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Nota di contenuto	Phonological Variation in Rural Jamaican Schools; Editorial page; Title page; LCC data; Table of contents; Acknowledgements; List of tables, figures and charts; Chapter 1. Introduction; 1.0 General scope of the study; 1.1 Sketching out the language situation in Jamaica; 1.2 Learning standard Jamaican English in school; 1.3 Acquisition vs. learning of speech patterns; 1.4 Research objectives of the study; 1.5 Theoretical framework: Variationist and usage-based models; 1.6 Structure of the book; Chapter 2. Variation in child phonology; 2.0 Introduction; 2.1 Acquiring sociolinguistic variables 2.2 Communicative competence 2.3 Phonology and phonetics intertwined in the lexicon; 2.4 Acquiring socio-phonetic variation; 2.5 Usage-based models of language; 2.5.1 Frequency; 2.6 Exemplar-based L2 learning and frequency effects; 2.7 Sociolinguistics in SLA research; 2.8 Summary; Chapter 3. Language and education in Jamaica; 3.0 Introduction; 3.1 Sociolinguistic awareness as part of language learning; 3.2 Note on language standardisation; 3.2.1 Defining a

'standard' in the Jamaican context; 3.3 SJE as the target in education; 3.4 Official implementation vs. local representativeness of SJE 3.4.1 Model, input and output 3.5 Modelling the sounds of SJE: Pedagogy and methods; 3.5.1 Integrated studies: Language Arts and Phonics; 3.6 Some examples of sound drilling in the classroom; 3.7 Summary; Chapter 4. Researching the school communities; 4.0 Introduction; 4.1 Fieldwork in an educational context; 4.2 The school communities; 4.3 Gaining access to the schools; 4.4 Selection of informants; 4.4.1 Choice of age group; 4.5 Data types and procedures; 4.5.1 Observational data collection; 4.5.2 Tasks and materials used for elicitation; 4.5.3 Conduct of recordings 4.6 Pedagogical factors for explaining variation 4.6.1 Target; 4.6.2 Frequency; 4.7 Quantitative methods; Chapter 5. Word-final (-t, -d) consonant clusters; 5.0 Introduction; 5.1 A note on terminology; 5.2 Consonant clusters as a continuous process of acquisition; 5.3 Acquiring SJE consonant clusters in class; 5.4 Variationist constraints on consonant clusters; 5.5 Some empirical findings on clusters in Jamaican; 5.6 Consonant clusters in rural Jamaican schools; 5.6.1 Children's acquisition of clusters as a variable process; 5.6.2 Cluster variation in teacher speech; 5.7 Linguistic factors 5.7.1 Negation clusters 5.7.2 Cluster absence and preceding segment; 5.7.3 Cluster absence and following segment; 5.8 The role of pedagogical factors on cluster absence; 5.8.1 Target; 5.8.2 Task; 5.9 The role of frequency on cluster absence; 5.10 Summary: Acquiring variation in complex sequences of sounds; Chapter 6. Word-final vowel duration; 6.0 Introduction; 6.1 The Jamaican vowel system; 6.2 Vowel length and word-level prominence in English and Jamaican; 6.3 Methods for the acoustic and statistical analyses; 6.3.1 Dependent variable: Vowel duration; 6.3.2 Independent variables 6.4 Vowel duration contrasts in the teachers' data

## Sommario/riassunto

This book investigates variation in the classroom speech of 7-year-old children who are learning Standard Jamaican English as a second language variety in rural Jamaica. For sociolinguists and second language/dialect researchers interested in the acquisition and use of sociolinguistic variables, an important challenge is how to efficiently account for language learning mechanisms and use. To date, this book is the first to offer an interdisciplinary look into phonological and phonetic variation observed in primary school in Jamaica, that is from the perspective of classic variationist and quan

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