing their own interactional strategies. The activities go beyond a predictable framework to invite readers to carry out real life observations and experiment to make doing pragmatics a nonjudgmental everyday practice.


Doctoral Thesis/Dissertation from the year 2016 in the subject English - Pedagogy, Didactics, Literature Studies, language: English, abstract: Communicative competence globally becomes the aim of English language teaching and learning. So far, the aim of any English course should develop students' communicative competence to the extent that they will be able to express themselves naturally, proficiently and appropriately. This study is conducted to check English language secondary school teachers' knowledge about communicative competence elements and to what extent they are able to teach communicative competence elements to secondary school students. The researcher uses a non-probability sampling, taking into account the representativeness of the whole districts of Y aff’ea. Seventy English language teachers (n=70) at secondary schools in Y aff’ea responded to the questionnaire. Moreover, the researcher observed fourteen English language teachers (n=14) to check their classroom practices. The researcher followed the multi-methods research design. Data were collected by using a semi-closed ended questionnaire and a
structured classroom observation. Both data were analyzed quantitatively. The validity was checked depending on the pilot study and referees whereas the reliability was checked by using a test-retest method with an interval time of two weeks. The findings of this study showed that teachers have to some extent good perceptions about communicative competence elements. However, strict contradictions were found between teachers’ perceptions and their actual practice. Moreover, the study revealed that teachers face difficulties in teaching communicative competence with different levels of complexity among its elements. Teachers neglected teaching phonology which is a basic element of linguistic competence as well as they taught vocabulary and grammar using traditional approaches. With reference to sociolinguistic competence, discourse competence and strategic competence, the study reported similar problems whether in the contradictions between what teachers believe in and what they actually do, or the overwhelmingly neglect of sub-elements. Finally, the study reflects the dominancy that teachers play and the passive orientation for learners.

TEACHING ENGLISH AS A SECOND LANGUAGE, Second Edition

The Role of the National Curriculum and the Course Books in Teaching English Sociolinguistic Competence

Eva Alcón Soler Maria Pilar Safont Jordà Universitat Jaume I, Spain
The main purpose of the present book is to broaden the scope of research on the development of intercultural communicative competence. Bearing this purpose in mind, English learners are considered as intercultural speakers who share their interest for engaging in real life communication. According to Byram and Fleming (1998), the intercultural speaker is someone with knowledge of one or more cultures and social identities, and who enjoys discovering and maintaining relationships with people from other cultural backgrounds, although s/he has not been formally trained for that purpose. Besides, possessing knowledge of at least two cultures is the case of many learners in bilingual or multilingual communities. In these contexts, the objective of language learning should then focus on developing intercultural competence, which in turn may involve promoting language diversity while encouraging English as both a means and an end of instruction (see Alcón, this volume). This is the idea underlying the volume, which further sustains Kramsch’s argument (1998) against the native/non-native dichotomy. Following that author, we also believe that in a multilingual world where learners may belong to more than one speech community, their main goal is not to become a native speaker of English, but to use this language as a tool for interaction among many other languages and cultures.

Praxis II Education of Young Children (5024) Exam Secrets
Study Guide: Praxis II Test Review for the Praxis II Subject Assessments

Fully aligned with the Washington academic and professional standards for teacher certification, this comprehensive test prep contains a detailed review of all stated areas and key educational concepts in Reading, Writing, and Mathematics. Book features a full-length practice test based on official WEST-B exam questions. The practice test covers every type of question tested on the exam, allowing teacher candidates to assess their skills and gauge their test-readiness. TestWare edition includes the book’s practice test on CD in a timed format with instant scoring, diagnostic feedback, and on-screen explanations of answers. For Windows.

Second Language Teaching and Learning with Technology: Views of Emergent Researchers

This volume offers diverse perspectives on language and culture teaching explored against the background of a fast-paced globalized world of increased mobility and opportunity. While teachers are pressed to reinvent and adapt the existing teaching practices, researchers are invited to conduct studies with a view of implementing the findings in the classroom practice. This collection presents discussions of different aspects of foreign language instruction, language skills and learning strategies, and foreign languages in professional contexts, as well as the role of intercultural competence in language teaching and teacher education. Offering insights into a variety of foreign language and culture teaching contexts throughout Europe, this volume will be of interest to researchers and practitioners in applied linguistics and language and culture teaching methodology, including both experienced and novice language teachers, in the Balkan region and beyond.

The Sociolinguistic Competence of Immersion Students

Tools for Teaching in an Educationally Mobile World

In the disciplines of applied linguistics and second language acquisition (SLA), the study of pragmatic competence has been driven by several fundamental questions: What does it mean to become pragmatically competent in a second language (L2)? How can we examine pragmatic competence to make inference of its development among L2 learners? In what ways do research findings inform teaching and assessment of pragmatic competence? This book explores these key issues in Japanese as a second/foreign language. The book has three sections. The first section offers a general overview and historical sketch of the study of Japanese pragmatics and its influence on Japanese pedagogy and curriculum. The overview chapter is followed by
eight empirical findings, each dealing with phenomena that are significant in Japanese pragmatics. They target selected features of Japanese pragmatics and investigate the learners' use of them as an indicator of their pragmatic competence. The target pragmatic features are wide-ranging, among them honorifics, speech style, sentence final particles, speech acts of various types, and indirect expressions. Each study explicitly prompts the connection between pragmalinguistics (linguistic forms available to perform language functions) and sociopragmatics (norms that determine appropriate use of the forms) in Japanese. By documenting the understanding and use of them among learners of Japanese spanning multiple levels and time durations, this book offers insight about the nature and development of pragmatic competence, as well as implications for the learning and teaching of Japanese pragmatics. The last section presents a critical reflection on the eight empirical papers and prompts a discussion of the practice of Japanese pragmatics research.

Pragmatic Competence

WEST-B

English Language Teaching (ELT), especially English as a Second Language (ESL) and English as a Foreign Language (EFL), has been witnessing unprecedented changes in curriculum, teaching methodology, and the application of learning theories. This has created a demand for teachers who can teach English to learners of varied cultural, socio-economic and psychological backgrounds. The book, in its second edition, continues to discuss the modern trends, innovations, as well as the difficulties and challenges in teaching and learning ESL in a non-native context. The book, with contributions from many experts (each one specializing in a particular field) from countries such as UK, USA, Australia, New Zealand, India, Nigeria, Sri Lanka, China, and Japan, provides new methods, strategies and application-oriented solutions to overcome the problems in a practical way. The book deals with all topics pertinent to English as a Second Language or English for the non-native speakers, and these are further reinforced by a large number of examples and quotations from different sources. The new edition comes along with thoroughly improvised chapters on Narrative Inquiry for Teacher Development (Chapter 13) and Mass Media, Language Attitudes and Language Interaction Phenomena (Chapter 23): to provide an insight on the innovative approaches in Teacher training and in classrooms, and new approaches and changing language dimensions in the world of media, and in general. What distinguishes the text is its focus on modern innovations and use of technology in ELT/CLT (Communicative Language Teaching). Postgraduate Students of English, teachers, teacher-trainees (B.Ed./M.A. Education/M.Ed.), and teacher-educators who are concerned with teaching English as a Second Language (ESL) should find this book immensely helpful.

Page 5/14
Sociolinguistics in Language Teaching Perspectives

Prior to the central theme of the discussion on sociolinguistics, it is important for us to clarify some of the definitions and terms related to the subject matter. First of all, let us have a look at ‘sociolinguistics’. What is sociolinguistics? What does it deal with? What issues are probably relevant to the study of language teaching as this textbook is primarily designed for the students majoring in English language education?

The World a Global Village

Publisher Description

Learning the Role of International Teaching Assistant

Sociolinguistics and Second Language Acquisition is a comprehensive textbook that bridges the gap between the fields of sociolinguistics and second language acquisition, exploring the variety of ways in which social context influences the acquisition of a second language. It reviews basic principles of sociolinguistics, provides a unified account of the multiple theoretical approaches to social factors in second languages, summarizes the growing body of empirical research, including examples of findings from a wide range of second languages, and discusses the application of sociolinguistics to the second language classroom. Written for an audience that extends beyond specialists in the field, complete with summary tables, additional readings, discussion questions, and application activities throughout, this volume will serve as the ideal textbook for advanced undergraduate or graduate students of second language acquisition and instruction, and will also be of interest to researchers in the fields of second language acquisition, second language instruction and sociolinguistics.

Glocalising Teaching English as an International Language

This book, addressed to experienced and novice language educators, provides an up-to-date overview of sociolinguistics, reflecting changes in the global situation and the continuing evolution of the field and its relevance to language education around the world. Topics covered include nationalism and popular culture, style and identity, creole languages, critical language awareness, gender and ethnicity, multimodal literacies, classroom discourse, and ideologies and power. Whether considering the role of English as an international language or innovative initiatives in Indigenous language revitalization, in every context of the world sociolinguistic perspectives highlight the fluid and flexible use of language in communities and classrooms, and the importance of teacher practices that open up spaces of awareness and acceptance of --and access to--the widest possible communicative
Politeness in the Foreign Language-Classroom

Tools for Teaching in an Educationally Mobile World examines the challenges that undergraduate and postgraduate teachers often encounter when working with students from different national and cultural backgrounds. It focuses on the consequences for interactive teaching and for course design in a world where students, ideas and courses are mobile, using examples and experiences from a wide range of disciplines and national contexts. It not only considers Anglophone countries, including the USA, Canada, the UK, Australia and New Zealand, but also the use of English as a language of instruction in countries where neither teachers nor students are native English speakers. This book offers ideas for adjusting and adapting teaching approaches for culturally and linguistically diverse student groups. Students may cross national boundaries to seek accreditation, or the courses may be ‘transnational’, being designed in one country and delivered in another using local as well as ‘fly-in’ faculty. It draws upon growing good practice recommendations using tried and tested methods alongside the extensive and varied experience of the author. The book is structured around a selection of the most common issues and statements of belief held by educators, with key topics including: the impact of educational mobility on teaching and learning; teachers as mediators between academic cultural differences; learning and teaching in English; inclusive teaching and learning; encouraging student participation; assessing diverse students. With a wealth of practical tips and tools that help deal with these issues, this book will be of value to any educator working with students from culturally and linguistically diverse backgrounds. It will also interest those involved in the design of curriculum and pedagogy.

Communicative Approaches to Second Language Teaching and Testing

To develop communicative competence, second language learners in addition to mastering linguistic, strategic, structural and discoursal aspects of the language, have to acquire sociolinguistic rules and conventions. The project sought to design a handbook to teach communicative competence along with sociolinguistic competence, as second language learners can never succeed in being fluent speakers in the target language without developing both competences. The handbook includes series of lessons to promote a deeper appreciation of how culture and language interact.

Current Trends in the Development and Teaching of the Four Language Skills
Adding English

This reference work deals with all aspects of language teaching and learning and offers a comprehensive range of articles on the subject and its history. Themes covered include: methods and materials; assessment and testing and related disciplines.

The Effect of Functional-analytic Teaching on Aspects of Sociolinguistic Competence

Pathways presents an innovative way of reflecting on the multidimensionality of assessment, learning and teaching in line with the CEFR. It has been designed to support professionals at all levels. The two main components of Pathways - guide and kit - integrated by various indexes, mind maps and examples of scenarios, encourage users to work in a non linear way and to select and customize. The guide addresses those fundamental concepts in the CEFR that may not be readily transparent and that especially warrant "unpacking" for educational practices in a way that is clear and accessible for professionals, both in their pre- and in-service teacher education. The kit offers 107 worksheets, which serve as a bridge for teacher educators and teachers, to reflect on these concepts and to relate them appropriately to pedagogical practices.

Sociolinguistics and Language Teaching

Seminar paper from the year 2017 in the subject English Language and Literature Studies - Linguistics, grade: 2.0, language: English, abstract: It is the aim of this paper to analyze how politeness currently is – and how politeness potentially could be – taught in foreign language classrooms. The focus will be on how foreign language students are – or could be – instructed to perform speech acts that usually require forms of politeness. Teaching politeness will not be reduced to the introduction of cultural stereotypes and basic rules of behavior in language teaching, it will rather be understood as all forms of the pragmatic knowledge required to develop true intercultural communicative competence in the foreign language student. It is argued that currently teaching pragmatics only plays a minor role in foreign language teaching, but that this knowledge is crucial to build up intercultural communicative competence as it is demanded by the CEFR and foreign language curricula. To prove this thesis, current textbooks for teaching English as a foreign language will be examined for teaching activities that include aspects of foreign language pragmatics or politeness. In a subsequent chapter, the didactics and methodology of instructional pragmatics will be discussed on the basis of literature from the field of pedagogy.

Teaching Culture Through Social Situations in English as a Second Language Classes
achieving Success in Second Language Acquisition

This volume presents how high performing education systems over the world are constantly innovating their educational policies to nurture their citizens for the challenges of the future economy and the anticipation of the unknown. This volume includes a state-of-the-art review of the literature in this field, several commissioned focal chapters focusing on the distinctive case of Singapore and internationally commissioned chapters of several other accomplished education systems around the world. A comparative study of Singapore against other high performing education systems is included to provide greater insights to the possible applications to other education systems.

Culturally and Linguistically Diverse Exceptional Students

This book reports the findings of an extensive research project on the acquisition of the native norms of spoken French variation by French immersion students who have learnt their second language primarily in an educational context. The project focused on a range of phonetic, lexical and grammatical sociolinguistic variants documented in studies of contemporary first language varieties of spoken French, and assessed the extent to which the students master the linguistic and extra-linguistic factors which govern variant choice. The book also discusses pedagogical strategies to improve the students' mastery of spoken French variation. The book represents an important contribution to an under-researched aspect of advanced Second Language Acquisition.
in an institutional setting.

Common European Framework of Reference for Languages: Learning, Teaching, assessment

Designed for primary and secondary teachers, this text connects theory to practice while presenting foundational teaching and assessment practices for culturally and linguistically diverse exceptional (CDLE) students. It examines current and alternative practices, explores the multicultural movement, and brings together foundational information from special education and ELL/bilingual fields to target the specific needs of CDLE students. Practical in nature, the book and its resources include hands-on suggestions for immediate classroom implementation, case studies, examples of authentic student language, and video clips of teachers in action. The book is organized into four main sections: - Understanding student and family backgrounds - Strategies for assessment and planning for instruction - Strategies for content and language acquisition - Strategies for literacy instruction

Routledge Encyclopedia of Language Teaching and Learning

Exploring sociocultural competence and the promotion of intercultural communication, this study aims to clearly define the concepts behind teaching foreign language and the connections between culture and language. As foreign language teaching continues to increasingly focus on the relationship between culture and language, understanding the link and what it means becomes more important. Objective and informative, this examination particularly looks at English as a lingua franca between speakers of different languages and cultural backgrounds from the perspectives of nonnative English speakers and explores how that affects pedagogical approaches to teaching foreign language.

The Handbook of Classroom Discourse and Interaction

Collective monograph

Sociolinguistics and Language Education

The introduction of communicative competence as the goal of second and foreign language teaching has led to recognition of the role of context in language learning and use. As communicative competence is defined by the social and cultural contexts in which it is used, no single communicative competence can serve as the goal and model for all learners. This recognition has had an impact on program design and materials development. One significant change is that the choice of a teaching method is no longer the primary concern. Instead, the first step for the program designer is becoming familiar with the social and
Contexts of Competence

The worldwide spread, diversification, and globalization of the English language in the course of the 20th and early 21st centuries has significant implications for English Language Teaching and teacher education. We are currently witnessing a paradigm shift towards Teaching English as an International Language (TEIL) that aims to promote multilingualism and awareness of the diversity of Englishes, increase exposure to this diversity, embrace multiculturalism, and foster cross-cultural awareness. Numerous initiatives that embrace TEIL can be observed around the world, but ELT and teacher education in Germany (and other European countries) appear to be largely unaffected by this development, with standard British and American English and the monolingual native speaker (including the corresponding cultural norms) still being very much at the center of attention. The present volume addresses this gap and is the first of its kind to showcase recent initiatives that aim at introducing TEIL into ELT and teacher education in Germany, but which have applicability and impact for other countries with comparable education systems and ‘traditional’ ELT practices in the Expanding Circle. The chapters in this book provide a balanced mix of conceptual, empirical, and practical studies and offer the perspectives of the many stakeholders involved in various settings of English language education whose voices have not often been heard, i.e., students, university lecturers, trainee teachers, teacher educators, and in-service teachers. It therefore adds significantly to the limited amount of previous work on TEIL in Germany and bridges the gap between theory and practice that will not only be relevant for researchers, educators, and practitioners in English language education in Germany but other educational settings that are still unaffected by the shift towards TEIL.

The Acquisition of Sociolinguistic Competence in a Lingua Franca Context
The Acquisition of Sociolinguistic Competence in a Study Abroad Context

Learning a new language offers a unique opportunity to discover other cultures as well as one's own. This discovery process is essential for developing 21st-century intercultural communication skills. To help prepare language teachers for their role as guides during this process, this book uses interdisciplinary research from social sciences and applied linguistics on intercultural communication for designing teaching activities that are readily implemented in the language classroom. Diverse language examples are used throughout the book to illustrate theoretical concepts, making them accessible to language teachers at all skill levels. The chapters introduce various perspectives on culture, intercultural communicative competence, analyzing authentic language data, teaching foreign/second languages with an intercultural communication orientation, the intercultural journey, the language-culture-identity connection, as well as resolving miscommunication and cultural conflict. While the immediate audience of this book is language teachers, the ultimate beneficiaries are language learners interested in undertaking the intercultural journey.

Pathways Through Assessing, Learning and Teaching in the CEFR

The CEFR Companion volume broadens the scope of language education. It reflects academic and societal developments since the publication of the Common European Framework of Reference for Languages (CEFR) and updates the 2001 version. It owes much to the contributions of members of the language teaching profession across Europe and beyond. This volume contains: ? an explanation of the key aspects of the CEFR for teaching and learning; ? a complete set of updated CEFR descriptors that replaces the 2001 set with: - modality-inclusive and gender-neutral descriptors; - added detail on listening and reading; - a new Pre-A1 level, plus enriched description at A1 and C levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural competence; - new scales for sign language competence; - a short report on the four-year development, validation and consultation processes. The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to: ? promote and support the learning and teaching of modern languages; ? enhance intercultural dialogue, and thus mutual understanding, social cohesion and democracy; ? protect linguistic and cultural diversity in Europe; and ? promote the right to quality education for all.

The Sociolinguistic Competence of Immersion Students
Developing Communicative Competence in a Second Language

This text provides an introduction to the field of sociolinguistics for second and foreign language teachers. This book provides an introduction to the field of sociolinguistics for second and foreign language teachers. Chapters cover the basic areas of sociolinguistics, including regional and social variations in dialects, language and gender, World English, and intercultural communication. Each chapter has been specially written for this collection by an individual who has done extensive research on the topic explored. This is the first introductory text to address explicitly the pedagogical implications of current theory and research in sociolinguistics. The book will also be of interest to any teachers with students from linguistically diverse backgrounds.

Pragmatics for Language Educators

Current Trends in the Development and Teaching of the four Language Skills builds connections from theory in the four language skills to instructional practices and comprises twenty-one chapters that are grouped in five sections. The introductory chapter presents a communicative competence framework in order to highlight the key role the four language skills play in language learning and teaching. The next four sections each represent a language skill. Each section begins with a chapter which briefly illustrates advances in the understanding of how each skill is likely to be learned and taught. The following didactically oriented chapters expand this understanding by reviewing exemplary research and presenting innovative activities. The accessible style and practical focus of the volume make it ideal for method courses on teaching the four language skills.

Educational Policy Innovations

Offering an interdisciplinary approach, The Handbook of Classroom Discourse and Interaction presents a series of contributions written by educators and applied linguists that explores the latest research methodologies and theories related to classroom language. • Organized to facilitate a critical understanding of how and why various research traditions differ and how they overlap theoretically and methodologically • Discusses key issues in the future development of research in critical areas of education and applied linguistics • Provides empirically-based analysis of classroom talk to illustrate theoretical claims and methodologies • Includes multimodal transcripts, an emerging trend in education and applied linguistics, particularly in conversation analysis and sociocultural theory.

Intercultural Communication and Language Pedagogy
Theoretical foundations of the functioning of Education.
Ways to improve the effectiveness of educational activities

Drawing on cross-sectional and longitudinal analyses of a range of sociolinguistic variables in L2 French, this volume explores the relationship between 'study abroad' and the acquisition of sociolinguistic variation patterns by the advanced second language learner. Within a variationist paradigm, the findings illuminate a number of issues in relation to the role of speaker identity, gender, and L2 exposure and contact.

Pragmatics in Language Teaching

"This book reports the findings of an extensive research project on the acquisition of the native norms of spoken French variation by French immersion students who have learnt their second language primarily in an educational context. The project focused on a range of phonetic, lexical and grammatical sociolinguistic variants documented in studies of contemporary first language varieties of spoken French, and assessed the extent to which the students master the linguistic and extra-linguistic factors which govern variant choice. The book also discusses pedagogical strategies to improve the students' mastery of spoken French variation. The book represents an important contribution to an under-researched aspect of advanced Second Language Acquisition in an institutional setting."--BOOK JACKET.

Copyright code: 97249fcfb47d05be3e459de5517f2379