

Sociolinguistics: Literature Notes

Topic 1: Classic variationist sociolinguistics

Labov, W. (1972/1997). The social stratification of (r) in New York City department stores. In Coupland N. & Jaworski, A. (1997). Sociolinguistics. Macmillan, 168-178.

- The use of post-vocalic r in New York is perceived to be a sign of a higher social prestige
- Thus: the higher the (price) status of a department house in New York, the more rhotic the sales people are

Topic 2: Schools in variation studies

Bucholtz, M. (2001). "Why be normal?" Language and identity practices in a community of nerd girls. *Language in Society*, (28)2, 203-233.

- In this article, Bucholtz critiques the inability of the speech community to account for individual identities within groups. This article uses the concept of a community of practice to show how a group of girls in a California high school use positive and negative identity practices to create a 'nerd' community. Bucholtz's study demonstrates how speakers negotiate gender and social identities through these practices. This analysis showcases the potential for using the community of practice as an analytical tool in examining how identity is achieved and maintained in linguistic practice.
- <https://linguistlinguine.tumblr.com/post/141392455772/bucholtz-1999-language-in-society>
- Positive practices (nerds): intelligence, reading books, developing knowledge
- Negative (nerds): ?

Topic 3: Language ideologies, language planning and policy

McKinney, C. & Swann, J. (2001). Developing a sociolinguistic voice: Students and linguistic descriptivism. *Journal of Sociolinguistics*, (5)4, 576-590.

- Course on 'Varieties of English', responses from students in England, Singapore and Greece
- Linguistic descriptivism as problematical concept for beginning students
- Challenge to commonly accepted, everyday conceptions of language

- Indeed mismatch between students' common-sense understandings of language and sociolinguistic ideas
- Many students were able to make a shift in their conception of language
- This shift often had an affective or ideological component
- Prescriptive approach of language: ideology of the standard as the "correct" variety of English

Skutnabb-Kangas, T. (1990). Language, literacy and minorities. London: The Minority Rights Group, 6-31.

- Linguistic rights; majority vs. minority, official language(s) of a nation, dominance/power
- Ideology in the context of education
- Language policy reflects the ideology behind
- types of educational programmes: segregation, maintenance, submersion, immersion
- **segregation** the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means (separated based on race)
- **immersion** an educational course that teaches a foreign language, and in which the lessons are entirely conducted in the foreign language (full foreign language)
- **Submersion** is the sink or swim method to learning a second language. Students who have acquired the language naturally and those learning the same language are put in the same learning environment and required to learn as much as they possibly can (Native and non-native mixed).
- Dominant medium of instruction is L1: segregation (low degree of success (LDS)) vs. maintenance (high degree of success (HDS))
- Dominant medium of instruction is L2: submersion (low degree of success (LDS)) vs. immersion (high degree of success (HDS))

Topic 4: Conversation Analysis and Interactional Sociolinguistics

Brown, R. & Gilman, A. (1972/1960). Pronouns of power and solidarity. In Laver, J. & S. Hutcheson (eds.), *Communication in face-to-face interaction*. Harmondsworth: Penguin, 156-176.

- In this paper, Brown and Gilman trace the historical semantics of the pronouns of address in French, Italian, and German to show the connection between social structure, group ideology, and these semantics. Through conversations with native speakers and a questionnaire distributed to students from abroad in Boston, the authors demonstrate how there has been a shift from a power semantic use of familiar and polite pronouns to a solidarity semantic. The final sections of the paper explain how a person's consistent pronoun style can give away their class status and

political views and how this style can be varied to express transient moods and attitudes.

- <https://linguistlinguine.tumblr.com/post/138761725172/brown-and-gilman-1960-style-in-language>

Rampton, B. (2017). Interactional sociolinguistics. In: Tusting, K. (ed.) The Routledge handbook of linguistic ethnography. Routledge. [the working paper version is fine, 1-16]

- History: John J. Gumperz, Dell Hymes
- Speech event as unit of analysis, culture not outside of talk
- Interactional Sociolinguistics: umbrella term
- Inferencing, contextualisation
- Microlevel (sociolinguistics: study of language in relation to society), macrolevel (sociology of language: study of society in relation to language)
- Theory of communication aligns with constructionist theories of social practice
- Gumperz replaced speech community with social network

Topic 5: Bilingualism

Gal, S. (1978): Peasant men can't get wives: Language change and sex roles in a bilingual community. *Language in Society*, (7)1, pp. 1-16.

- In the Austrian community Oberwart, which is bilingual (Hungarian-German), a language shift is taking place (in 1978)
- The use of Hungarian is mostly associated with the peasantry, the use of German is associated with workers and so German has a higher social status
- Women frequently shift to speaking German instead of Hungarian because they want to acquire a higher status in society
- The women's social network is very influential in that regard
- Distinction between genders

Topic 6: Contact languages, English as a Lingua Franca

Widdowson, H. (2012). ELF and the inconvenience of established concepts. *Journal of English as a Lingua Franca*, 1, 5-26.

- Understand English as a lingua Franca
- Reality of English which is demonstrated in English as a lingua Franca
- Learners construct their own version of language
- Performance of real language
- Performance is representation of the abstract knowledge

- Way to express identity, way to express cultural values
- Implications for the teaching of English
- Rethink possible alternatives to adjust teaching according to learner language
- Learner-centered approach

Topic 7: Anthropological approaches

Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in Society*, (11)1, 49-76.

- 3 communities in the US: Maintown, Roadville, Trackton
- Maintown: white/black middle-class – the „mainstream“ community
- Roadville: white working class
- Trackton: black working-class
- Maintown and Roadville: child-centered communication
- Trackton: no child-centered communication
- Approaching knowledge - questions: what, why (how) and what if
- Maintown: questions take place in the order what, why (how) and what if
- Roadville: what-questions, no why- (how) and what if-questions
- Trackton: why (how) and what if-questions, no what-questions
- culturally diverse ways of developing literacy and of approaching knowledge
- all three communities value literacy, but they differ a lot in their approaches to developing literacy habits in children
- school favours the mainstream community practices, children from the other two communities are disadvantaged
- Cultural patterns can come in any combination. One is not better than the other but one becomes more valuable because that is supported by the mainstream education and rewarded in the mainstream culture.

Topic 8: The emergence of the standard language: The case of English (Modernity; Standardisation; Selection; Elaboration; Codification; Implementation)

Chapter 3 in Graddol et al. (2007, 79-112)

Milroy, J. (2001). Language ideologies and the consequences of standardization. *Journal of Sociolinguistics*, (5)4: 530-555. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/1467-9481.00163>

- Ideology of the standard language, standard language cultures
- Standardization: promoting uniformity within a class of objects
- Another meaning of standard: measure of achievement
- Usually identification of standard with prestige
- Uniformity of usage has been institutionally imposed
- Popular attitudes associated with the standard: correctness, common sense (the correctness of the standard is taken for granted), legitimacy (what counts as the

standard may be legitimized in grammar books, codification), maintenance (language needs to be treated with care, otherwise there is decay)

Topic 9: Processes of colonisation and the spread of English (Colonisation; Dialect levelling; New-dialect formation; The spread of English within and beyond the British Isles)
Chapters 4 and 6.7-6.10 in Graddol et al. (2007, 117-148, 204-221)

Kerswill, P. (2020). Contact and new varieties. Chapter 12 in Raymond Hickey (ed.): The Handbook of Language Contact. 2nd ed. Wiley Online Library, 241-259.
DOI:10.1002/9781119485094.

- New variety formation processes
- Migration
- Language contact
- Accommodation: adjustment by speakers who are interacting with others
- Dialect levelling: eradication of marked linguistic features that are not commonly shared by two varieties (mostly appears on regional level)
- Several stages of levelling (Trudgill)

Topic 10: Accent as social symbol

Chapter 5 in Graddol et al. (2007, pp.153-178)

- Belief: one form of speech (pronunciation) is better than the other
- inherent
- Received Pronunciation (RP)
- Native-RP: type spoken in normal circumstances by RP speakers
- Construct-RP: codified, normative pronunciation as found in dictionaries
- Language attitudes are changing
- Estuary English: first identified in 1984

Mugglestone, L. (2003). /h/ and other symbols of the social divide. Chapter 4 in 'Talking Proper': The Rise of Accent as Social Symbol. 2nd ed. Oxford: OUP, 95-134.

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Topic 11: Dialect variation in English (Standard Englishes; Class, gender and age; Social networks; Traditional dialects)

Chapter 6 in Graddol et al. (2007, 189-221)

Cheshire, J., Fox, S., Kerswill, P. & Torgersen, E. (2008). Ethnicity, friendship network and social practices as the motor of dialect change: linguistic innovation in London. *Sociolinguistica*, (22)1: 1-23. DOI: <https://doi.org/10.1515/9783484605299.1>. (Also available as https://eprints.whiterose.ac.uk/75066/1/Cheshire_u.a._pdf.pdf)

- Is ethnicity a significant factor in language variation in London?
- Ethnicity is crucial for both phonetic and discourse variables
- All Hackney adolescents use phonological innovations, most innovative variants used by non-Anglo speakers
- New quotative form: *THIS IS + SUBJECT*, e.g. *This is me* (meaning “I said”, used only by young speakers in inner London)
- “Brokering” (Eckert 2000): multimembership used to transfer an element of one practice into another; the way adolescents introduce new ideas into their friendship groups

The difference between plurilingualism and translanguaging illustrated by Garcia, Ofelia. & Otheguy, Ricardo. (2019). Plurilingualism and translanguaging: commonalities and divergences. *International Journal of Bilingual Education and Bilingualism.* (p. 5-12)

The concept of plurilingualism

Plurilingualism was initially conceived in the mid-twentieth century by the European Commission (EC) and followed by the Council of Europe. **Both the EC and the Council of Europe have supported the position that all European citizens should learn two additional languages besides their first language. It was the Council of Europe that initially defined the difference between plurilingualism, as an individual characteristic of individuals, and multilingualism as a societal phenomenon.** The European Union is multilingual as a supranational body, but its citizens should be plurilingual. They define plurilingualism as:

- 1) The intrinsic capacity of all speakers to use and learn, alone or through teaching, more than one language. The ability to use several languages to varying degrees and for distinct purposes is defined in the Common European Framework of Reference for Languages (1996, 168) as the ability 'to use languages for the purposes of communication and to take part in intercultural action, where a person, viewed as a social agent, has proficiency, of varying degrees, in several languages and experience of several cultures.' This ability is concretized in a repertoire of languages a speaker can use. The goal of teaching is to develop this competence (hence the expression: plurilingualism as a competence).
- 2) An educational value that is the basis of linguistic tolerance: Speakers' awareness of their plurilingualism may lead them to give equal value to each of the varieties they themselves and other speakers use, even if they do not have the same functions (private, professional or official communication, language of affiliation, etc.). But this awareness should be assisted and structured by schools since it is in no sense automatic (hence the expression: plurilingualism as a value). (Council of Europe 2001, n.p. our italics.)

The concept of translanguaging

If plurilingualism was coined by the Council of Europe to ensure political and economic cohesion of the European Union, translanguaging was coined by a language minoritized community in Europe. Besides, plurilingualism was a language education policy that was proposed by a supranational body and adopted by national states. Translanguaging emerged in what is considered the fringes of the most powerful English-speaking countries, the United Kingdom. Plurilingualism focuses on turning monolingual speakers into multilinguals. However, translanguaging focuses on working with bilingual students to ensure that they were able to perform their bilingualism in ways that reflected who they were as bilingual beings. Furthermore, translanguaging incorporates an understanding of how different modes, including our bodies, our gestures, our lives and add to the semiotic meaning-making repertoire that is involved in the act of communication. Translanguaging interrogates named languages, pointing to an answer that includes their being constructed by nation-states as a tool for domination of language minoritized communities.). Rather than perceiving multilingual speakers as possessing the plurilingual 'repertoire of languages' supported by

the Council of Europe, translanguaging sees multilinguals as possessing a unitary linguistic system that they build through social interactions of different types, and that is not compartmentalized into boundaries corresponding to those of the named languages.

School and Variation Studies

Community practice = speech-community model.

Ethnographic study: gender positive and negative identity practice

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he framework is used here to analyze the linguistic practices associated with an unexamined social identity, the nerd, and to illustrate how members of a local community of female nerds at a US high school negotiate gender and other aspects of their identities through practice.

the speech community model, which was designed to analyze sociolinguistic phenomena at a macro level, is often inappropriate and inadequate for the kinds of questions currently being asked in language and gender scholarship.

This article draws on a theory of community and identity that avoids the problems associated with the speech community model.

The new framework, the community of practice, emerges from practice theory, an approach that has currency in such disciplines as sociology, anthropology, and education.

The framework is applied to a social identity, that of the nerd, which has remained out of bounds in traditional sociolinguistic research based on the speech community.

The community practice framework draws linguistic and social information of nerd identity.

Nerd tend to be chosen purposefully to mainstream gender identities maintained through language and social practices.

Language and Practice Theory

practiced-based account as a way out of the impasse created by social structure.

HABITUS is the starting point (the set of dispositions to acts : e.g. speak, walk, read, or eat) —> class and gender

Hexis —> social stance and gestures

Bourdieu (special language and gender specialist) proposed two methodological sociolinguistics:

1) non-linguistics practice carry linguistic information

2) a complete sociolinguistic analysis examine multiple levels of language simultaneously.

Bordeous sees individual as social practices.

Antropology theory :

scholarship and the practice of women as the agent of social practice.

Gender, The Speech Community, and The Community of Practice

a feminist perspective was late until Ecker did survey article (1992) a central analytic tool sociolinguistics require language and gender scholars, suggest 6 ways speech community is an inadequate model for work on language and gender:

- (a) Its tendency to take language as central.
- (b) Its emphasis on consensus as the organizing principle of community.
- (c) Its preference for studying central members of the community over those at the margins.
- (d) Its focus on the group at the expense of individuals.
- (e) Its view of identity as a set of static categories.
- (f) Its valorization of researchers' interpretations over participants' own understandings of their practices.

Language vs Social Practice

speech community means a set of sociolinguistic norms shared interactional settings and norms- mutual engagement including non-linguistic aspects of social activity

Consensus vs conflict

speakers agree on and uphold certain linguistic forms as normative, regardless of differences in social background, assumes a consensus model of society that is at odds with a long-standing tradition of social theory.

Central vs marginal members

speaker who not share the same norms are excluded from the community. Central is interest in the community norms.

Women always defined as marginal to the vernacular speech community. They always underrepresented or simply misrepresented.

Hence researchers seek sameness, not difference; difference (e.g. in language use) is contained by interpreting it as sameness at an underlying level (e.g. in shared sociolinguistic norms).

Group and Individual

Homogeneity : personal choices concerning self-representation.

Identity categories vs identity practices

Top-down vs bottom-up

it must be examined from the point of view of the individuals who enact it.

top-down paradigm is ethnography, an approach that is participant rather than analyst-driven.

Nerd, Gender and the community practice:

a group of people oriented to the same practice.

the community of practice, unlike the speech community, the community of practice model can capture the multiplicity of identities at work in specific speech situations more fully than is possible within the speech community framework.

Eckers 1989 study suburban US 2 types:

- 1) Jocks = overachieving students who oriented to middle class values
- 2) Burnouts = underachieving students who were bound for work, rather than college at the end of their school.

The goal was to be COOL—> Single community of practice.

- 3) The Nerds = opposition to COOL students; Focus description phonology, syntactice, lexical and discourse practices NEGATIVE (individual employ to distance from a rejected identity) and POSITIVE (individul engage activelt construct a chosen identity)

IDENTITY PRACTICES

Cool groups : the subcultural line in dress, language, friendship choices, and other social practices

NERD : more trend- conscious groups is through the high value they place on individuality.

- hegemonic femininity an ideological construct that is at best incompatible with, and at worst hostile to, female intellectual ability.

- Nerds girls = representation of every aspect in life

- Cool girls =

cuteness or sophistication in their personal style, nerd girls aim for silliness. Cool girls play soccer or basketball; nerd girls play badminton. Cool girls read fashion maga- zines; nerd girls read novels. Cool girls wear tight T-shirts, and either very tight or very baggy jeans; nerd girls wear shirts and jeans that are neither tight nor extremely baggy. Cool girls wear pastels or dark tones; nerd girls wear bright primary colors

Positive identity practices

Nerds = intelligence/ books/ knowledge

Nerd identities are here jointly constructed and displayed

Negative identiy practices

discourse practice linguistic form “crust” consitute negative identity practice

rejection of nerd identity

boosty is slang terms with negative evaluative sense .

Slangs is not accepted in nerd positve values

Topic 3: Language ideologies, language planning and policy

Developing a sociolinguistic voice? Students and linguistic descriptivism

This paper highlights position as ideological perception with academic literacy approach.

Project: The English language Past and Future based on a U,K. Open university distance-taught undergraduate course

Goals: The academic literacy requirement of the course material; students' study patterns,

response to the course and its assessment.

Diversity in terms of geographical location, social/cultural and linguistic background; previous education experience and academic background.

This paper addressed responses from students three broad contexts :

- 1) England,
- 2) Singapore,
- 3) Greece

This paper focuses on the contribution of the status of linguistic descriptivism and position linguists should take in relation to prescriptive views of language.

ACADEMIC LITERACY AND STUDENT IDENTITY

The study of literacy now tends to sets of social, and highly contextualized literacy practices.

Research on academic literacy in higher education has concerned as a social practice. The problem in academic literacy may be from a gap between tutor expectations and students' interpretations. Suggestion focuses on the need for students to learn quite different literacy practices associated with different subject areas.

Studies Showed:

Non-traditional students are constrained within academic finding themselves a mismatch between experience and academic knowledge as well as research.

adult distance learners attempt to negotiate academic knowledge in relation to their knowledge and experiences in other contexts.

explore the representation of the self in academic writing as an act of identity

Students' assignment writing approaches : (1) Reformulation and (2) challenge approach.

Reformulation refers to students seeking to reformulate course materials as closely as possible in their own writing. The **challenge** refers to students in challenging academic conventions, as they try to draw on their personal perspectives and interpretation of course texts.

SOCIOLINGUISTIC STUDY, DESCRIPTIVISM AND PERSONAL CHANGE

Sociolinguistics= belief about language and language users as well as varieties of language. Social psychology= attitude towards language and the salience of language in everyday activity.

Linguistic descriptivism and the descriptive/prescriptive relevant with language ideology between linguists and non-linguist.

Descriptivism and relativism relevant with the variations strand of the disciplines.

Descriptivism reveals linguistic principles that may be contrasted with enormous common-sense belief and attitude e.g. popular language myth. Descriptive may challenge students to conceptualized the application in the beginning due the questions beliefs and values.

SOCIOLINGUISTICS AND DESCRIPTIVIS IN THE ENGLISH LANGAUGE COURSE

English language course tends to be descriptives (e.g accents, dialects, social and stylistic variation, contemporary linguistic change, language choice, codeswithing, speakers' perception of different language varieties).

Interestingly, course tutor put the students effort in descriptivism much more overtly that did the course materials.

Disjunction means a lack of consistency

Prescriptives means to see analytical thing based on their own biases.

Sociolinguistic description is a new approach to language, it requires change of mindset.

STUDENTS RESPONSES TO THE COURSE

some aspects of changes in relation to their perception fo language.

Students are no clear differnces in the types of response that come from students in differnt regions or in different tutor groups. Students reported that greater awareness of language variation and an increased tendency to observe langauge use

Students may observe their language use as sociolinguistic perspective and they are able to use sociolinguistics as a lense to overview their experience and arrive at new understanding.

Prescriptive deals with exact judgement without noticing any factor why this that happens!!

Good and Bad English no factors affecting these englishes. But when it come to descriptive, then you will realize that there are factors affecting why bad and good English is.

When students are able to associate alternative views meaning they bring relativism discourse about language and the values associated with this.

Students attemp to manage a blend of academic/descriptive and everyday/prescriptive discourse

Some students drew on personal experiences and interpretations to challenge academic texts drawing on sociolinguistic descriptivist/relativist discourses to interpret their language experiences.

Tutors in Singapore are more ambivalent in their response to descriptivism and Singapore students make fewer references to personal change. Open university students are meant to receive the same course wherever they study, though in the English language course we do flexibility for students to drar their diverse experiences of English.

Prescriptivism is sometimes based on errors that need to be corrected (e.g. the suggestion that, because of differences in tense and aspect, Indian English speakers would have difficulty in differntiating between past and present events)

Making an effort to understand student's position as shaped by particular social

experiences may be key to [helping them develop] new ways of interpreting the world and their complex positioning in relation to it.

Keynotes:

academic literacy, academic and everyday contexts, position status, language interpretation, academic and everyday experiences, linguist and non-linguists, mindset change, knowledge and experiences, tutors, course, students and response, ideological process, prescriptivism, descriptivism/relativism/alternative views

Topic 4: Conversation Analysis and Interactional Sociolinguistics

Wardhaugh_Chapter11_Topic 4: Conversation Analysis and Interactional Sociolinguistics. P. 280-302

Discourse Analysis

Sub-field of pragmatics with utterances and talk in action is understood in context specially at conversation.

The unmarked dialogical means we speak with another or others in various kinds of verbal give-and-take called CONVERSATION.

Discourse analysis approaches : Conversation analysis (CA)

Casual conversation is not choreographed or planned. It happens in real time. It includes repetition, simple active sentences, conjunction and/but, deletion subjects, hedges (i.e., *you know, well, I guess, like, sort of, maybe etc.*)

There are specific rules we must follow as we indulge in the give-and-take of conversation.

Ethnomethodological tradition of conversation —> ***conversation analysis (CA)*** It involves turn-taking even though it is quite unordered and smooth when shifting among speakers. When doing conversation analysis, it is important to do it with tape and video recorded naturally because this analysis is an inductive case. The focus here in conversational analysis is the recorded data and transcripts, any conclusion must be drawn from this data. The goal of CA is to unveil conversational structure and its underlying principles. It is also **locally managed** meaning they proceed without any conscious plan and the participants simply rely on using the principles that are available to them to achieve any wider objectives they have.

Adjacency Pairs in CA

Greeting leads to a return greeting, a summons leads to a response, a question leads to an answer, a request/offer leads to an acceptance or refusal, a complaint leads to an apology or some kind of rejection, a statement leads to some kind of confirmation or recognition, a complement leads to acceptance or rejection.

Dispreferred responses sometimes leads to disruption and needs explanations. For example: *if a friend asks you, 'Want to go out for a drink tonight?' you might mark your dispreferred rejection of the invitation with a dis- course marker, along with an excuse to provide an indirect refusal: 'Oh, I'd love to, but I have to study for a test.'*

The ring of a telephone (summons) can lead to a response ("Hello") with the rising intonation of a question, which thus requires an answer and so on.

Violation in conversation when not responding to a question. The rule in adjacency pair is **INITIATION, RESPONSE, and FEEDBACK (IRF)**

Opening in Conversation

Opening usually involves an exchange of greetings. Telephone conversation for example, the use of names or address may be used here and who speak first may be constrained by circumstances.

Closing in Conversation

closing by simply saying goodbye as a traditional way. Also it **serves pre-closing-signals** negotiating the actual closing. *Such signals can involve an expression like 'Well, I think that's all,' 'I'll let you go now,'*

How to close: (1) the closing down of a topic (2) some pre-closing exchange (3) acknowledgement of the of the exchange (good to see you) (4) an exchange of farewells (e.g. bye-bye)

Turn-taking in Conversation

Turn-taking is easy and skillful. In such situation turn-taking is marked and planned, only one person who can speak for example. There are some linguistic signals that a person wants to give a chance to other speakers to speak. The final syllable or final stress syllable of an utterance may be prolonged. The pitch level of the voice may signal closure, for example, by dropping in level on the final syllable.

The control over who speaks in a conversation is called **FLOOR MANAGEMENT**.

Repair in Conversation

Repair occurs when some kind of trouble arises during the course of conversation by using *Excuse me* or *What* for example.

Institutional Talk in Conversation Analysis

Teachers and students play different role in classroom settings and their language choices relate to those roles. Teachers appear to have greater access to these than students as a result of their role as teachers.

Interactional Sociolinguistics Approach

This refers to the search for replicable methods of qualitative analysis that account for our ability to interpret what participants intend to convey in everyday communicative practice. This is an ethnography communication, conversational analysis, ethnomethodology.

The focus: On diversity and intercultural communication as well as how differences in communicative practices can contribute to discrimination.

Interactional sociolinguistics and CA: Linguistic ethnography lookign a wider context than particular interaction being analyzed. CA —> information gleaned from the interaction being analysed is considered relevant. Interactional sociolinguistics —> the speakers and societal norms or ideologies from ethnographic research or interview with research

participants can also be incorporated.

Example : one of students in the classroom frequently performs stylization of nonstandard English dialects. The social class associations are key elements in any interpretation of stylistic variation. Ethnography study looks at the school, repertoires of the pupils, values of the various ways of speaking in the wider community when interpreting specific utterances and interactions.

Data and Methodologies

Interactional sociolinguistics is primarily qualitative. There is also naturally occurring data which means recording of people having conversations that they would supposedly have had whether or not they were being recorded.

Computer-mediated discourse from an online ethnography perspective in looking at language in digital social life can enhance the analysis of other types of data (interview and online discourse)

Contextualization

this term is used to discuss how we use our background knowledge to navigate through conversation. Furthermore, this is also used to refer to speakers' and listeners' use of verbal and non-verbal signs to relate what is said at any one time and at any place to knowledge acquired through past experiences. for example, the transition from informal chat between colleagues to addressing a work issue might be marked by a switch in code.) Discourse markers also provide contextualization such as *oh, well, or y'know* –

Stance is the basic tool for contextualization

Speakers take a stance toward their own utterances and those of others as well as ideologies for linking to identity construction.

Hedges for the stance of deference, and deference may be linked to femininity.

Intercultural Communication in interactional sociolinguistics

For example, a trial, an interview for a position, or a disagreement between employer and employee, there can be a serious breakdown in communication from the lack of such flexibility, as one party finds the other to be 'evasive,' 'confrontational,' 'irrelevant,' 'angry,' 'aloof,' or 'indifferent.'

Critical Discourse Analysis (CDA) is an approach which aims to analyze relationship of dominance, discrimination, power, and control in text and talk.

The DISCOURSE here means more than just text or talk. It means how certain ways of speaking are combined with certain cultural models to produce and reproduce social meaning and structures.

Social powers in CDA is the ability of a social group or institution to control the actions and the worldview of other groups. For example military support, economic resources, or persuasiveness.

Hegemony means power that is achieved through consent; certain groups of people or ways of being are granted social prestige (and thus power) because there is a consensus that they are somehow superior and inherently more valuable.

Contrast and Critiques

one difference is that there are CA researchers who do not see such societal critiques as part of their research agenda, and therein lies a key difference: CDA is necessarily aimed at addressing social injustices and discrimination, while CA can, but need not, be.

Methodologies and connections

CDA is not a method of discourse analysis, but a way of viewing the world which influences how text and talk are analyzed.

For example CDA: Wodak focuses on particular discourse events in the 1986 presidential campaign of Kurt Waldheim, historical events referenced through intertextuality, and interdiscursive relationships of these discourses with other texts.

For example, van Dijk (1992) looks at how, in everyday conversations as well as in institutional text and talk, the denial of racism is an essential part of discourses that perpetuate racial prejudices, especially among social elites.

CDA with Corpus linguistics: find particular lexical items and collocations then data been critically.

Qualitative analyses in CDA may also look at conversational data. For example, Rogers and Mosley (2008) analyze a discussion among pre-service teachers concerning racial literacy that focuses on children's books and addresses issues of racial representations, definitions of anti-racism, and White privilege. Their conclusions point to the pedagogical benefit of having teachers in training participate in such discussions as part of their preparation for working in a multicultural society.

Interdiscursivity involves using discourses from one context in another involving processes of **decontextualization and recontextualization**.

Fairclough (2001, 127–36) gives an example of this in an analysis of the Foreword written by the British Prime Minister Tony Blair to the Department of Trade and Industry's White Paper on competitiveness in 1998. Although this is a political text, Blair uses development economic language (such as what might be found in an analysis by the World Bank), combined with political discourse, to represent the 'new global economy' as an inevitable process which is not driven by social agents but is merely part of a worldwide development to which 'we' must respond.

Summary for analysis of discourse

- 1) Conversation analysis
- 2) Interactional sociolinguistics
- 3) Critical discourse analysis (CDA)

8_Rampton2017-Interactional-Sociolinguistics

Interactional Sociolinguistics (IS) developed by John Gumperz' approach to research focusing on face-to-face interaction.

Methods related to IS = ethnography, dialectology, pragmatics, conversational analysis.

Data collection in IS = local people audio and video

Dell Hymes = draw the relationship between linguistics and anthropology from small-scale to large-scale interactions a dynamic view of view of social environments where history, economic forces, and interactive processes combine & create or to eliminate social distinction.

Historical Background

(1) search for a theory of treating language as integral to social and cultural process as well as the need to develop methods and technical concepts

(2) commitment to making language analysis in education

(3) build model for language and social life

Sub-field of Interactional Sociolinguistics = Conversation Analysis, Variationist Sociolinguistics, the Sociology of Language.

Approach to Analysis = **linguistic and discourse analysis** (a provisional view of the communicative affordance of the linguistic resource that participants draw on in situated communication. **Goffmanian and conversation analysis** (illuminating the ongoing, sequential construction of local architectures of intersubjectivity). **Ethnography** provides a sense of the stability, status and resonance that linguistic forms, rhetorical strategies and semiotic materials have in different social network beyond the encounter-on-hand; an idea of how and where an encounter fits into longer and broader biographies, institution and histories; and a sense of the cultural and personal perspective/ experiences that participants bring to interactions, and take from them.

Inferencing refers to the interpretive work that people perform in trying to reconcile the material that they encounter in any given situation with their prior understanding.

Contextualization is When someone formulates an utterance, it is more than just the semantic proposition that they construct. They also produce a whole host of small vocal signs that evoke, for example, a certain level of formality (shifting to a more prestigious accent, selecting the word 'request' rather than 'ask'), or that point to the presence of bystanders (talking quietly), and this non-stop process of contextualisation may either reassure their listener that they are operating with a broadly shared understanding of the situation, or it can nudge the recipient's inferences in another direction. **Context is** an understanding of the social world activated in the midst of things, an understanding of the social world that is interactionally ratified or undermined from one moment to the next as the participants in an encounter respond to one another.

Behavioral regularities is seen as communicative behaviors

IS concerns —> The slow and intensive analysis of selected strips of audio or video recordings of situated interaction, following its moment-by-moment unfolding, is central to IS, both as a resource for communication with non-academics and researchers from other disciplines.

Issues in IS —> social scientists, politicians and/or the public – for example, race

discrimination, class stratification, gender relations

Challenges

Sociolinguistics has something to do with quantitative variations tradition in the US.

CA and IS differences

CA and IS share a commitment to the slow and intensive analysis of recordings of natural interaction, but whereas IS examines the dialectic between linguistic signs and social knowledge in discourse, “the goal in *CA is to identify structures that underlie social interaction*” (Stivers & Sidnell 2013:2). CA researchers are certainly very well aware of the uniqueness of each episode they analyse, but they respond to this by zooming in on the designs, actions and sequences that give it predictable structure.

Linguistic Ethnography = concepts and methods developed in fields like linguistic anthropology are viewed as valuable “both for other disciplines such as sociology, psychology, or management studies and for engagement with professional such as teachers, doctors, and social workers.

New direction for Sociolinguistics = sociology, linguistics, social psychology, interactional sociolinguistics, discourse analysis)

Current contributions and research areas= usually qualitative but can be combined with variationist sociolinguistics and other forms of quantification. Code-switching is one research contribution on IS. *Code-switching most commonly investigates* people using different speech styles to denaturalize social category membership, variously challenging, shifting or reaffirming ascribed and established social identities and the focus has extended beyond ethnicity to gender, social class, generation and their interactions.

Speech community replaces with social network as a framework for understanding the distribution of linguistic practices. p.10

Topic 5: Bilingualism

Wardhaugh Chapter - Topic 5 chapter 4 - Bilingualism P. 82 - 105

Multilingual means situations in which there are speakers of more than one language.

Language shift means speakers shift to speaking the dominant language due to the case of immigration for example. In immigration for three generations this shift pertains language maintenance for the continuation. To assess the maintenance, Ethnolinguistic vitality is proposed.

There are three things for language threatened language : (1) its status i.e., economic, social, and historical (2) its territorial distribution and concentration together with its population demographics, for example, absolute numbers, birth rates, marriage patterns, and migrations in and out, (3) its institutional support or lack thereof, including formal and less formal situations.

Multilingualism has both positive and negative attitudes. German and Mexican people for

example, these language use has different value in the society.

Code is used only when it deals with the need of speakers to use a language in a particular domain or for a particular activity. Code also used to avoid the language vs dialect issues. The overlap use of multiple language speakers in conversation may trigger the development of contact language most of the variety relates to syntax but the most cases it is concerned on vocabulary differences were maintained. The vocabulary serves to distinguish the group instead of syntax as well as the variety of multilingualism that has developed in response to local needs.

Many people believe that prestige is the reason for multilingualism. **High level of status** when speaking Classical Greek and Latin, or **modern languages of high culture** including English, French, Italian, and German. Multilingualism also deals with immigrant status which links to "*inferiority*".

In this chapter, the term *Multilingual discourse* is used instead of code-switching or code-mixing. Other terms used Linguaging, translanguaging, and metrolingual practice.

Linguistic landscape highlights the display of languages in public spaces, including signs, billboards, advertisements and graffiti. meaning how languages appear in public space provides evidence about underlying ideologies concerning particular codes and their speakers.

In most of the cases, English is used to show its status a prestigious global language which plays an important role in popular culture.

in Canada where English and French has different level. French Canadian seems to be rated lower in integrity and social attractiveness.

The use of *Matched-guise techniques* to distinguish how speakers use multiple languages in discourse, especially attitudes about particular codes. This technique has shown that listeners are affected by code choices when they judge what speakers say to them.

Diglossia is the term used to describe a situation in which there are two distinct codes with clear functional separation; that is one code is employed in one set of circumstances and other on an entirely different set. Without diglossia, language shift within three generations will occur as the languages compete for dominance in various domains.

Domains: one set of circumstances and the other in an entirely different set.

Language attitude : High and Low languages. High language means it has a strong feeling such as more beautiful, logical, and expressive than L variety.

Situational code-switching occurs when the languages used change according to the situation and another in a different one. The difference with diglossia is it dictates the choice of variety and reinforces difference, whereas code-switching tends to reduce them.

Accommodation and audience design = Communication Accommodation Theory

Accommodation is one way of explaining how individual and groups may be seen to relate to each other. one individual can try to induce another to judge him or her more favorably by reducing differences between the two.

Convergence = An individual may even be prepared to sacrifice something to gain social approval of some kind, for example, shift in behavior to become more like the other. One type of convergent behavior is said to be motivated by how speakers often attempt to deal with listeners through audience design, that is, by orienting their speech toward others through code choices.

Divergence = if you desire to distance yourself from other interlocutors, the shift in

behavior will be away from the behavior of another or others.

The **Markedness Model** = The main idea of this model is that, for a given interaction, there is an **unmarked choice**, that is, a code which is expected in the specific context. The **Markedness Model** was originally designed to explain the social motivations of alternation between two distinct languages in spoken conversation, but has also been applied to switching between different varieties of the same language and also literary code-switching, advertising, poetry, and films.

Social constructionists = construct social identities/ constructivist. Identities might align with pre-existent categories such as gender, occupation, ethnicity, and so on, but should be thought of as being brought into being through the interaction with others.

9_Gal, S. (1978)- Peasant men can't get wives- Language change and sex roles in a bilingual community. Language in Society, (7)1, pp. 1-16..pdf

Young women and preferences for changing marriage strategies indicating greater use of German as the general preferences for the workers' way of life.

This is due to choices for linguistic alternatives involving language and sex roles; interactional analysis; social determinants of language shift; European bilingualism.

Linguistic difference between man and women : phonology, syntax, and pragmatics, choice of lexical items as well as patterns of conversational interactions.

The contribution of Women of Hungarian-German bilingual town in Austria links to linguistic choice

sexual differentiation of speech plays a major role in linguistic evolution

young women are leader in linguistic change compare with young men and older women.

young women use the newer, advanced forms than men because it is prestigious.

Women are more insecure in language and innovative in certain communities.

Young women's language choices can be understood as part of social identity.

Context of the study

Oberwart (Felsoor) is a town located in the province of Burgenland in eastern Austria.

It has been pointed out that a speaker's choice of code in a particular situation is part of that speaker's linguistic presentation of self.

The linguistic choice reflects solidarity and the group. Code or language links to social statuses and activities, changes in language choice is to symbolize changes of their own social status.

Peasant is used for a native cultural category that includes all local agriculturalists and carries a negative connotation, at least for young people.

Speaking Hungarian leads to associate to peasant status as old peasants do.

Peasant parents name their children with titling German already. Oberwarters consider them as Austrian not German.

for Oberwarters, German represents MONEY and PRESTIGE and has high prestige than Hungarian.

Young women choose themselves as peasant with number of reasons. and Hungarian has negative sense.

G is used by most bilingual young women around the age of 14-23 at the government office as well as doctor settings.

Older people uses almost in all setting. H is used all the time when it prays to god.

G-H mixed in grandparents and generation, friends and age mate neighbors , children and their generations,

Men tend to use H in pray and grand parents and their generations.

Two factors determining the degree to which a person uses H as opposed to G: **the person's age and her/his social network.**

The networks are divided into (a) those who lived in households which owned either pigs nor cows. (b) those who lived in households which owned neither pigs nor cows.

Oberwarters define those who have pigs and cows are peasants.

Three main factors (1) language choices : (2) age, and (3) peasantness of social network
The result shows that the more H is used the more peasants the people will be. and it shows that the older people use high number of H.

Young people talk to peasants use H quite often than others their age.

The correlation of Men between social network and language & choice / the same between age and language choice.

Youngest women use more G and less H than anyone else in the community. Youngest women with peasants networks use Hungarian as rarely as young women with non-peasants networks.

New attitude arise among young men community as BERUF stating that Farming can be an occupation. Men whose families own land to make agriculture if not as satisfactory livelihood.

On the other hand, young women after World War II not willing to take over the family farm when this opportunity is offered them. They said that they do not want to marry peasant men.

Comparison Men and Women

For men :

(1) to be an industrial or construction worker (commuting and coming home on weekends)

(2) to be peasants worked,

(3) to be a full-time agriculturalists

For Women marrying peasants men would be like :

(1) spending time doing farm work : milking, feeding pigs, hoeing, planting and harvesting potatoes and a few other root crops.

(2) housework in the evening

(3) peasants wives consider industriousness is most valuable quality.

Peasant workers both men and women are working more house than are not peasants.

(Peasants Lads cant get women)

Topic 6: Contact languages, English as a Lingua Franca

Topic 6: Contact languages, English as a Lingua Franca.

Chapter 5 in Wardhaugh-Fuller (2015, 114-133)

Lingua franca means when people who speak different languages and are in contact with each other must find some way of communicating.

Arabic is the lingua franca associated with the spread of Islam.

English nowadays has been used as lingua franca for several purposes involving travel, business, technology, and international student.

The superstrate language (usually only one) is the socially, economically, and politically dominant language in the multilingual context in which the pidgin or creole develops.

The substrate languages (by definition two or more) are the native languages of the speakers who contribute to the development of these pidgin or creole languages by providing some vocabulary but also phonological systems and grammatical structures.

Pidgin can become the first language of the next generation.

Difference between pidgin and creole is that pidgin formation is second-language learning with restricted input and creole formation is first language learning, also with restricted input.

Pidgin and Creole towards L2 language acquisition. (1) the issue of the similarities between these two processes. (2) is the role of second language acquisition in the development of PC languages.

Transfer in second language acquisition is that learners use features of their first language in the language they are learning.

Pidgin and Creole contrasts:

(1) **Pidgin formation** generally involves some kind of "simplification" of a language for example reduction in morphology (word structure) and syntax (grammatical structure), tolerance of considerable phonological variation (pronunciation), reduction in the number of functions for which the pidgin is used (e.g., you usually do not attempt to write novels in a pidgin), and extensive borrowing of words from local mother tongues.

(2) **Creole formation involves** expansion of the morphology and syntax, regularization of the phonology, increase in the number of functions in which the language is used, and development of a larger vocabulary. A further issue with the term **creolization** is pointed out by Bakker (2008, 146), who notes that it is used to mean the process of becoming a mother tongue and the process of structural elaboration.

Theories of Creole Genesis

Theory by Bickerton is **the language bioprogram hypothesis**, which focuses on the innate

abilities of humans to create language.

Linguistic Characteristics of PC languages

Phonology
morphosyntax
vocabularies

Not every pidgin becomes a creole.

The term Mixed language refers to a language whose lexical and grammatical structures cannot all be traced back primarily to a single source ("parent") language' (Holm 2008, 255), noting that this definition draws on the notion of a language family used in historical linguistics.

Topic 7: Anthropological approaches

Topic 7: Anthropological approaches Chapters 9, 12 in Wardhaugh-Fuller (2015, 227-243, 311-332)

Language is seen to construct and sustain social reality. Sociolinguistics tends to encompass understanding how societies use language to construct those very societies.

Ethnography research deals with rules, cultural norms, and values through participants observation. This approach explore and observe behavior in a group of people in their natural settings by seeing and hearing what is going on around them.

Ethnography is qualitative dealing with the focus on the language the participants are using and the cultural practices such language reflects.

Communicative competence = the knowledge of how to use language in culturally appropriate ways by **Hymes (1972)** vs Chomsky's linguistic competence, which focused on an ideal hearer-speakers' knowledge of grammaticality of sentences in their native language. Hymes said that children not only must learn how to construct sentences in that language but also must 'acquire knowledge of a set of ways in which sentences are used.

Communicative competence is a key component of social competence.

Language Socialization = learning to communicate in ways appropriate to the group in which we are doing that learning

SPEAKING by Hymes (1974) —> ethnography communication

(1) **Setting and Scene** = time and place

(2) **Participants** = various combinations of speaker-listener, addressor-addressee, or sender-receiver.

(3) **Ends** = recognized and expected outcomes of an exchange as well as to the personal goals that participants seek to accomplish on particular occasions.

(4) **Act sequence** = refers to the actual form and content of what is said: the precise words used, how they are used, and the relationship of what is said to the actual topic at hand.

(5) **Key** = refers to the tone, manner, or spirit in which a particular message is conveyed: light-hearted, serious, precise, pedantic, mocking, sarcastic, pompous, and so on. The key may also be marked non-verbally by certain kinds of behavior, gesture, posture, or even deportment.

(6) **Instrumentalities** = refers to the choice of channel, for example, oral, written, signed, or telegraphic, and to the actual forms of speech employed, such as the language, dialect, code, or register that is chosen. Formal, written, legal language is one instrumentality; spoken Newfoundland English is another, as is American Sign Language; code-switching between English and Italian in Toronto is a third; and the use of Pig Latin is still another.

(7) **Norms of interaction and interpretation** = refers to the specific behaviors and properties that attach to speaking and also to how these may be viewed by someone who does not share them (e.g., loudness, silence, gaze return, and so on).

(8) **Genre** (G), the final term, refers to clearly demarcated types of utterance; such things as poems, proverbs, riddles, sermons, prayers, lectures, and editorials. These are all marked in specific ways in contrast to casual speech.

Ethnomethodology = is that branch of sociology which is concerned, among other things, with talk viewed in this way. They focus on the phenomena of everyday existence, actually on various bits and pieces of it, in an attempt to show how those who must deal with such bits and pieces go about doing so.

Ethnomethodologists are interested in such matters as how people interact, solve common problems, maintain social contacts, perform routine activities, and show that they know what is going on around them and communicate that knowledge to others.

Commonsense knowledge refers to a variety of things.

linguistic ethnography (LE; sometimes also called 'sociolinguistic ethnography') has emerged as a cover term for research which links ethnographic research on ideologies and wider societal norms with the analyses of specific language practices.

Rampton (2007) describes the methodological tenets of linguistic ethnography as follows:

- i) the contexts for communication should be investigated rather than assumed. Meaning takes shape within specific social relations, interactional histories and institutional regimes, produced and construed by agents with expectations and repertoires that have to be grasped ethnographically; and
- ii) analysis of the internal organisation of verbal (and other kinds of semiotic) data is

essential to understanding its significance and position in the world. Meaning is far more than just the 'expression of ideas,' and biography, identifications, stance and nuance are extensively signalled in the linguistic and textual fine-grain. (Rampton 2007, 3)

Finally, we introduce linguistic ethnography, which is a relatively new approach in sociolinguistics, which integrates the study of linguistic practices in a particular setting with ethnographically gained knowledge about societal norms and ideologies.

Topic 11: Dialect variation in English (Standard Englishes; Class, gender and age; Social networks; Traditional dialects)

Social networks scores : Ethnicity

- 1) Hackney (inner London) more innovative on all linguistic level than Havering
- 2) Both ethnicity (as independent variable) and ethnicity of friendship networks do produce significant effects.
- 3) to gain the data : questions about self definition such how many close friends have you got etc
- 4) 30 respondents Most Hackney score 5 meaning they received up to 80% a different ethnicity.
- 5) Phonological features includes the short and long monophthongs, diphthongs.
- 6) the use of innovative quotative to introduce reported speech (this feature is considered in relation to ethnicity, ethnicity of personal social network, social practice, and personality of the speaker.
- 7) Young speaker is more open and centralised than elderly speakers. Young speakers have more back and less open elderly people
- 8) little or no further development amongst the young speakers in Hackney of the short vowel shift
- 9) The difference between the Anglo and non-Anglo speakers are mainly very small.
- 10) the non-Anglo speakers are leading the raising STRUT very much in the representation of a creole-like raised quality .
- 11) GOOSE appears to be a strong indicator of ethnicity, albeit a gross non-anglo ethnicity ; a strong factor correlated with changes in the GOOSE vowels, for Anglo speakers belonging to a multiethnic friendship group.
- 12) The diphthong changes illustrated by the example is typical of traditional London accents.
- 13) The diphthongs are becoming less shifted and are acquiring RP-like qualities.

- 14) Inner circle, young non-anglo speakers leading the change, followed by the Anglo speakers with non-Anglo friendship network.
- 15) Significant effect for age and ethnicity in Hackney.
- 16) It is the only diphthong to show a significant effect for friendship network: Non-Anglo speakers as whole have a more fronted onset than Anglo speakers with a largely non-anglo friendship network.
- 17) The small difference in diphthong between the groups
- 18) The overall difference between non-Anglo and Anglo speakers is significant and difference between the non-Anglo and groups of Anglo speakers are in the same direction as for FACE.
- 19) H-drop is regraded as a feature of London English.
- 20) Young speakers have less H-dropping than the elderly speakers overall.
- 21) The Anglo speakers have more H-drop than non-Anglo speakers.
- 22) There is no effect friendship network on the amount of H-dropping in Hackney.
- 23) K-backing; the feature was not used by elderly speakers at all.
- 24) there is a main effect of friendship network and this is due to Anglo speakers with an Anglo networks being less likely to use the back variants.
- 25) The Anglo speakers with a non-Anglo network were not significantly different from the non-Anglo speakers
- 26) DH-stopping ; Anglo speakers with non-anglo networks have significantly less DH-stopping than the Anglo speakers with anglo network
- 27) TH-fronting; massive difference between young and old speakers. Young speakers have high number in TH-fronting. There are small and insignificant differences between the group of young speakers with regard to ethnicity.
- 28) Anglo speakers with a non-anglo speaker have more TH-fronting
- 29) new feature was found regarding to counting loss of H-dropping and K-backing. DH-stopping is old feature by minority group.
- 30) Non-anglo speakers use two out of three of innovative features more than Anglo speakers.

- 31) Anglo and non-anglos speakers is small in K-backing, albeit significant in H-droppign, TH-fronting and DH-stopping.
- 32) Not because their ethnicity but networks bring the variations
- 33) Quotative : THIS IS + S used by young speakers in London.
- 34) membership of a multi-ethnic friendship group allows a speaker to use language features associated with a particular social or ethnic group to which he/she does not belong to.
- 35) BROKERING means the use of MULTIMEMBERSHIP to transfer some element of one practice into another and this term is introduce by Eckert (2000) to dedescribe how adolescent introduce new ideas into their friendship groups.
- 36) the 7 speakers seem to have more than multi-ethnic friendships as a common denominator.
- 37) friendship and peer in college grounds giving opprotunity for brokering.
- 38) study concluded that 7 speakers are the leaders of changes amongst the adolescent speaker in inner circle and representative of the social and personality types who are innovators within their groups.