

Linguistic Diversity In Space And Time

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Linguistic Anthropology: Linguistic DiversityRealizing the Potential of RTL Cultural and Linguistic Diversity in English Language Learners India: Land of Language Diversity Making Connections: Cultural and Linguistic Diversity and the Speech-Language Pathologist (SLP) Project for Awesome 2014 - Resource Network for Linguistic Diversity <i>Linguistic Diversity In Space And Time</i> Linguistic Diversity in Space and Time is a 1992 book by linguist Johanna Nichols. It is her best known work, pioneering the use of linguistic typology as a tool for understanding human migrations in prehistory. Nichols selects a sample of the world's languages (one per stock) and tabulates typological characteristics such as:

Linguistic Diversity in Space and Time - Wikipedia

Johanna Nichols' "Linguistic Diversity in Space and Time" has become one of the most acclaimed reference tools for the purpose of linguistics. It contains the most accurate and least genetically biased sample that continuing language extinction is ever going to permit us to obtain, and analyses it in an exceptionally effective manner.

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In this ground-breaking book, Johanna Nichols proposes means of describing, comparing, and interpreting linguistic diversity, both genetic and structural, providing the foundations for a theory of diversity based upon population science. This book will interest linguists, archaeologists, and population specialists. "An awe-inspiring book, unequalled in scope, originality, and the range of ...

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Linguistic Diversity in Space and Time, Nichols

Linguistic Diversity in Space and Time. Scholars have long sought to discover whether there is a detectable genetic relationship among the world's languages, whether linguistic methods can...

Linguistic Diversity in Space and Time - Johanna Nichols ...

Languages differ in how they describe space,and such differences between languages can be used to explore the relation between lan- guage and thought. This book shows that even in a core cognitive domain,such as spatial thinking,language in?uences how people think,memorize and reason about spatial relations and directions. After outlining a typology of spatial coordinate systems in language and cognition,it is shown that not all languages use all types,and that non-linguistic cognition ...

SPACE IN LANGUAGE AND COGNITION

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Linguistic Diversity in Space and Time: Nichols, Johanna ...

This volume offers novel insights into linguistic diversity in the domains of spatial and temporal reference, searching for uniformity amongst diversity. A number of authors discuss expression of dynamic spatial relations cross-linguistically in a vast range of typologically different languages such as Berzhta, French, Hinuq, Italian, Japanese, Polish, Serbian, and Spanish, among others.

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In this ground-breaking book, Johanna Nichols proposes means of describing, comparing, and interpreting linguistic diversity, both genetic and structural, providing the foundations for a theory of diversity based upon population science. This book will interest linguists, archaeologists, and population specialists. "An awe-inspiring book, unequalled in scope, originality, and the range of language data considered."—Anna Siewierska, Linguistics "Fascinating. . . . A brilliant pioneering study."—Journal of Indo-European Studies "A superbly reasoned book."—John A. C. Greppin, Times Literary Supplement

This volume offers novel insights into linguistic diversity in the domains of spatial and temporal reference, searching for uniformity amongst diversity. A number of authors discuss expression of dynamic spatial relations cross-linguistically in a vast range of typologically different languages such as Berzhta, French, Hinuq, Italian, Japanese, Polish, Serbian, and Spanish, among others. The contributions on linguistic expression of time all shed new light on pertinent questions regarding this cognitive domain, such as the hotly debated relationship between cross-linguistic differences in talking about time and universal principles of utterance interpretation, modelling temporal inference through aspectual interactions, as well as the complexity of the acquisition of tense-aspect relations in a second language. The topic of space and time in language and culture is also represented, from a different point of view, in the sister volume Space and Time in Languages and Cultures: Language, Culture, and Cognition (HCP 37) which discusses spatial and temporal constructs in human language, cognition, and culture in order to come closer to a better understanding of the interaction between shared and individual characteristics of language and culture that shape the way people interact with each other and exchange information about the spatio-temporal constructs that underlie their cognitive, social, and linguistic foundations.

Using models from dialect geography and population genetics, Nichols links Australian colonization from the Old World on the basis of typological distributions.

Linguistic Diversity and Teaching raises questions and provides a context for reflection regarding the complex issues surrounding new English learners in the schools. These issues exist within a highly charged political climate and involve not only language, but also culture, class, ethnicity, and the persistent inequities that characterize our educational system. The text addresses these issues through conversations among experts, practitioners, and readers that are informed by representative case studies and by a range of theoretical approaches. It is designed to engage readers in beginning to evolve their own practical theories, to help them explore and perhaps modify some basic beliefs and assumptions, and to become acquainted with other points of view. Throughout, readers are encouraged to interact with the text and to develop their own perspective on the issue of linguistic diversity and teaching. This is the fourth volume in Reflective Teaching and the Social Conditions of Schooling: A Series for Prospective and Practicing Teachers, edited by Daniel P. Liston and Kenneth M. Zeichner. It follows the same format as previous volumes in the series. *Part I includes four cases dealing with different aspects of the impacts of the changing demographics of public schools. Each case is followed by space for readers to write their own reactions and reflections, and a set of reactions to the cases written by prospective and practicing teachers, administrators, and professors. *Part II presents three public arguments representing very different views about linguistic diversity: in public schools, English should be the only language of instruction; all children should receive instruction in both their first language and English; planning for instruction should be based not on absolutes, but on what is realistically possible in particular settings. *Part III offers the authors' own interpretations of the issues raised throughout the text, outlines a number of ways in which teachers can continue to explore these topics, and includes exercises for further reflection. A glossary and annotated bibliography are provided. This text is pertinent for all prospective and practicing teachers at any stage of their training. It can be used in any undergraduate or graduate course that addresses issues of language diversity and teaching.

This book provides a forum for theoretical, methodological and empirical contributions to research on language(s), multimodality and public space, which will advance new ways of understanding the sociocultural, ideological and historical role of communication practices and experienced lives in a globalised world. Linguistic Landscape is viewed as a metaphor and expanded to include a wide variety of discursive modalities: imagery, non-verbal communication, silence, tactile and aural communication, graffiti, smell, etc. The chapters in this book cover a range of geographical locations, and capture the history, motives, uses, causes, ideologies, communication practices and conflicts of diverse forms of languages as they may be observed in public spaces of the physical environment. The book is anchored in a variety of theories, methodologies and frameworks, from economics, politics and sociology to linguistics and applied linguistics, literacy and education, cultural geography and human rights.

This state-of-the-art volume provides an interdisciplinary overview of current topics and research foci in the areas of linguistic diversity and migration-induced multilingualism and aims to lay the foundations for interdisciplinary work and the development of a common methodological framework for the field. Linguistic diversity and migration-induced multilingualism are complex, multi-faceted phenomena that need to be studied from different, complementary perspectives. The volume comprises a total of fourteen contributions from linguistic, educationist, and urban sociological perspectives and highlights the areas of language acquisition, contact and change, multilingual identities, urban spaces, and education. Linguistic diversity can be framed as a result of current processes of migration and globalization. As such the topic of the present volume addresses both a general audience interested in migration and globalization on a more general level, and a more specialized audience interested in the linguistic repercussions of these large-scale societal developments.

Cultivating Racial and Linguistic Diversity in Literacy Teacher Education examines how English and literacy teacher education—a space dominated by White, English-monolingual, middle class perspectives—shapes the experiences of preservice teachers of color and their construction of a teacher identity. Significant and timely, this book focuses attention on the unique needs and perspectives of racially and linguistically diverse preservice teachers in the field of literacy and English education and offers ways to improve teacher training to better meet the needs of preservice teachers from all racial, ethnic, and linguistic backgrounds. These changes have the potential to diversify the teacher force and cultivate teachers who bring rich racial, cultural, and linguistic histories to the field of teaching.

Within the European context, linguistic diversity can be studied at the level of both official state languages and non-national languages. This comprehensive overview offers insightful crossnational and crosscontinental perspectives on non-national languages in terms of both regional and immigrant languages. The book focuses on mapping linguistic diversity in both the private and public domain. Methodological issues and empirical outcomes are explored for a variety of European and non-European countries and languages. The book consists of four parts. Part 1 provides an introduction to the subject, as well as an overview and discussion of migration statistics and language use. Part 2 deals with the mapping of regional languages in Europe, exemplified by case studies on Welsh, Basque, and Frisian. Part 3 focuses on immigrant languages in Europe and includes case studies from both national (Switzerland, Italy, France) and crossnational (Multilingual Cities Project) perspectives. Part 4 turns to mapping linguistic diversity abroad with case studies on Australia, South Africa, Turkey, and Japan.

This is an interdisciplinary volume that focuses on the central topic of the representation of events, namely cross-cultural differences in representing time and space, as well as various aspects of the conceptualisation of space and time. It brings together research on space and time from a variety of angles, both theoretical and methodological. Crossing boundaries between and among disciplines such as linguistics, psychology, philosophy, or anthropology forms a creative platform in a bold attempt to reveal the complex interaction of language, culture, and cognition in the context of human communication and interaction. The authors address the nature of spatial and temporal constructs from a number of perspectives, such as cultural specificity in determining time intervals in an Amazonian culture, distinct temporalities in a specific Mongolian hunter community, Russian-specific conceptualisation of temporal relations, Seri and Yucatec frames of spatial reference, memory of events in space and time, and metaphorical meaning stemming from perception and spatial artefacts, to name but a few themes. The topic of space and time in language and culture is also represented, from a different albeit related point of view, in the sister volume Space and Time in Languages and Cultures: Linguistic Diversity (HCP 36) which focuses on the language-specific vis-à-vis universal aspects of linguistic representation of spatial and temporal reference.

The Romance languages offer a particularly fertile ground for the exploration of the relationship between language and society in different social contexts and communities. Focusing on a wide range of Romance languages – from national languages to minoritised varieties – this volume explores questions concerning linguistic diversity and multilingualism, language contact, medium and genre, variation and change. It will interest researchers and policy-makers alike.

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