

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

David Crystal's classic *English as a Global Language* considers the history, present status and future of the English language, focusing on its role as the leading international language. English has been deemed the most 'successful' language ever, with 1500 million speakers internationally, presenting a difficult task to those who wish to investigate it in its entirety. However, Crystal explores the subject in a measured but engaging way, always backing up observations with facts and figures. Written in a detailed and fascinating manner, this is a book written by an expert both for specialists in the subject and for general readers interested in the English language.

### Publisher Description

Engineering your accent is easy. You just need the right framework. The traditional view is that improving an accent is hard. If you want to sound like a native speaker, you must grow up around the language or work on it actively for years. Sometimes it even takes a lifetime of practice before you get rid of your accent. But this is wrong. If you take a first principles approach and start with sounds instead of individual words, you can engineer an American accent (or any accent!) in as little as 10 weeks. *Engineer Your Accent* walks you through each step of the process, covering both the theory of accent engineering and the practice of actually adjusting your accent so you sound virtually indistinguishable from a native speaker. You'll never look at your accent the same way again after reading this book. You'll also have what you need to confidently engineering your accent so you sound like a local no matter where you grew up.

Even though second-language learners may master the grammar and vocabulary of the new languages, they almost never achieve a native phonology (accent). Scholars and professionals dealing with second-language learners would agree that this is one of the most persistent challenges they face. Now, for the first time, Roy Major's *Foreign Accent* covers the exploding scholarship in this area and lays out the issues specifically for audiences in the second language acquisition and applied linguistics community.

**Publisher's Note:** Products purchased from Third Party sellers are not guaranteed by the publisher for quality, authenticity, or access to any online entitlements included with the product. *Mastering the American Accent* is an easy-to-follow approach for reducing the accent of non-native speakers of English. Well-sequenced lessons in the book correspond over eight hours of downloadable audio files covering the entire text. The audio program provides clear models (both male and female) to help coach a standard American accent. The program is designed to help users speak Standard American English with clarity, confidence, and accuracy. The many exercises in the book concentrate on topics such as vowel sounds, problematic consonants such as V, W, TH, the American R and T and others. Correct lip and tongue positions for all sounds are discussed in detail. Beyond the production of sounds, the program provides detailed instruction in prosodic elements such as syllable stress, emphasis, intonation, linking words for smoother speech flow, common word contractions, and much more. Additional topics that often confuse ESL students are also discussed and explained. They include distinguishing between casual and formal speech, homophones (e.g., they're and there), recognizing words with silent letters (e.g., comb, receipt), and

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avoiding embarrassing pronunciation mistakes, such as mixing up "pull" and "pool." Students are familiarized with many irregular English spelling rules and exceptions, and are shown how such irregularities can contribute to pronunciation errors. A native language guide references problematic accent issues for 13 different language backgrounds.

Certain forms of mobility and multilingualism tend to be portrayed as problematic in the public sphere, while others are considered to be unremarkable. Divided into three thematic sections, this book explores the contestation of spaces and the notion of borders, examines the ways in which heritage and authenticity are linked or challenged, and interrogates the intersections between mobility and hierarchies and the ways that language can be linked to notions of belonging and aspirations for mobility. Based on fieldwork in Africa, Asia, Australasia and Europe, it explores how language functions as both site of struggle and as a means of overcoming struggle. This volume will be of particular interest to scholars taking ethnographic and critical sociolinguistic approaches to the study of language and belonging in the context of globalisation.

Some people say scohn, while others say schown. He says bath, while she says bahth. You say potayto. I say potahto And- -wait a second, no one says potahto. No one's ever said potahto. Have they? From reconstructing Shakespeare's accent to the rise and fall of Received Pronunciation, actor Ben Crystal and his linguist father David travel the world in search of the stories of spoken English. Everyone has an accent, though many of us think we don't. We all have our likes and dislikes about the way other people speak, and everyone has something to say about 'correct' pronunciation. But how did all these accents come about, and why do people feel so strongly about them? Are regional accents dying out as English becomes a global language? And most importantly of all: what went wrong in Birmingham? Witty, authoritative and jam-packed full of fascinating facts, *You Say Potato* is a celebration of the myriad ways in which the English language is spoken - and how our accents, in so many ways, speak louder than words.

This book provides a very readable, up-to-date description of language variation in American English, covering regional, ethnic, and gender-based differences. contains new chapters on social and ethnic dialects, including a separate chapter on African American English and more comprehensive discussions of Latino, Native American, Cajun English, and other varieties, includes samples from a wider array of US regions features updated chapters as well as pedagogy such as new exercises, a phonetic symbols key, and a section on the notion of speech community accessibly written for the wide variety of students that enrol in a course on dialects, ranging from students with no background in linguistics to those who may wish to specialize in sociolinguistics This book focuses on an increasingly attractive, yet controversial topic of non-native accentedness in speech. The contributors here are aware of the fact that the mechanisms and effects of pronunciation are far too complex to allow for strong and definite claims of any sort, but present research leading to useful answers to relevant questions. The book contributes to the deeper understanding of many aspects of foreign-accented English with reference to clearly described empirical evidence. The volume brings together fourteen chapters organized into four subdivisions, covering conceptual and perceptual issues, questions of segmental and suprasegmental pronunciation features, and methodological and didactic recommendations. As such, it provides a cross-sectional view of the current phonetic and didactic empirical research into the pronunciation of non-native English.

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Investigates the history and continuing evolution of American English, from the 16th century to the present, to celebrate the endless variety and remarkable inventiveness that have always been at the heart of our language. By the author of *Images of English: A Cultural History of the Language*.

*Do You Like the Way Your English Accent Sounds?* How you sound in English matters. Research shows this very clearly. Native speakers judge people with clear, easy to understand accents as proficient in English (even if in reality they're only beginners). On the other hand, they judge people whose accents are hard to understand as being low-level (Even if they're not). Did you know that your answers to just a handful of questions can predict the zip code of where you grew up? *Speaking American* offers a visual atlas of the American vernacular--who says what, and where they say it--revealing the history of our nation, our regions, and the language that divides and unites us.

From "one of the most brilliant young psychologists of her generation" (Paul Bloom), a groundbreaking examination of how speech causes some of our deepest social divides—and how it can help us overcome them. We gravitate toward people like us; it's human nature. Race, class, and gender shape our social identities, and thus who we perceive as "like us" or "not like us." But one overlooked factor can be even more powerful: the way we speak. As the pioneering psychologist Katherine Kinzler reveals in *How You Say It*, the way we talk is central to our social identity because our speech largely reflects the voices we heard as children. We can change how we speak to some extent, whether by "code-switching" between dialects or by learning a new language; over time, our speech even changes to reflect our evolving social identity and aspirations. But for the most part, we are forever marked by our native tongue—and are hardwired to prejudge others by theirs, often with serious consequences. Someone's accent alone can determine the economic opportunity or discrimination they encounter in life, making speech one of the most urgent social-justice issues of our day. Our linguistic differences present challenges, Kinzler shows, but they also can be a force for good. Humans can benefit from being exposed to multiple languages—a paradox that should inspire us to master this ancient source of tribalism and rethink the role that speech plays in our society. Are you considered a "dingbatter," or outsider, when you visit the Outer Banks? Have you ever noticed a picture in your house hanging a little "sigogglin," or crooked? Do you enjoy spending time with your "buddyrow," or close friend? Drawing on over two decades of research and 3,000 recorded interviews from every corner of the state, Walt Wolfram and Jeffrey Reaser's lively book introduces readers to the unique regional, social, and ethnic dialects of North Carolina, as well as its major languages, including American Indian languages and Spanish. Considering how we speak as a reflection of our past and present, Wolfram and Reaser show how languages and dialects are a fascinating way to understand our state's rich and diverse cultural heritage. The book is enhanced by maps and illustrations and augmented by more than 100 audio and video recordings, which can be found online at [talkintarheel.com](http://talkintarheel.com).

Based on an innovative corpus-based approach, this book offers a comprehensive survey of the phonological and phonetic properties of L2 speech in English and German. The first part of the book critically examines current theoretical models and research methodologies in the field of second language acquisition of phonology and describes the advances that have been made in corpus linguistics over the past few years - in particular, the development of phonological learner corpora. It furthermore presents the first learner corpus of L2 English and L2 German that is fully aligned and has extensive phonological annotations: the LeaP corpus. The second part of the book describes the results of the quantitative and qualitative corpus analyses in the following areas of non-native speech: fluency, final consonant cluster realisation, vowel reduction and speech rhythm, intonation and general foreign accent. In addition, the influence of many non-linguistic factors, including instruction and a stay abroad, on the phonological properties of non-native speech is explored.

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Since its publication over ten years ago *English with an Accent* has provoked debate and controversy within classrooms through its scrutiny of American attitudes towards language. Drawing on examples from a range of contexts that include the judicial courts and media, Rosina Lippi-Green discusses the ways in which discrimination based on accent functions to support and perpetuate social structures and unequal power relations. The second edition of *English with an Accent* is reorganised and revised to include: \* new dedicated chapters on Latino English and Asian American English \* a section in each chapter with discussion questions, annotated further reading, key concepts, and suggested classroom exercises \* updated the examples drawn from a variety of contexts: the classroom, the court, the media and corporate culture \* a discussion of the long-term implications of the Ebonics debate. Additionally, the book is now accompanied by a Companion Website, featuring: \* links to audio, video, and other resources relevant to the each chapter's content \* interactive flash cards of key terms in the book \* an instructor's guide to using the book and website \* further suggested discussion questions and activity prompts. *English with an Accent* is essential reading for students with interests in attitudes and discrimination towards language.

*English Beginners Guide To Speak Fluent English Like A Native In Less Than 6 Months* So you are struggling with English. Or you realize a need to improve your ability to speak and understand it. Whatever the specifics, you are not sure where to start. This guide will give you some simple and accessible advice and techniques to help you get started. From movies to ESL groups, there are a number of different and usually free ways for you to practice and expand your English vocabulary and this guide gives you a primer so that you can navigate your way through them and find what works best for you.

Exploring the complex relationship between language and immigration in the United States, this timely book challenges mainstream, historically established assumptions about American citizenship and identity. Set within both a historical and a current political context, this book covers hotly debated topics such as language and ethnicity, the relationship between non-native English and American identity, perceptions and stereotypes related to foreign accents, code-switching, hybrid language forms such as Spanglish, language and the family, and the future of language in America. Work from the fields of linguistics, education policy, history, sociology, and politics are brought together to provide an accessible overview of the key issues. Through specific examples and case studies, immigrant America is presented as a diverse, multilingual, and multidimensional space in which identities are often hybridized and always multifaceted.

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

The study of child language and, in particular, child syntax is a growing area of linguistic research, yet methodological issues often take a back seat to the findings and conclusions of

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specific studies in the field. This book is designed in part as a handbook to assist students and researchers in the choice and use of methods for investigating children's grammar. For example, a method (or combination of methods) can be chosen based on what is measured and who the target subject is. In addition to the selection of methods, there are also pointers for designing and conducting experimental studies and for evaluating research. Methods for Assessing Children's Syntax combines the best features of approaches developed in experimental psychology and linguistics that ground the study of language within the study of human cognition. The first three parts focus on specific methods, divided according to the type of data collected: production, comprehension, and judgment. Chapters in the fourth part take up general methodological considerations that arise regardless of which method is used. All of the methods described can be modified to meet the requirements of a specific study.

Contributors: Helen Smith Cairns, Katherine Demuth, Jill de Villiers, Suzanne Flynn, Claire Foley, LouAnn Gerken, Roberta Michnick Golinkoff, Helen Goodluck, Peter Gordon, Kathy Hirsh-Pasek, Jennifer Ryan Hsu, Louis Michael Hsu, Celia Jakubowicz, Laurence B. Leonard, Barbara Lust, Dana McDaniel, Cecile McKee, Thomas Roeper, Michele E. Shady, Karin Stromswold, Rosalind Thornton Language, Speech, and Communication series

Is American English in decline? Are regional dialects dying out? Is there a difference between men and women in how they adapt to linguistic variations? These questions, and more, about our language catapulted Robert MacNeil and William Cran—the authors (with Robert McCrum) of the language classic *The Story of English*—across the country in search of the answers. *Do You Speak American?* is the tale of their discoveries, which provocatively show how the standard for American English—if a standard exists—is changing quickly and dramatically. On a journey that takes them from the Northeast, through Appalachia and the Deep South, and west to California, the authors observe everyday verbal interactions and in a host of interviews with native speakers glean the linguistic quirks and traditions characteristic of each area. While examining the histories and controversies surrounding both written and spoken American English, they address anxieties and assumptions that, when explored, are highly emotional, such as the growing influence of Spanish as a threat to American English and the special treatment of African-American vernacular English. And, challenging the purists who think grammatical standards are in serious deterioration and that media saturation of our culture is homogenizing our speech, they surprise us with unpredictable responses. With insight and wit, MacNeil and Cran bring us a compelling book that is at once a celebration and a potent study of our singular language. Each wave of immigration has brought new words to enrich the American language. Do you recognize the origin of 1. blunderbuss, sleigh, stoop, coleslaw, boss, waffle? Or 2. dumb, ouch, shyster, check, kaput, scram, bumper? Or 3. phooey, pastrami, glitch, kibbitz, schnozzle? Or 4. broccoli, espresso, pizza, pasta, macaroni, radio? Or 5. smithereens, lolpalooza, speakeasy, hooligan? Or 6. vamoose, chaps, stampede, mustang, ranch, corral? 1. Dutch 2. German 3. Yiddish 4. Italian 5. Irish 6. Spanish Since its initial publication, *English with an Accent* has provoked debate and controversy within classrooms through its in-depth scrutiny of American attitudes towards language. This second edition remains essential reading.

*English with an Accent: Language, Ideology and Discrimination in the United States* Routledge  
In *English with an Accent* Rosina Lippi-Green examines American attitudes towards language, exposing the way in which language is used to maintain and perpetuate social structures. *Language, Society and Power* is the essential introductory text for students studying language in a variety of social contexts. This book examines the ways in which language functions, how it influences thought and how it varies according to age, ethnicity, class and gender. It seeks to answer such questions as: How can a language reflect the status of children and older people? Do men and women talk differently?

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How can our use of language mark our ethnic identity? It also looks at language use in politics and the media and investigates how language affects and constructs our identities, exploring notions of correctness and attitudes towards language use. This third edition of this bestselling book has been completely revised to include recent developments in theory and research and offers the following features: a range of new and engaging international examples drawn from everyday life: beauty advertisements, conversation transcripts, newspaper headlines reporting on asylum seekers, language themed cartoons, and excerpts from the television programme South Park and satirical news website The Onion new activities designed to give students a real understanding of the topic a new chapter covering 'Student Projects' – giving readers suggestions on how to further explore the topics covered in the book updated and expanded further reading sections for each chapter and a glossary. While it can be used as a stand-alone text, this edition of Language, Society and Power has also been fully cross-referenced with the new companion title: The Language, Society and Power Reader. Together these books provide the complete resource for students of English language and linguistics, media, communication, cultural studies, sociology and psychology.

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.

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

The Hollywood Tutor's American English Large Print Abridged Edition Foreword by

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Danny Hutton, Three Dog Night  
Lesson One: The American English  
Alphabet Pronunciation Key  
Pronunciation Key with Articulation  
Multiple syllable words  
Days of the week, seasons, months of the year  
Compare and Contrast :  
Homographs, Homonyms, and Homophones  
Contractions: Short form  
Dialogue :  
Greetings and Questions  
Lesson Two  
Pronunciation Key  
Conversations: Invitations and Exits  
Conversations: Complain like an American  
Conversations: Global warming  
Conversations: Apologies and Condolences  
Conversations: COVID-Numbers :  
Cardinal, Anniversaries, Ordinals  
Numbers : Weight, Distance, Currency & Time  
Federal Holidays and Free parking  
Antonyms  
Relative Pronouns and Adverbs  
The Indefinite Articles [A, An][The] Definite Article  
Sounds of [The or Thee]  
Vowels, Diphthongs, Consonants, Syllables  
Double consonants  
Vowels and Diphthongs  
Sound of Long [U]  
Diphthongs: Practicing the [L] sounds  
Lesson Three  
Pronunciation Key  
Words ending with a vowel  
Accents on the syllable before suffixes  
Accents are often on the first syllable  
Prefixes, Roots and Suffixes  
Add [es] to consonants for plurals  
Plural [y] to [ies]  
Words beginning with G  
Sound of G followed by an [a] or [o]  
Silent [e] at end of word  
Silent [e] with long vowel  
FSZL rule  
Allophones of [T]  
Pronunciation of Final [-ed]  
Sound of [s] as [z]  
Sound of Hissing double [ss] or [es]  
Extra syllable added  
Verb forms: Tenses with sentences  
Modal verbs: Synonyms  
Chocolate and the Verb Tenses  
Parts of Speech: Definitions and examples  
Lesson Four  
Pronunciation Key  
Sentence focus, intonation, and stress  
Speech Measures: The Rhythm of a sentence  
Punctuation: Pauses and breaths  
The Five Senses  
Synonyms  
COVID-Terminology  
Focused sounds: Digraphs, Trigraphs  
American Presidents and their Pets  
Lesson Five  
Pronunciation Key  
List of States with Details  
Dialogue : American Citizenship Review  
Discrimination in America  
BLM: Racial injustice and bigotry  
Lesson Six  
Pronunciation Key  
American Wood: Types of Trees  
American Home: Interiors and Exteriors  
Words with Silent letters and Sentences  
Proper use of [at, on and in]  
Lesson Seven  
Pronunciation Key  
List of Professionals  
Punctuation Marks Review  
Irregular verbs list  
Bibliography  
Index

**NATIONAL BESTSELLER** • For anyone who wants to learn a foreign language, this is the method that will finally make the words stick. “A brilliant and thoroughly modern guide to learning new languages.”—Gary Marcus, cognitive psychologist and author of the New York Times bestseller *Guitar Zero*  
At thirty years old, Gabriel Wyner speaks six languages fluently. He didn’t learn them in school—who does? Rather, he learned them in the past few years, working on his own and practicing on the subway, using simple techniques and free online resources—and here he wants to show others what he’s discovered. Starting with pronunciation, you’ll learn how to rewire your ears and turn foreign sounds into familiar sounds. You’ll retrain your tongue to produce those sounds accurately, using tricks from opera singers and actors. Next, you’ll begin to tackle words, and connect sounds and spellings to imagery rather than translations, which will enable you to think in a foreign language. And with the help of sophisticated spaced-repetition techniques, you’ll be able to memorize hundreds of words a month in minutes every day. This is brain hacking at its most exciting, taking what we know about neuroscience and linguistics and using it to create the most efficient and enjoyable way to learn a foreign language in the spare minutes of your day. Directed to speakers of English as a second language, a multi-media guide to pronouncing American English uses a “pure-sound” approach to speaking to help

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imitate the fluid ways of American speech.

Lose Your Accent in 28 Days is the powerful, proven system that will help the learner master American English pronunciation in weeks not months or years. This system features an interactive CD-ROM that shows you exactly how to pronounce EVERY vowel and consonant through hundreds of video clips. The Audio CD includes over 70 minutes of material on rhythm, stress, and everyday speech patterns. The book offers 80 techniques for better pronunciation. In all, the system offers 956 guided examples. Written by world-renowned accent reduction expert, Judy Ravin.

This is a unique introductory survey of the main regional and social varieties of English spoken in the British Isles. In the book, the authors discuss accent and dialect in the broader framework of language variation, including phonetic, phonological, grammatical, lexical, historical and stylistic differences. This is followed by a survey of the speech of twelve different areas of the British Isles. The cassette which accompanies the book consists of edited interviews (all transcribed in the book) with speakers from each of the different areas. The third edition has been thoroughly revised and includes an entirely new chapter on Received Pronunciation. The cassette now includes recordings of three different varieties of RP speech. Entirely new sections, with corresponding recordings, have been added on Lowland Scots, Devon and Dublin speech.

The phenomenon of foreign accents and their perception have received considerable attention from pronunciation specialists and academic researchers working within different fields of study, such as phonetics, phonology, foreign language teaching, sociolinguistics, psycholinguistics, social psychology, anthropology, and even law. The reason for this widespread interdisciplinary interest is caused by the fact that, in addition to revealing the speaker's origin, accent carries significant social connotations and evokes various ethnic, racial, religious and socio-economic stereotypes. This book represents the largest, up-to-date qualitative and quantitative investigation into the accentedness, acceptability, intelligibility and comprehensibility of Polish English of three groups of native speakers, the English, the Irish and the Scottish, comparing the ways in which it is perceived by members of three nations and establishing pronunciation priorities. The book will be of interest not only to phoneticians, pronunciation specialists and sociolinguists, but also to EFL teachers and students. In *English with an Accent* Rosina Lippi-Green examines American attitudes towards language, exposing the way in which language is used to maintain and perpetuate social structures.

This volume contains ten revised and expanded papers selected from the dozens presented at the last Michigan-Berkeley Germanic Linguistics Roundtable, five contributions each from syntax (by Werner Abraham, Sarah Fagan, Isabella Barbier, John te Velde, and Ruth Lanouette) and historical linguistics (by Garry Davis and Gregory Iverson, Mary Niepokuj, Neil Jacobs, Edgar Polomé, and David Fertig). The authors start from current theoretical discussions in syntactic and diachronic research, using theory to address longstanding but still current problems in Germanic linguistics, from clitic placement and verb-second phenomena through the *Verschärfung* to the Twaddellian view of umlaut. Each contribution relies on careful sifting of data situated in the relevant comparative context, Germanic, Indo-European and cross-linguistic. Literature Review from the year 2016 in the subject American Studies - Linguistics,



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grade: 1,3, University of Potsdam, course: English in the U.S., language: English, abstract: This research paper is a review of Lippi-Green's book on American Accents. It simultaneously covers geographical accents as well as social and cultural accents within the United States. It finishes with a theoretical position and points of critique by the author.

Accents of English is about the way English is pronounced by different people in different places. Volume 1 provides a synthesizing introduction, which shows how accents vary not only geographically, but also with social class, formality, sex and age; and in volumes 2 and 3 the author examines in greater depth the various accents used by people who speak English as their mother tongue: the accents of the regions of England, Wales, Scotland and Ireland (volume 2), and of the USA, Canada, the West Indies, Australia, New Zealand, South Africa, India, Black Africa and the Far East (volume 3). Each volume can be read independently, and together they form a major scholarly survey, of considerable originality, which not only includes descriptions of hitherto neglected accents, but also examines the implications for phonological theory. Readers will find the answers to many questions: Who makes 'good' rhyme with 'mood'? Which accents have no voiced sibilants? How is a Canadian accent different from an American one, a New Zealand one from an Australian one, a Jamaican one from a Barbadian one? What are the historical reasons for British-American pronunciation differences? What sound changes are currently in progress in New York, in London, in Edinburgh? Dr Wells has written principally for students of linguistics, phonetics and English language, but the motivated general reader will also find the study both fascinating and rewarding.

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.

Teaching and Learning in a Multilingual School: Choices, Risks, and Dilemmas is for teachers and teacher educators working in communities that educate children who do not speak English as a first language. At the center of the book are findings from a four-year critical ethnographic case study of a Canadian high school with a large number of emigrant students from Hong Kong and rich descriptions of the multitude of ways teachers and students thought about, responded to, and negotiated the issues and dilemmas that arose. The solutions and insights they derived from their experiences of working across linguistic, cultural, and racial differences will be extremely valuable to educators in other locales that have become home to large numbers of immigrant families. The book is designed to help readers think about how the issues and dilemmas in the case study manifest themselves in their own communities and how to

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apply the insights they gain to their own teaching and learning contexts: \* Each chapter includes four components: an excerpt from the ethnographic study; an analytic commentary on the ethnographic text drawn from a variety of theoretical perspectives and academic disciplines (including interactionist sociolinguistics, language minority education, English as a Second Language education, critical literacy, anti-racist education, and critical teacher education); a pedagogical discussion; and suggestions for further reflection and discussion. \* The book features the use of ethnographic play writing to engage readers with the issues that arise in multicultural/multilingual schools. The author's play Hong Kong, Canada is included in its entirety and is used to stimulate further discussion of the issues raised in each of the chapters. \* Although it is organized around two different kinds of schooling dilemmas--dilemmas of speech and silence, and dilemmas of discrimination--everyday dilemmas of curriculum and assessment are also discussed throughout the book. \* A methodological discussion of the choices the author made while designing, conducting, and writing up the critical ethnographic case study makes the book useful in qualitative research methodology courses. \* A set of strategies and activities is provided for helping students develop English oral presentation skills.

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