

## Language Individual Society Journal Of International

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.

First published in 1983. Routledge is an imprint of Taylor & Francis, an informa company.

Proceedings of the annual meeting of the Society in v. 1-11, 1925-34. After 1934 they appear in Its Bulletin.

Why should we study language? How do the ways in which we communicate define our identities? And how is this all changing in the digital world? Since 1993, many have turned to Language, Culture, and Society for answers to questions like those above because of its comprehensive coverage of all critical aspects of linguistic anthropology. This seventh edition carries on the legacy while addressing some of the newer pressing and exciting challenges of the 21st century, such as issues of language and power, language ideology, and linguistic diasporas. Chapters on gender, race, and class also examine how language helps create-and is created by-identity. New to this edition are enhanced and updated pedagogical features, such as learning objectives, updated resources for continued learning, and the inclusion of a glossary. There is also an expanded discussion of communication online and of social media outlets and how that universe is changing how we interact. The discussion on race and ethnicity has also been expanded to include Latin- and Asian-American English vernacular.

Includes list of members.

The series Handbooks of Linguistics and Communication Science is designed to illuminate a field which not only includes general linguistics and the study of linguistics as applied to specific languages, but also covers those more recent areas which have developed from the increasing body of research into the manifold forms of communicative action and interaction.

Over the past two decades, the fields of linguistic anthropology and sociolinguistics have complicated traditional understandings of the relationship between language and identity. But while research traditions that explore the linguistic complexities of gender and sexuality have long been established, the study of race as a linguistic issue has only emerged recently. The Oxford Handbook of Language and Race positions issues of race as central to language-based scholarship. In twenty-one chapters divided into four sections-Foundations and Formations; Coloniality and Migration; Embodiment and Intersectionality; and Racism and Representations-authors at the forefront of this rapidly expanding field present state-of-the-art research and establish future directions of research. Covering a range of sites from around the world, the handbook offers theoretical, reflexive takes on language and race, the larger histories and systems that influence these concepts, the bodies that enact and experience them, and the expressions and outcomes that emerge as a result. As the study of language and race continues to take on a growing importance across anthropology, communication studies, cultural studies, education, linguistics, literature, psychology, ethnic studies, sociology, and the academy as a whole, this volume represents a timely, much-needed effort to focus these fields on both the central role that language plays in racialization and on the enduring relevance of race and racism.

International journal of contemporary visual artists.

Language Development and Language Impairment offers a problem-based introduction to the assessment and treatment of a wide variety of childhood language developmental disorders.

Focuses for the most part on the pre-school years, the period during which the foundations for language development are laid Uses a problem-based approach, designed to motivate students to find the information they need to identify and explore learning issues that a particular speech or language issue raises Examines the development of a child's phonological system, the growth of vocabulary, the development of grammar, and issues related to conversational and narrative competence Integrates information on typical and atypical language development

This book explores language practices, beliefs and management across a group of Polish immigrant families in Australia, drawing on these case studies as a lens through which to unpack dynamics of Family Language Policy (FLP) and their implications for future research on FLP. The volume begins by outlining the historical context of Polish immigration in Australia, charting two key waves of Polish migration in the 20th century and the subsequent unfolding of issues around language and culture maintenance in these families. This discussion paves the way for exploring key themes of language socialization, language ideologies and heritage language maintenance and the affordances of FLP research in elucidating these dynamics at work in the lived experiences of a group of Polish immigrant families in Melbourne. The book highlights the importance of a triangulated approach, integrating qualitative and quantitative methods, in offering nuanced insights into parental approaches and children's experiences of a bilingual upbringing and the wider impact of FLP on transnational families. Opening up avenues for future research on Family Language Policy and a better understanding of the language practices of specific communities in a globalised world, this book will be of interest to scholars in multilingualism, sociolinguistics and applied linguistics.

Surviving Linguistics offers linguistics students clear, practical, and focused advice on how to succeed in graduate school and earn a degree. The book is a valuable resource for students at any stage of their graduate career, from learning to write linguistics papers through completing their dissertation and finding a job. Along the way, the author explains the process of submitting conference abstracts, presenting papers at conferences, publishing journal articles, writing grant applications, creating a CV, and much more.

Throughout Surviving Linguistics, Macaulay emphasizes the importance of working with advisors, dissertation committees, and fellow graduate students. The book includes exercises, helpful references to numerous books and on-line resources, and an index.

List of members.

Benati provides clarity about the characteristics and notion of language proficiency in the field of second language acquisition. He looks at four areas of research paradigmatically

related to the role of proficiency: theorizing and measuring second language proficiency; the dimensions of L2 proficiency; factors contributing to the attainment of L2 proficiency and attaining L2 proficiency in the classroom. It also contains a variety of research accounts about the specific factors which have an effect on proficiency together with a theorised measurement of proficiency in second language research. It will be required reading for researchers in applied linguistics and second language acquisition.

A Communication Universe offers a new approach to theorizing the nature of communication which is conceptualized as transformations of a space-time continuum of meaning. Igor E. Klyukanov also shows how each transformation can be best discussed in terms of certain theories of communication. Thus, the book is dedicated to both ontological and epistemological issues of communication.

Language for specific purposes (LSP) refers to language courses specific to a content area, such as Business Spanish or French for Engineering. Although around for some time, it has gained increasing interest in the last ten years because of the demand for language programs to provide a "practical skill" and, in many cases, from students wishing to build marketability with their language skills. At most language conferences, LSP sessions are on the agenda in some form. There's also crossover in this area with languages in the community programs (service learning/social justice/heritage learners/etc.). Little research has been done on the topic. Rising from a new biennial conference, this edited volume provides a seminal set of studies that opens dialogue for further development of LSP curriculum--a hot topic. The areas of focus include what research is needed going forward, current curriculum development and where it is going, and what it means to bring language skills into the workplace. Both K12 and higher ed are addressed. The editor has pulled together strong essays to address some key topics in LSP into a volume that will really contribute to the field. TOC includes a who's who in the field. Extra research data as PDFs will be made available on the GUP website for those interested.

The Routledge Handbook of English Language and Digital Humanities serves as a reference point for key developments related to the ways in which the digital turn has shaped the study of the English language and of how the resulting methodological approaches have permeated other disciplines. It draws on modern linguistics and discourse analysis for its analytical methods and applies these approaches to the exploration and theorisation of issues within the humanities. Divided into three sections, this handbook covers: sources and corpora; analytical approaches; English language at the interface with other areas of research in the digital humanities. In covering these areas, more traditional approaches and methodologies in the humanities are recast and research challenges are re-framed through the lens of the digital. The essays in this volume highlight the opportunities for new questions to be asked and long-standing questions to be reconsidered when drawing on the digital in humanities research. This is a ground-breaking collection of essays offering incisive and essential reading for anyone with an interest in the English language and digital humanities.

This book addresses various aspects of acoustic–phonetic analysis, including voice quality and fundamental frequency, and the effects of speech fluency and non-native accents, by examining read speech, public speech, and conversations. Voice is a sexually dimorphic trait that can convey important biological and social information about the speaker, and empirical findings suggest that voice characteristics and preferences play an important role in both intra- and intersexual selection, such as competition and mating, and social evaluation. Discussing evaluation criteria like physical attractiveness, pleasantness, likability, and even persuasiveness and charisma, the book bridges the gap between social and biological views on voice attractiveness. It presents conceptual, methodological and empirical work applying methods such as passive listening tests, psychoacoustic rating experiments, and crowd-sourced and interactive scenarios and highlights the diversity not only of the methods used when studying voice attractiveness, but also of the domains investigated, such as politicians' speech, experimental speed dating, speech synthesis, vocal pathology, and voice preferences in human interactions as well as in human–computer and human–robot interactions. By doing so, it identifies widespread and complementary approaches and establishes common ground for further research.

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This book investigates language disorders in children who speak languages other than, or in addition to, English. The chapters in the first section of the volume focus on language disorders associated with four different syndromes in multilingual populations and contexts. This section discusses language disorders associated with autism spectrum disorders, Down syndrome, fetal alcohol syndrome and Williams syndrome. The chapters in the second section of the book relate to language impairment in children who speak diverse languages, although the issues they address are relevant across languages and cultural contexts. The book also reviews assessment procedures and intervention approaches for diverse languages, including Bengali, Cantonese, French, Spanish, and Turkish. The volume aims to stimulate thoughtful clinical practice and further research in language disorders in multilingual populations.

A book on those who know and use two or more languages: Who are they? How do they do it?

This volume presents authoritative and up-to-date research in colour studies by specialists across a wide range of academic disciplines, including vision science, psychology, psycholinguistics, linguistics, anthropology, onomastics, philosophy, archaeology and design. The chapters have been developed from papers and posters presented at the Progress in Colour Studies (PICS2016) conference held at University College London in September 2016. The book continues the series from the earlier PICS conferences, which have become renowned for their insights into colour in language and cognition. In the present book all chapters have been rigorously peer-reviewed and revised to ensure the highest standards throughout. The chapters are grouped into three sections: Colour Perception and Cognition; The Language of Colour; and The Diversity of Colour. Each section is preceded by a short introduction drawing together the themes of its chapters. There are over 120 colour illustrations.

The process of learning words and languages may seem like an instinctual trait, inherent to nearly all humans from a young age. However, a vast range of complex research and information exists in detailing the complexities of the process of word learning. Theoretical and Computational Models of Word Learning: Trends in Psychology and Artificial Intelligence strives to combine cross-disciplinary research into one comprehensive volume to help readers gain a fuller understanding of the developmental processes and influences that makeup the progression of word learning. Blending together developmental psychology and artificial intelligence, this publication is intended for researchers, practitioners, and educators who are interested in language learning and its development as well as computational models formed from these specific areas of research.

"Connects language and literacy development to identity and motivation to contextualize learning styles for pre-service teachers"--

A revision of the author's thesis, University of London, 1963. Includes index. Bibliography: p. [273]-275.

Arithmetic is still hugely important in many aspects of modern life, but our personal attitudes to it differ greatly. Many people struggle with the basic principles of arithmetic, whilst others love it and feel confident in their arithmetical abilities. Why are there so many individual differences in people's performance in, and feelings about, arithmetic? *Individual Differences in Arithmetic* explores the idea that there is no such thing as arithmetical ability, only arithmetical abilities. The book discusses several important components of arithmetic, from counting principles and procedures to arithmetical estimation, alongside emotional and cognitive components of arithmetical performance. This edition has been extensively revised to include the latest research, including recent cross-cultural and cross-linguistic research, the development of new interventions for children with difficulties and studies of early foundations of mathematical abilities. Drawing on developmental, educational, cognitive and neuropsychological studies, this book will be essential reading for all researchers of mathematical cognition. It will also be of interest to educators and other professionals working within individuals with arithmetic deficits.

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