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Nota di contenuto	Section 1: Language, Society, and Education: Recent Advances in Approaches, Methods, and Topics -- 1. Sociology of Language -- 2. Language Planning -- 3. Social Science Theory in Researching Language and Education -- 4. Survey Methods in Researching Language and Education -- 5. Researching Gender in Language Use -- Section 2: Language, Variation, and Education: Recent Advances in Approaches, Methods, and Topics -- 6. Variationist Sociolinguistics -- 7. Language Research Methods and Critical Pedagogy -- 8. Experimental Methods in Researching Language and Education -- 9. Second Language Acquisition Research Methods -- 10. Researching Age in Language Acquisition and Use -- 11. Researching Race and Social Class in Language Acquisition and Use -- Section 3: Language, Culture, and Education: Recent Advances in Approaches, Methods, and Topics -- 12. Ethnography of Communication -- 13. Classroom Ethnography -- 14. Case Study Methods in Researching Language and

Education -- 15. Ethnographic Interview Methods in Researching Language and Education -- 16. Research Methods for Studying the Language of Blind Children -- 17. Research Methods for Studying the Language of the Signing Deaf -- Section 4: Language, Interaction, and Education: Recent Advances in Approaches, Methods, and Topics -- 18. Microethnography -- 19. Critical Ethnography -- 20. Critical Discourse Research -- 21. Conversation Analysis Methods in Researching Language and Education -- 22. Teacher Research Methods in Language and Education -- 23. Research Methods for Studying the Use of Computers in Literacy Classrooms -- 24. Bilingual Classroom Discourse: Changing Research Approaches and Diversification of Research Sites -- Name Index -- Cumulative Subject Index -- Cumulative Name Index -- Tables of Contents other Volumes.

Sommario/riassunto

ENCYCLOPEDIA OF LANGUAGE AND EDUCATION This is one of eight volumes of the Encyclopedia of Language and Education published by Kluwer Academic. The publication of this work signals the maturity of the field of 'language and education' as an international and interdisciplinary field of significance and cohesion. These volumes confirm that 'language and education' is much more than the preserve of any single discipline. In designing these volumes, we have tried to recognise the diversity of the field in our selection of contributors and in our choice of topics. The contributors come from every continent and from more than 40 countries. Their reviews discuss language and education issues affecting every country in the world. We have also tried to recognise the diverse interdisciplinary nature of 'language and education' in the selection of the editorial personnel themselves. The major academic interests of the volume editors confirm this. As principal volume editor for Volume 1, Ruth Wodak has interests in critical linguistics, sociology of language, and language policy. For Volume 2, Viv Edwards has interests in policy and practice in multilingual classrooms and the sociology of language. For Volume 3, Bronwyn Davies has interests in the social psychology of language, the sociology of language, and interdisciplinary studies. For Volume 4, Richard Tucker has interests in language theory, applied linguistics, and the implementation and evaluation of innovative language education programs.
