

Contents

| | |
|--|----------|
| List of Tables | xiii |
| List of Figures | xv |
| List of Examples | xvii |
| Preface | xix |
| Acknowledgments | xxiii |
| Section I Principles of Sociolinguistic Variation and Second Language Acquisition | 1 |
| 1 What Sociolinguistics Means for the Second Language Learner | 3 |
| Definitions of Communicative Competence | 5 |
| Sociolinguistics and Language Comprehension | 7 |
| Sociolinguistics and Language Production | 10 |
| Sociolinguistics and Learner Identities | 11 |
| Central Issues in Second Language Acquisition | 12 |
| What Is Input and What Does It Do? | 12 |
| How Can Learner Grammars Be Characterized? | 13 |
| How Does Acquisition Proceed? | 15 |
| What Is Linguistic Knowledge and Where Do We Store It? | 18 |
| What Role Does the First Language Play? | 19 |
| Can Metalinguistic Knowledge Help? | 20 |
| Social Factors in SLA: Now That We Know That They Matter, What to Do? | 23 |
| Reading Beyond the Text | 25 |
| Comprehension and Application | 25 |

| | | |
|----------|--|-----------|
| 2 | Introduction to Sociolinguistic Variation | 27 |
| | What Is Sociolinguistic Variation? | 27 |
| | Key Concepts in Sociolinguistics | 29 |
| | Ways to Think About Variation | 29 |
| | Ways to Study Variation | 32 |
| | Summary | 36 |
| | How Do Languages Vary? | 36 |
| | Case 1. Phonological Variation in the Arabic of Saudi Arabia | 36 |
| | Case 2. Morphological Variation in Spanish | 38 |
| | Case 3. Syntactic Variation in Chinese | 40 |
| | Case 4. Pragmatic Variation in Spanish | 42 |
| | Case 5. Lexical Variation in American English | 44 |
| | Conclusion | 45 |
| | Reading Beyond the Text | 46 |
| | Comprehension and Application | 46 |
| 3 | The Role of Social Characteristics in Language Variation | 48 |
| | What Is Individual Variation? | 48 |
| | How Do We Study Variation in Groups of Speakers? | 49 |
| | The Role of Social Characteristics in Language Change | 53 |
| | How Are Social Characteristics Reflected in Language Variation? | 54 |
| | Case 1. The Role of Gender in Language Variation | 54 |
| | Case 2. The Role of Age in Language Variation | 57 |
| | Case 3. The Role of Ethnicity in Language Variation | 61 |
| | Case 4. The Role of Socioeconomic Factors in Language Variation | 63 |
| | Case 5. The Role of Level of Education in Language Variation | 65 |
| | Case 6. The Role of Discourse Context in Language Variation | 67 |
| | How Does Social Variation Relate to Communicative Competence? | 70 |
| | Reading Beyond the Text | 71 |
| | Comprehension and Application | 71 |
| | <i>Section II Approaches to the Study of Sociolinguistics and Second Language Acquisition</i> | 75 |
| 4 | Social Approaches to Second Language Acquisition | 77 |
| | What Is a Social Approach to Second Language Acquisition? | 77 |
| | Examples of Social Approaches to Second Language Acquisition | 79 |
| | The Acculturation Model | 79 |
| | Accommodation Theory | 83 |
| | Sociocultural Theory | 85 |
| | Identity Approach | 89 |

CONTENTS

| | |
|---|------------|
| Language Socialization Approach | 92 |
| Conversation-Analytic Approach | 94 |
| Sociocognitive Approach | 99 |
| Summary | 103 |
| Evaluation of Social Approaches | 103 |
| Reading Beyond the Text | 106 |
| Comprehension and Application | 106 |
| 5 Cognitive Approaches to the Acquisition of Sociolinguistic Competence | 109 |
| Examples of Cognitive Approaches to Second Language Acquisition | 109 |
| Optimality Theory | 110 |
| Connectionism | 116 |
| Usage-Based Models | 122 |
| Systems-Based Theories | 128 |
| Summary | 133 |
| Evaluation of Cognitive Approaches | 134 |
| Reading Beyond the Text | 135 |
| Comprehension and Application | 135 |
| 6 Variationist Approaches to the Acquisition of Sociolinguistic Competence | 138 |
| Probabilistic Models of Variation | 139 |
| Tools of Elicitation and Analysis | 140 |
| Predictive Factors | 149 |
| Models of Second Language Variation | 152 |
| Level I Factors | 155 |
| Level II Factors | 157 |
| Level III Factors | 158 |
| Summary of Preston's (1996) Model | 159 |
| Additional Theoretical Considerations in Second Language Variation | 160 |
| Evaluation of Variationist Approaches | 161 |
| Reading Beyond the Text | 163 |
| Comprehension and Application | 163 |
| 7 Empirical Research on the Acquisition of Sociolinguistic Competence | 166 |
| Early Developments in Second Language Variation | 167 |
| Showing Development in Second Language Sociolinguistic Competence | 171 |

| | |
|---|------------|
| Research on Phonological Variation | 191 |
| The Nature of Near-Native Competence | 193 |
| Individual Differences | 194 |
| Multilingual Targets | 195 |
| Incorporating New Theoretical Insights: Lexical Effects and Frequency | 195 |
| Conclusion | 197 |
| Reading Beyond the Text | 197 |
| Comprehension and Application | 198 |
| | |
| 8 The Role of Study Abroad on the Acquisition of Sociolinguistic Competence | 200 |
| Researching the Effects of Study Abroad: The Historical Context | 200 |
| The Development of Sociolinguistic Competence in the Study Abroad Setting | 202 |
| Morphosyntax | 203 |
| Pragmatics | 210 |
| Production and Perception of the Second Language Sound System | 214 |
| Individual Differences and the Study Abroad Experience | 216 |
| The Effect of Dialect Exposure | 221 |
| Study Abroad and the Acquisition of Second Language Sociolinguistic Competence | 223 |
| Reading Beyond the Text | 224 |
| Comprehension and Application | 224 |
| | |
| <i>Section III Implications of Research on the Acquisition of Sociolinguistic Competence in Second Languages</i> | 227 |
| | |
| 9 Norms and Targets | 229 |
| ‘Standards’, ‘Norms’, and ‘Targets’ | 230 |
| How Are Norms Related to Language Variation? | 236 |
| How Does the Identification of Linguistic Norms Affect the Second Language Classroom? | 238 |
| Grammar Instruction | 239 |
| Heritage Speakers | 243 |
| Second Dialect Acquisition | 246 |
| Materials Selection and Development | 248 |
| How Are Classroom Learners Different From Naturalistic Learners? | 250 |
| Summary | 251 |
| Reading Beyond the Text | 252 |
| Comprehension and Application | 252 |

CONTENTS

| | |
|---|------------|
| 10 Integrating Sociolinguistics Into the Second Language Classroom | 255 |
| How Much Does a Teacher Need to Know to Integrate Sociolinguistics? | 257 |
| All Speakers Vary Their Language | 258 |
| Language Varies at All Levels of the Grammar | 258 |
| Our Language Choices Reflect Who We Are | 259 |
| We Use Language Differently in Different Contexts | 259 |
| Being Polite Is About Varying Our Language Appropriately | 260 |
| Summary | 260 |
| Recommendations for Second Language Instruction | 261 |
| Be Aware of the Process of Target-Selection | 261 |
| Creating Effective Course Materials | 263 |
| Setting Reasonable Expectations | 265 |
| Maximizing the Range of Varieties in the Language Classroom | 269 |
| Keeping Current Pedagogical Practices in Mind | 270 |
| Remember the Basics | 270 |
| Keep Learner Goals in Mind | 271 |
| Focus on Communication | 271 |
| Provide Opportunities to Develop All Aspects of Competence | 272 |
| Pay Attention to Individual Learning Styles | 272 |
| Apply Existing Practices to New Goals | 272 |
| Conclusion | 275 |
| Reading Beyond the Text | 275 |
| Comprehension and Application | 276 |
| | |
| References | 279 |
| Index | 313 |