

1. Record Nr.	UNINA9910136070003321
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Titolo	Sociolinguistic Variation and Acquisition in Two-Way Language Immersion : Negotiating the Standard // Rebecca Lurie Starr
Pubbl/distr/stampa	Blue Ridge Summit, PA : , : Multilingual Matters, , [2016] ©2016
ISBN	1-78309-639-X 1-78309-638-1
Descrizione fisica	1 online resource (174 pages)
Collana	Bilingual Education & Bilingualism
Disciplina	372.651
Soggetti	Immersion method (Language teaching) English language - Study and teaching - Immersion method Chinese language - Study and teaching - Immersion method Mandarin dialects Language and languages - Variation Sociolinguistic
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Contents -- 1. Introduction -- 2. Standard Mandarin And Sociolinguistic Variation -- 3. Teacher Language Use -- 4. Corrections And Other Metalinguistic Discourse -- 5. Student Language Use -- 6. Implications And Future Directions -- References -- Index
Sommario/riassunto	This book investigates the acquisition of sociolinguistic knowledge in the early elementary school years of a Mandarin-English two-way immersion program in the United States. Using ethnographic observation and quantitative analysis of data, the author explores how input from teachers and classmates shapes students' language acquisition. The book considers the different sociolinguistic messages conveyed by teachers in their patterns of language use and the variety of dialects negotiated and represented. Using analysis of teacher speech, corrective feedback and student language use, the author brings together three analyses to form a more complete picture of how children respond to sociolinguistic variation within a two-way immersion program.

