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Nota di contenuto

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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
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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

