

Variation acc. to language use
 idiolect - style - register (jargon); domain

idiolect: individual choice of language
 style: linguistic choices depending on social situation
 comes in scales:
 e.g. formal – casual; impersonal – intimate;
 monologic – dialogic; formulaic – creative
 "Place the ingredients into a prepared dish."
 "Put the stuff into the bowl you've got ready."

Variation acc. to language use

Register: "sets of language items associated with discrete occupational or social groups" and forms part of their jargon (Wardhaugh, 1998)

classroom - educational register
 courtroom - legal register
 church - religious register
 football-fans weight-watchers deer-hunters brainsurgeons

Domains (taken from Spolsky, 1998)

location	role-relationships (e.g.)	topics (e.g.)
home	mother, son	domestic, personal
school	teacher, pupil	social, educational
church	priest, parishioner	sermons, prayers, social

"Your dialect shows who (or what) you *are*, whilst your register shows what you are *doing*."
 (Hudson, 1966)

Varieties developed in language contact situations

Lingua franca
 (or contact, trade, international language)
 Pidgin: functionally restricted
 "stripped down"
 Creole: fully-fledged language
 pidginisation, creolisation, decreolisation
 factors: linguistic and functional

The Mango Tree

Every night we don't go to bed soon and in the morning (when) we wake up soon and we race one another to go to the mango tree (.) and every morning my big brother always racing me and get more mango than me
 When we have a mango we don't carry it down (.) because you know (.) when we go to school them other will eat it off and when we come from school in the evening we go for them and eat them
 And always my granma (.) when we hid (.) the mango in the ground he (.) he (.) she always find it (.) and eat them off and when we go and look for them there was none mango but the see and the skin
 And when we come down and ask where (.) where (.) where the mango we cannot have ..?.. (.) and my granny say he (.) she eat them off (.) and she say you (.) we musn't hide no more in the ground (.) and (.) in the grass we hide them and he still find them
 One morning I find one dozen mango and I hide them in the bush and my brother come (.) run home soon and come and eat them off and I didn't get none (.) and I tell granny and sh.(.) and I tell my granny and he beat him [teacher: she beat your brother?] ye (.) he say she musn't eat off the mangoes and me don't get any (.) and she tell him to stop it
 Every time when my granny beat him always my dog (.) my dog come in and bark at him (.) and he lick after the dog and the dog run away.

Bilingualism:

Diglossia (first described by Ferguson, 1959):

a relatively stable language situation in which two clearly separate varieties ('H' and 'L') are used for clearly different functions

e.g.

German-speaking Switzerland

England after the Norman conquest

Arabic world

Diglossia

Domain/function

Variety used

religious sermon	H	
conversation with family		L
university lecture	H	
news broadcast	H	
interaction in shops, instructions to servants,		L
personal letter	H	
political speech	H	(L)

Individual bi/multilingualism:

everybody who has some functional abilities in two or more clearly separate varieties

factors: (Spolsky, 1998)

- ? which varieties
- ? when learnt and time spent using them
- ? skills acquired
- ? 'can do' statements
- ? functional distribution

Societal bi/multilingualism:

factors:

- ? migration: (in)voluntary; in/external
- ? conquest, colonialism
- ? federation: (in)voluntary

language contact - language conflict

Code-switching

situational CS

metaphorical CS

conversational CS

Situational CS:

"What this means for a 'typical' Chinese child growing up in Singapore is that he or she will tend to speak Hokkien with parents and informal Singapore English with siblings. [...] The language of education will be the formal variety of Singapore English and Mandarin. Any religious practices will be conducted in the formal variety of Singapore English if the family is Christian, but in Hokkien if Buddhist or Taoist. The language of government employment will be formal Singapore English but some Mandarin will be used from time to time; however, shopping will be carried on in Hokkien, informal Singapore English and the 'bazaar' variety of Malay used throughout the region." (Wardaugh, 1998)

Metaphorical CS:

"A man wishing to see a government officer about renewing a license may state his request to the girl typist in Swahili as a suitably neutral language if he does not know her. To start off in English would be unfortunate if she did not know it, and on her goodwill depends his gaining access to authority reasonably quickly. She may reply in Swahili, if she knows it as well as he does and wishes to be co-operative; or in English, if she is busy and not anxious to be disturbed; or in the local language, if she recognises him and wishes to reduce the level of formality. If he, in return, knows little English, he may be put off at her use of it and decide to come back later; or, if he knows it well, he may demonstrate his importance by insisting on an early interview and gain his objective at the expense of the typist's good will. The interview with the officer may well follow a similar pattern, being shaped, on the one hand, by the total repertoire mutually available, and on the other by their respective positions in relation to the issue involved." (Whiteley 1984)

Conversational CS

Spanish-English (Pfaff, 1979)

No van a bring it up in the meeting.
(*'They are not going to bring it up in the meeting'*)

Todos los Mexicanos were riled up.
(*'All the Mexicans were riled up.'*)

Afrikaans-English (McCormick, 1989)

Ek dink dis silly, man, want – kyk: jy praat stupid want jy kan nie Engels en Afrikaans – en dan praat jy met die kinders because why? Daardie kinders sal nooit reg kan leer nie. Jy moet either kies: either Engels of Afrikaans, you know.

(*'I think it's silly, man, because – look: you talk stupidly because you can't ... English and Afrikaans, and then you talk to the children, because why? Those children will never be able to learn properly. You must choose either English or Afrikaans.'*)

Language planning and policies

status planning what prestige does it have

corpus planning what should it look like?

language acquisition planning
who should learn it?

>> compare standardisation

language diffusion policy – linguistic imperialism

English as a world language

English used internationally:

- a) as community language the world over ('World Englishes')
- b) as medium of communication for specific purposes
- c) as medium of wider communication (lingua franca)

Typical characteristics:

World Englishes:

varieties (regional and social dialects, pidgins, creoles);
regional standards

ESP (English for specific purposes):

registers, jargons
in-group standards

ELF (English as a lingua franca):

international standard (?)

Reading (Yule 2006)

For next week: ch. 20

Revision: chs. 18 & 19

For Jan. 10: ch. 11 (Pragmatics)