

# Sociogrammar: An Ethical Approach to Teaching Grammar

## References

- Alim, H. S. (2005). Critical language awareness in the United States: Revisiting issues and revising pedagogies in a resegregated Society. *Educational Researcher*, 34(7), 24–31. <https://doi.org/10.3102/0013189X034007024>
- Baker, E. (2022). ¡Casi te caíste!: Variation in second person singular preterit forms in Spanish Children. *Journal of Child Language*, 49(6), 1256–1267. <https://doi.org/10.1017/S0305000921000507>
- Bialystok, E., Craik, F. I. M., & Luk, G. (2012). Bilingualism: Consequences for mind and brain. *Trends in Cognitive Sciences*, 16(4), 240–250. <https://doi.org/10.1016/j.tics.2012.03.001>
- Bybee, J. (2015). *Language change*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139096768>
- Bybee, J. L. (2010). *Language, usage and cognition*. Cambridge University Press.
- García, O., & Li, W. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan. <https://doi.org/10.1057/9781137385765>
- Ikizer, E. G., & Ramírez-Esparza, N. (2018). Bilinguals' social flexibility. *Bilingualism: Language and Cognition*, 21(5), 957–969. <https://doi.org/10.1017/S1366728917000414>
- Irvine, J. T., & Gal, S. (2000). Language ideology and linguistic differentiation. In *Regimes of language: Ideologies, polities, and identities* (pp. 35–84). School of American Research Press.
- Kahane, H. (1986). A typology of the prestige language. *Language*, 62(3), 495–508. <https://doi.org/10.1353/lan.1986.0048>
- Langer, N., & Nesse, A. (2012). Linguistic purism. In *Handbook of Historical Sociolinguistics* (pp. 607–625). Blackwell.
- Lee, T. S. (2009). Language, identity, and power: Navajo and Pueblo young adults' perspectives and experiences with competing language ideologies. *Journal of Language, Identity & Education*, 8(5), 307–320. <https://doi.org/10.1080/15348450903305106>
- Leeman, J. (2005). Engaging critical pedagogy: Spanish for native speakers. *Foreign Language Annals*, 38(1), 35–45. <https://doi.org/10.1111/j.1944-9720.2005.tb02451.x>
- Martínez, G. (2003). Classroom based dialect awareness in heritage language instruction: A critical applied linguistic approach. *Heritage Language Journal*, 1(1), 44–57. <https://doi.org/10.46538/hlj.1.1.3>
- Potowski, K., & Shin, N. L. (2019). *Gramática española: Variación social*. Routledge.
- Prada, J. (2022). Articulating translanguaging as pedagogy of empowerment for racialized, language minoritized bilinguals: From concepto to proyecto through digital storytelling. *TESL Canada Journal*, 38(2), 171–185. <https://doi.org/10.18806/tesl.v38i2.1353>
- Ravindranath Abtahian, M., & McDonough Quinn, C. (2017). Language shift and linguistic insecurity. In K. A. Hildebrandt, C. Jany, & W. Silva (Eds.), *Documenting variation in endangered languages* (pp. 137–151).
- Shin, N. L., & Hudgens Henderson, M. (2017). A sociolinguistic approach to teaching Spanish grammatical structures. *Foreign Language Annals*, 50(1), 195–213. <https://doi.org/10.1111/flan.12249>
- Tieken-Boon Van Ostade, I. (1982). Double negation and eighteenth-century English grammars. *Neophilologus*, 66(2), 278–285. <https://doi.org/10.1007/BF02050617>
- Tseng, A. (2021). 'Qué barbaridad, son latinos y deberían saber español primero': Language ideology, agency, and heritage language insecurity across immigrant generations. *Applied Linguistics*, 42(1), 113–135. <https://doi.org/10.1093/applin/amaa004>
- Wolfram, W., & Schilling-Estes, N. (2006). *American English: Dialects and variation* (2nd ed). Blackwell Pub.
- Yáñez-Bouza, N. (2006). Prescriptivism and preposition stranding in eighteenth-century prose. *Historical Sociolinguistics and Sociohistorical Linguistics*, 6. [https://www.let.leidenuniv.nl/hsl\\_shl/preposition%20stranding.htm](https://www.let.leidenuniv.nl/hsl_shl/preposition%20stranding.htm). Retrieved May 14, 2024.

