

Students Language Attitude Towards Using Code Switching

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.

Publisher Description

This book provides an account of classroom observation in a historical and educational perspective. Drawing on extracts from classic studies in this field, Dick Allwright reviews the development of research and experiment since the 1970's. The book thus not only provides a background to recent research, but also identifies areas for future development. Stress is laid on the link to be made between practice and research and it is argued that policy-making, either at classroom or institutional level, is heavily dependent on descriptive accounts of classroom reality.

Academic Days of Timișoara: Language Education Today is a book of the proceedings of the 3rd International Symposium "Language Education Today: Between Theory and Practice" held in Timișoara, Romania, on May 6–7, 2011, under the auspices of the Romanian Academy. It will appeal to teachers of modern languages no matter the level of instruction. The papers it contains deal with two main approaches of the teaching of languages in Europe, Asia, North America and South America: linguistics (theoretical linguistics: English, French, German, Serbian, and Swiss French; descriptive linguistics: Albanian, English, French, German, Italian, Romanian, Spanish and Serbian; applied linguistics: Albanian, Aromanian, Bahasa Malaysia, Bosnian, Croatian, English, German, Hungarian, Italian, Persian, Russian, Serbian, Spanish, and Turkish) and languages for specific purposes (Croatian, English, French, German, Japanese, Romanian, Russian, Ruthenian, Serbian, and Spanish).

This volume - the second in this series concerned with motivation and foreign language learning - includes papers presented at a colloquium on second language motivation at the American Association for Applied Linguistics as well as a number of specially commissioned surveys.

Research Paper (undergraduate) from the year 2016 in the subject English Language and Literature Studies - Linguistics, grade: A, International Islamic University Malaysia, course: Bachelor of Arts (Honours) English for International Communication, language: English, abstract: The purpose of this study is to investigate the factors affecting the level of English proficiency among International Islamic University Malaysia (IIUM) undergraduate students. A set of questionnaires were distributed online and data from a sample of 75 students were collected through Google Forms. Two demographic factors, namely gender and years of learning English, were used as the variables. The finding of the study suggests that the factors affecting the level of English proficiency among IIUM undergraduate students were not affected by gender but were affected by the duration of learning English. The factors that were contributing to the level of English proficiency among IIUM undergraduate students were language anxiety, students' attitude and also peers, parental and teacher influences. Besides, the study also revealed that there is no significant relationship between cultural stereotypes and students' performance in second language acquisition. The level of English proficiency among Malaysian students are often questioned. Despite learning English for almost 10 years in school, the majority of Malaysian students still encounter difficulties in using the language effectively especially in tertiary education. Many local graduates are still unemployed due to their lack of fluency in English.

Despite the spread of multilingualism, the number of research studies in multilingual contexts is scarce. This book deals with this question by examining would-be teachers' language use and attitudes, as their influence on future generations can be enormous. The use of the same questionnaire and the same methodology allows the reader to compare the results obtained in different European bilingual contexts, where the presence of diverse foreign languages leads to a situation in which several languages are in contact.

This is a systematic and critical appraisal of the variety of ways in which people's attitudes to language have been researched internationally over recent decades. The authors explain this complex field through clear reviews and commentary on previous work, while also offering a demonstration of language attitude research in one specific and important context, the English language in Wales. In addition to discussing different ways of expressing attitudes, from teenagers' and teachers' attitudes to regional and subcultural variation in attitudes, the book also considers issues such as degrees of authentic Welshness, the impact of rapid social change in Wales.

This book deals with early multilingual acquisition from a holistic, dynamic, and multilingual perspective. It focuses on the analysis of pragmatic awareness and language attitudes of consecutive multilingual children in relation to other variables, such as the linguistic model or the age factor. This volume makes an important contribution to the field, providing evidence for the Dynamic Model of Multilingualism proposed by Herdina and Jessner.

This book looks closely at Yi bilingual education practice in the southwest of China from an educationalist's perspective and, in doing so,

provides an insight toward our understanding of minority language maintenance and bilingual education implementation in China. The book provides an overview on the Yi people since 1949, their history, society, culture, customs and languages. Adopting the theory of language ecology, data was collected among different Yi groups and case studies were focused on Yi bilingual schools. By looking into the application of the Chinese government's multilingual language and education policy over the last 30 years with its underlying language ideology and practices the book reveals the de facto language policy by analyzing the language management at school level, the linguistic landscape around the Yi community, as well as the language attitude and cultural identities held by present Yi students, teachers and parents. The book is relevant for anyone looking to more deeply understand bilingual education and language maintenance in today's global context.

Post-colonial Curriculum Practices in South Asia gives a conceptual framework for curriculum design for English Language Teaching, taking into account context specific features in the teaching–learning settings of post-colonial South Asia. It reveals how the attitudes prevalent in post-colonial South Asian societies towards English negatively influence English language learning. The book provides a comprehensive analysis to design a course for English language teaching that aims at building learner confidence to speak English. Based on original research, the study covers Bangladesh, India, Pakistan and Sri Lanka. The book focuses on the context-specific nature of learners and considers a curriculum design that binds teaching materials and teaching methods together with an aligned assessment. Chapters discuss language attitudes, learner characteristics and English in the context of native languages, and introduce a special type of anxiety that stems from existing language attitudes in a society, referred to as Language Attitude Anxiety. The book will appeal to doctoral and post-doctoral scholars in English language education, students and researchers of sociolinguistics, psycholinguistics as well as curriculum designers of ELT and language policy makers.

Engages the complexities of teaching Latino/a students at Hispanic-Serving Institutions.

This book constitutes the proceedings of the 5th International Conference on e-Learning, e-Education, and Online Training, eLEOT 2019, held in Kunming, China, in August 2019. The 46 revised full papers presented were carefully reviewed and selected from 99 submissions. They focus on most recent and innovative trends in this broad area, ranging from distance education to collaborative learning, from interactive learning environments to the modelling of STEM (Science, Technology, Mathematics, Engineering) curricula.

This volume shows how the language system works in order to cultivate a correct attitude towards language, and to familiarize readers with the science of linguistics and issues related to it. All linguistic phenomena discussed here are accompanied by examples to allow the reader to understand how they are embedded in real linguistic contexts. The book discusses linguistic issues scientifically by considering findings from research studies.

Co-published with The International Research Foundation for English Language Education (TIRF) An important contribution to the emerging body of research-based knowledge about teaching English to native speakers of Arabic, this volume presents empirical studies carried out in Egypt, Lebanon, Oman, Palestine, Saudi Arabia, and the United Arab Emirates (UAE)—a region which has gained notable attention in the past few decades. Each chapter addresses an issue of current concern, and each includes implications for policy, practice, and future research. Nine chapter authors are Sheikh Nahayan Fellows—recipients of doctoral fellowships from The International Research Foundation for English Language Education (TIRF). This volume is the first in the Global Research on Teaching and Learning English Series, co-published by Routledge and TIRF.

Language contact between Russian and Kyrgyz speakers in the Kyrgyz Soviet Socialist Republic and in present day Kyrgyzstan has historically been a source of conflict. With independence, the young state began its search for a new identity in which language played a crucial role. Communicative and symbolic necessities therefore had to be considered in the formulation of an adequate language policy. This book describes the sociolinguistic processes in independent Kyrgyzstan from an ethno-linguistic perspective and gives an overview of language policy in both the Soviet Union and independent Kyrgyzstan. Drawing on 25 in-depth interviews and observations conducted during two years of fieldwork in Kyrgyzstan, the author explains why, in contrast to the status of titular languages in other former Soviet republics, the Kyrgyz language in Kyrgyzstan is still dominated by Russian after more than a decade of independence.

The spread of English as an international language along with the desire to maintain local languages lead us to consider multilingualism as the norm rather than the exception. Consequently, bi/multilingual education has bloomed over the last decades. This volume deals with one such type of education currently in the spotlight as an essentially European strategy to multilingualism, CLIL (Content and Language Integrated Learning), in which curricular content is taught through a foreign language. The book contributes new empirical evidence on its effects on linguistic and attitudinal outcomes focusing on bi/multilingual learners who acquire English as an additional language. Moreover, it presents critical analyses of factors influencing multilingual education, the effects of CLIL on both language and content learning, and the contrast between CLIL and other models of instruction. The research presented suggests that CLIL can greatly enhance language acquisition in multilingual settings.

This volume draws together the viewpoints and research findings of leading scholars and informed local practitioner-researchers throughout Asia-Pacific about the issues and challenges of English as a medium of instruction (EMI) at higher education institutions in that region. Specifically, it addresses four key themes: Macro-level EMI policy and practice; institutional implications for pedagogy; stakeholder perceptions of EMI; and challenges of interpersonal interaction in EMI contexts. The book is among the first to critically examine the emerging global phenomenon of English as a medium of instruction, and the first title to exclusively explore Asia-Pacific tertiary contexts. It will be of particular interest to policy-makers in international education and tertiary educators seeking blueprints for practice, as well as scholars and postgraduate students of English as a lingua franca, English for academic purposes, academic language and learning, and language education in Asia-Pacific.

This volume introduces the reader to ongoing research on the study of biliteracy, and highlights recent trends in the promotion of biliteracy and multiliteracies in education. Literacy issues have come under the microscope of researchers in recent decades. The very concept of literacy includes skills such as understanding, interpreting, and managing different text types in different sociocultural environments. Therefore, the pioneers in the study of literacy characterize it as one multidimensional concept with social and cultural components, or go even further by talking about pluriliteracies/multiliteracies, which emerge through the complex linguistic and value practices adopted by speakers of multilingual societies in the 21st century. The contributions gathered here will give the reader a general idea of where research is heading in the areas of biliteracy and multiliteracies, especially in view of multilingualism and its ever-changing conditions. The authors situate their research within current debates in terms of theory and empirical data. In this volume, the reader will find several chapters discussing issues of biliteracy and multiliteracies in a wide variety of settings, countries, and orientations, including Brazil, Cyprus, Greece, Iceland, Malta, Portugal, and the USA.

International Seminar on Social Science, Humanities and Education (ISSHE) is motivated by efforts to increase the quality of research and respond to the development of studies related to social science, humanities and education fields. This seminar aims: (1) to bring together all scientists, researchers, practitioners, and lecturers, (2) to share and discuss theoretical and practical knowledge about social science, humanities and education fields. The conference was held virtually by using Zoom on November, 25th 2020. The host of the conference was the Faculty of Cultural Sciences of Universitas Haluoleo, Kendari, Indonesia in collaboration with Graduate Program of Linguistics Universitas Warmadewa, Denpasar-Bali, Indonesia. By organising the seminar, it is expected it can be used as a scientific forum to accommodate discussions among young researchers originated from Indonesia in the fields of social science, humanities, and education. Therefore, the

keynote speakers and invited speakers in the seminar are the researchers that are reputable and well-known in the world. We would like to thank the organising committee and the board of reviewers for their kind assistance and intention in reviewing all the papers. We would also extend our best gratitude to keynote speakers for their invaluable contributions and worthwhile ideas shared in the seminar. As a result, ISSHE is expected to be able to be used as academic media to exchange ideas that will impact on conduction of any study related to social science, humanities, and education phenomena.

Provides a ground-breaking attempt to unite discussions on the pedagogical implications of the global spread of English, and lobby for change.

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 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.

Adopting a central theme of variability, the book explores different aspects of native and non-native accents of English. The dominating perspective is that of a non-native speaker, although – as argued by some contributors – the very distinction between native and non-native English may need to be redefined. As the debate on the pronunciation of English as a lingua franca continues, this volume presents well-focused studies investigating the acquisition and use of the sound system by native and non-native speakers, problems with the choice and variability in pronunciation models and pedagogical aspects of pronunciation instruction. The issue of accents calls for a comprehensive approach; this book aims to provide such a broad perspective, based on expertise and experience of the contributors, who are specialist in linguistics, applied linguistics, phonetics, phonology and ESL. The book is divided into three parts. Part one discusses complex conditioning of production and perception of native and non-native accents. It contains acoustic and auditory studies investigating the effect of such independent variables as identity, L1 or contextual factors on the elements of the sound system. Part two links the accent variability studies to the pedagogical context by presenting problems with the pronunciation model, its choice and variability. The main focus of part three is on pronunciation teaching: papers presented in this section report on the methods and results of phonetic instruction in different settings.

The book comprises papers presented at the 7th International Conference on University Learning and Teaching (InCULT) 2014, which was hosted by the Asian Centre for Research on University Learning and Teaching (ACRULeT) located at the Faculty of Education, Universiti Teknologi MARA, Shah Alam, Malaysia. It was co-hosted by the University of Hertfordshire, UK; the University of South Australia; the University of Ohio, USA; Taylor's University, Malaysia and the Training Academy for Higher Education (AKEPT), Ministry of Education, Malaysia. A total of 165 papers were presented by speakers from around the world based on the theme "Educate to Innovate in the 21st Century." The papers in this timely book cover the latest developments, issues and concerns in the field of teaching and learning and provide a valuable reference resource on university teaching and learning for lecturers, educators, researchers and policy makers.

These in-depth case studies provide novel insights in to the fast-changing language situation in multilingual China, and how it changes the meanings of language identity and language learning. This linguistic ethnographic study of language attitudes and identities in contemporary China in the era of multilingualism provides a comprehensive and critical review of the state of the art in the field of language-attitude research, and situates attitudes towards Chinese regional dialects in their social, historical as well as local contexts. The role of language policies and the links between the interactional phenomena and other contextual factors are investigated through the multi-level analysis of linguistic ethnographic data. This study captures the long-term language socialisation process and the moment-to-moment construction of language attitudes at a level of detail that is rarely seen. The narrative is presented in a highly readable style, without compromising the theoretical sophistication and sociolinguistic complexities.

This encyclopedia is divided into three sections: individual bilingualism; bilingualism in society and bilingual education. It includes many pictures, graphs, maps and diagrams. The book concludes with a comprehensive bibliography on bilingualism.

The analysis of language attitudes is important not only because attitudes can affect language maintenance and language change but also because such reflections and discussions can bring light to social, cultural, political and educational matters that require an interdisciplinary approach. This volume fills a crucial void in the field of Hispanic and Lusophone linguistics by introducing the latest production in the discipline of attitudes toward Spanish, Spanish sign language, Portuguese, Guarani and Papiamentu around the world, from South America and the Caribbean to the United States, Spain and Japan. The studies presented in this collection – a variety of sociolinguistic scenarios and methodological approaches – will make an important contribution to theoretical discussions on linguistic attitudes, specifically in the domains of language integration through education, language policy, and language maintenance. This book is intended for sociolinguists, social scientists and scholars in the humanities as well as graduate students enrolled in sociolinguistics courses.

Language Diversity in the Sinophone World offers interdisciplinary insights into social, cultural, and linguistic aspects of multilingualism in the Sinophone world, highlighting language diversity and opening up the burgeoning field of Sinophone studies to new perspectives from sociolinguistics. The book begins by charting historical trajectories in Sinophone multilingualism, beginning with late imperial China through to the emergence of English in the mid-19th century. The volume uses this foundation as a jumping off point from which to provide an in-depth comparison of modern language planning and policies throughout the Sinophone world, with the final section examining multilingual practices not readily captured by planning frameworks and the ideologies, identities, repertoires, and competences intertwined within these different multilingual configurations. Taken together, the collection makes a unique sociolinguistic-focused intervention into emerging research in Sinophone studies and will be of interest to students and scholars within the discipline.

The collection of papers in this special volume discuss issues and challenges that are pertinent in understanding present-day moves and tendencies in the use of languages in the African contexts. The volume's major asset lies in the diversity of topics, the range of languages and the African geographical areas covered. Not only do the contributors come from different nations in Africa but also many of them are established scholars who interact with and interpret the unique situations in their nations on a daily basis.

We are delighted to introduce the proceedings of the first edition of the 2019 International Conference on Advances in Education, Humanities, and Language (ICEL). The aim of ICEL (International Conference on Advances in Humanities, Education and Language) is to provide a platform for researchers, professionals, academicians as well as industrial professionals from all over the world to present their research results and development activities in Education, humanities, and Language. The theme of ICEL 2019 was "Mainstreaming the Influences on Higher Order of Thinking Skills in Humanities, Education, and Language in Industrial Revolution 4.0". The technical program of ICEL 2019 consisted of 77 full papers, including invited papers in oral presentation sessions at the main conference tracks. Aside from the high quality technical paper presentations, the technical program also featured six keynote speeches, Hamamah, Ph.D (Univeritas Brawijaya, Indonesia), Prof. Dr. Nuraihan binti Mat Daud (UIIM, Malaysia), Dr. Edith Dunn (Conservator/Cultural Specialist, USA), Prof. Yoshihiko -Sugimura

(university of Mizaki, Japan), Prof. Park Yoonho (Sunchon National University, Korea) and Prof. Su Keh Bow (Soochow University, Taiwan). We strongly believe that ICEL conference provides a good forum for all researchers, developers and practitioners to discuss various advances that are relevant to education, humanities, and language. We also expect that the future ICEL conference will be as successful and stimulating, as indicated by the contributions presented in this volume

Living through Languages: An African Tribute to René Dirven is a collection of scholarly research meant to honour the various facets of his academic legacy, which includes language policy and politics, language acquisition (specifically in multilingual societies), the role of English and English language teaching, and a life-long interest in cognitive linguistics.

This volume presents an in-depth analysis of language variation in Jamaican radio newscasts and talk shows. It explores the interaction of global and local varieties of English with regard to newscasters' and talk show hosts' language use and listeners' attitudes. The book illustrates the benefits of an integrated approach to mass media: the analysis takes into account radio talk and the perception of the audience, it is context-sensitive, paying close attention to variation within and between genres, and it combines quantitative and qualitative approaches to demonstrate the complexity of language in the media. The book contributes to our understanding of the dynamics of World Englishes in the 21st century and endonormative stabilization processes in linguistically heterogeneous postcolonial speech communities, and shows how mass media both challenge and reproduce sociolinguistic stratification. This volume will be relevant for researchers interested in the fields of sociolinguistics, language attitudes, and language in the media.

"This book makes a significant and very timely contribution to furthering professional understanding of CLIL (Content and Language Integrated Learning). The first part brings together the outcomes of CLIL implementation initiatives in different educational sectors in Spain which reflect regional possibilities and priorities. The second part takes a critical look at a variety of teacher education models, both in-service and pre-service. Linking classroom initiatives with teacher education underlines the importance of addressing this often neglected or ignored area. Quite simply, without appropriate teacher education programs, the full potential of CLIL is unlikely to be realised and the approach would be unsustainable. This publication provides the reader with practical suggestions and raises issues for further reflection. The contributors have embraced the 'educational challenge' and, in doing so, have made a significant contribution to disseminating CLIL practice across Europe and further afield by raising issues and questions which need to be addressed through future class-based inquiry and scientific research. The collection of case studies is also a celebration of the hard work, endeavour and constant drive by practitioners, teacher educators and researchers to give our young people the best linguistically-rich learning experiences they can possibly have throughout their schooling and further studies." —Professor Do Coyle, University of Aberdeen

"This book argues for the need to empower African indigenous languages for greater functions in national life. It makes an important and useful contribution to the understanding of the sociolinguistic and sociopolitical dimensions of language attitudes in the sub-Saharan African language context." "Overall, the book will interest all sociolinguists, language in education researchers and scholars, language policy makers in multilingual situations, and even politicians. Also, anyone interested in the complex African language context will find the book very informative, even stirring, while those involved with language issues in multilingual situations all over the world will find Language Attitudes in Sub-Saharan Africa interesting, stimulating, and valuable."--BOOK JACKET. Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

The Social Sciences Empowered contains papers presented at the 7th International Congress on Interdisciplinary Behavior and Social Science 2018 (ICIBSoS 2018), held 21-22 July 2018, Bangkok, Thailand, 22-23 September 2018, Bali, Indonesia, 6-7 October 2018, Kuta, Bali, Indonesia, and 24-25 November 2018, Yogyakarta, Indonesia. ICIBSoS 2018 provided the economic and social analysis necessary for addressing issues in Humanities disciplines such as Education, Sociology, Anthropology, Politics, History, Philosophy, Psychology as well as food security. Contributions to these proceedings give necessary insight into the cultural and human dimension of such diverse research areas as transport, climate change, energy and agriculture. ICIBSoS 2018 also analyses the cultural, behavioural, psychological, social and institutional drivers that transform people's behaviour and the global environment. ICIBSoS 2018 proposes new ideas, strategies and governance structures for overcoming the crisis from a global perspective, innovating the public sector and business models, promoting social innovation and fostering creativity in the development of services and product design.

Just about everyone seems to have views about language. Language attitudes and language ideologies permeate our daily lives. Our competence, intelligence, friendliness, trustworthiness, social 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.

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