

LG102: Foundations of Sociolinguistics 2011-12

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This booklet outlines the contents and structure of LG102, the required assessment, and where to go for help if you have a problem. The coursepage for this module can be found at the online Essex

Course Materials Repository: <http://courses.essex.ac.uk/lg/lg102.htm>. However, not all sections of this course contain online materials.

This course is a general introduction to sociolinguistics – the study of the relationship between language and society - for complete beginners, and will be of interest not only to those taking degrees in Linguistics or English Language, but also to those studying other subjects, such as Sociology. For those who wish to study sociolinguistics further in their second and subsequent years, the Department offers a wide range of courses in sub-disciplines such as: language and gender, conversation and social interaction, pragmatics, language and human rights, varieties of English, dialect contact, language variation and English phonology, Researching Accents and Dialects, as well as higher-level general courses in sociolinguistics.

The course consists of **one lecture (on Thursday 13-14 in LTBI)** and **one follow-up class** each week. Each lecture will introduce a different sociolinguistic issue – we have grouped them into 4 themes (see below). Your follow-up classes are designed to clarify any questions you may have about the content of the lectures and to discuss the issues raised in the lecture in more detail. They will be taken by one of the class teachers listed on the front of this booklet.

As mentioned above, the lectures on LG102 are divided into four sections, each lasting 5 weeks:

Introduction (Weeks 2-6) (Jenny Amos) We spend the first five weeks looking at what sociolinguistics is, how it is studied, and explode a few myths about the way language is used in society. We will consider, therefore, the following questions: What topics does the term sociolinguistics cover? How do sociolinguists research their subject? Is our language in a state of decline? Are some languages better or purer than others? Are languages better than dialects? Do dialects have grammars?

Language Variation and Change (Weeks 7-11) (Dr Enam Al-Wer) Every living human language demonstrates language variation – the existence in the language of more than one way of saying the same thing. This variation is often a sign of language change, of permanent alterations in the structure of the language. These five lectures will examine the nature and purpose of language variation (showing how it is structured by social, linguistic and other factors) and ways in which language can change both in the speech of the individual and the community.

Language Contact and Multilingualism: (Weeks 16-20) (Prof Peter Patrick) Around the world, languages come into contact with each other and multilingualism – the ability to use more than one language - is the norm rather than the exception. Many millions of people in their daily lives are acquiring or losing a language, and are able to switch comfortably from one language to another. This section of the course examines the nature of language contact and multilingualism. It asks why people use more than one language, and how they choose and switch between them; how their use of different languages is distributed in their everyday speech; why some languages die, and how others are born. Materials for this section of the course, including lecture notes and weblinks, are available online – please consult this web-page during Term 2 and before exams: <http://courses.essex.ac.uk/lg/lg102/indexPatrick.htm>, which is linked to the main LG102 course-page: <http://courses.essex.ac.uk/lg/lg102.htm>.

Interaction (Week 21-25) (Dr Rebecca Clift)

This section explores the relationship between the language we speak and the culture in which we operate, exploring such issues as language and world-view, the manifestation of power through language, the expression of politeness and the construction of identity. It concludes by considering some of the applications of sociolinguistics- for example, in the law and in forensic linguistics. The week-by-week breakdown of topics is set out below. For each lecture you will see the title, the lecturer, the set reading (in bold) and other relevant reading. When you come to write your essays, however, you should not restrict yourself to these sources but look widely for other possible relevant work.

The week-by-week breakdown of topics is set out below. For each lecture you will see the title, the lecturer, the set reading (in bold) and other relevant reading. When you come to write your essays, however, you should not restrict yourself to these sources but look widely for other possible relevant work.

You will notice that many weeks of the course, especially from weeks 2-20, draw upon the following book:

P. Trudgill. (2000). Sociolinguistics (4th edition). London: Penguin.

You may wish to buy this book. It's a fairly small, inexpensive and very readable paperback.

INTRODUCTION

Week 2: Introduction: Language in Society, Society in Language (Jenny Amos)

This lecture introduces the course as a whole. Therefore, we will be touching on issues that connect with each of the four subsections of the course, briefly a) considering whether there is such a thing a

‘Bad English’; b) considering the use of and attitudes towards minority language choice as an example of how sociolinguistic ideas are brought to bear on language contact; c) examining <-ing> as a variable linguistic feature and d) the interaction of language and culture. Some of these topics will be taken up in more detail later in the course. In doing so, it is hoped students will grasp an understanding of the breadth of issues that sociolinguistics covers.

Reading:

P. Trudgill. (2000) *Sociolinguistics (4th edition)*. London: Penguin. Chapter 1.

M Meyerhoff (2006) *Introducing Sociolinguistics*. London: Routledge.

R Mesthrie, J Swann, A Deumert and W Leap (2009). *Introducing Sociolinguistics*. Edinburgh; Edinburgh University Press. Introduction

S Romaine (2000) *Language in Society*. (2nd Edition). Oxford: Oxford University Press. Chapter 1.

Week 3: Doing sociolinguistics: data, variability and competence (Jenny Amos)

Sociolinguists look at language in a certain way (and often quite differently to the way that many other linguists do). Here we consider three fundamental characteristics of sociolinguistics that perhaps differentiate it from (some) other forms of linguistics. We consider the role of *data*, of *variability*, and of *communicative competence*.

Reading:

J K Chambers (2003) *Sociolinguistic theory*. Oxford: Blackwell. Chapter 1.

D Hymes (1972) On communicative competence. In J Pride and J Holmes (eds). *Sociolinguistics: Selected Readings*. 269-293

Week 4: Beware of labels!: What’s the difference between a language and a dialect? (Jenny Amos)

As you will discover, not just in sociolinguistics, but right across linguistics, some words which appear to have straightforward definitions are actually more complex when we begin to scratch beneath the surface: some examples are ‘word’ (see LG105!) and ‘grammar’ (see next week). As an example both of the terminological fog and of the care that is subsequently required when using such terms, we attempt to distinguish here between the terms ‘language’ and ‘dialect’ trying to establish the criteria for differentiation between the two.

Reading:

J Chambers and P Trudgill (1998) *Dialectology*. Cambridge: Cambridge University Press. Chapter 1

P. Trudgill (1992). Ausbau sociolinguistics and the perception of language status in contemporary Europe. *International Journal of Applied Linguistics* 2 (2): 167–177.

Week 5: Standard languages and non-standard languages (Jenny Amos)

Many people believe that ‘the Queen’s English’/‘BBC English’/Standard English is in fact English ‘proper’ and that the dialects which are spoken in the country are ‘bastardisations’ of that standard. Historically, however, this is wholly incorrect. The dialects of a language have evolved historically alongside (and interacting with) the standard variety, not as corrupting developments from it. This lecture looks at what standard varieties are, how they come about, and why they are, in some respects, linguistically unusual. It then looks at so-called ‘non-standard varieties’ and shows, perhaps

controversially for the non-linguist, that they have fully-formed grammars which simply differ from - rather than are 'sloppy' versions of - the standard.

Reading:

W Downes (1998) *Language and Society*. Cambridge: CUP. Pages 32-41

P Trudgill (1999) *Standard English: What it isn't*. In T Bex and R Watts (eds.) *Standard English: the widening debate*. London: Routledge. Also published in P Trudgill (2002) *Sociolinguistic variation and change*. Edinburgh: Edinburgh University Press. Chapter 15.

Week 6: Linguistic myths: Sloppy double negatives, bad grammar, beautiful Italian and primitive languages... (Jenny Amos)

People in general are often concerned about the state of the English language. Sometimes, their anguish is expressed through letters to the media about 'declining standards' in language use. In this session, we examine some commonly held beliefs about language and consider why things may not be as straightforward as they seem.

Reading:

Bauer, L & Trudgill, P (Eds) (1998) *Language Myths*. Penguin, London: Introduction & Myth 1

Aitchison, J (1997) *The Language Web: the power and problem of words*, C.U.P: Chap.1

Bauer, L & Trudgill, P [Eds] (1998) *Language Myths* Penguin, London: Myths 2, 7, **8, 10, 11, 12, 14, 16, 19, 20** [especially those in **bold**]

Hudson, R.A (1998 3rd Ed) *Sociolinguistics*, C.U.P: Chap.6.2 [p.206-220]

Milroy, J & Milroy L (1999 3rd Ed) *Authority in Language*, Routledge, London: p10-18

LANGUAGE VARIATION AND CHANGE

Week 7: Why do we speak the way we do? An introduction to the structure of variability. (Dr Enam Al-Wer)

In this lecture, we consider what language variation is and introduce the notion of the 'linguistic variable'. We will explore the different types of linguistic variables and discuss some of the different ways we say things.

Reading

Holmes, Janet (2001 2nd Ed) *An Introduction to Sociolinguistics*, Longman, London: Chap. I

Chambers, J (2003) *Sociolinguistic Theory*, Blackwell, Oxford: Chap. I.2

Hudson, R.A. (1998 3rd Ed) *Sociolinguistics*, C.U.P: Chap 5.3 [p.169-174]

Trudgill, P (2000 4th Ed) *Sociolinguistics*, Penguin, London: Chap. I

Wardhaugh, R (1998) *An Introduction to Sociolinguistics*, Blackwell, Oxford: Chap.6

Week 8: Style and Context (Dr Enam Al-Wer)

Language varies according to users as well as to uses, depending on who is using it and where it is being used. This week we will consider the ways in which speech reflects the contexts in which language is used and how speakers adjust their style to 'accommodate' to others.

Reading:

Trudgill, P (2000 4th Ed) *Sociolinguistics*, Penguin, London: Chap. 5

Bell, A (1997) "Language Style as Audience Design" in Coupland, N & Jaworski, A [Eds] *Sociolinguistics: A Reader and Coursebook*, Macmillan, London

- Giles, H & Powesland, P (1997) "Accommodation Theory" in Coupland, N & Jaworski, A [Eds] *Sociolinguistics: A Reader and Coursebook*
- Holmes, J (2001 2nd Ed) *An Introduction to Sociolinguistics*, Longman, London: Chap.10
- Milroy, L (1987) *Observing and Analysing Natural Language*, Blackwell, Oxford: Chap.8

Week 9: The speaker variables: age, sex, and social class (Dr Enam Al-Wer)

Do children speak differently to teenagers? Do teenagers speak differently to adults? Do men speak differently to women? Can linguistic variation provide us with information about a speaker's social background? The answer is invariably 'yes' to all of these questions. We will explore these factors and how they affect our choice of language.

Reading:

- Trudgill, P (2000 4th Ed) *Sociolinguistics*, Penguin, London: Chaps 2 & 4**
- Chambers, J & Trudgill, P (1998) *Dialectology*, C.U.P: Chap.5
- Holmes, J (2001 2nd Ed) *An Introduction to Sociolinguistics*, Longman, London: Chap.7
- Labov, W (1997) "The Social Stratification of (r) in New York City Department Stores"
In Coupland, N & Jaworski, A (Eds) *Sociolinguistics: A Reader and Coursebook*,
Macmillan, London
- Milroy, L (1997) *Observing and Analysing Natural Language*, Blackwell, Oxford: Chap.5
- Wardhaugh, R (1998 3rd Ed) *An Introduction to Sociolinguistics*, Blackwell, Oxford: Chap.13

Week 10: Spatial variation. (Dr Enam Al-Wer)

As speakers of a language distance themselves over time and space, the language starts to differentiate internally, resulting in the creation of 'dialects' of the language. Using this model of language change, we can account for differences in the varieties of, say, British and American English or Liverpool and London English. We will look at some of the ways that language varies over space and time and also consider how regional variation interacts with social variation.

Reading

- Trudgill, P (2000 4th Ed) *Sociolinguistics*, Penguin, London: Chap.7**
- Holmes, J (2001 2nd Ed) *An Introduction to Sociolinguistics*, Longman, London: Chap.6
- Hudson, R. (1998) *Sociolinguistics*, C.U.P: Chap.2
- Trudgill, P & Chambers, J (1998) *Dialectology* C.U.P: Chaps 7 & 8
- Wardhaugh, R (1998) *An Introduction to Sociolinguistics*, Blackwell, Oxford: Chap.6

Week 11: Language Diffusion and Change. (Dr Enam Al-Wer)

This lecture considers how language changes spread geographically. How, for example, did some London dialect features reach Newcastle, wiping out the local Geordie forms? We consider here both spread from a central urban location to the surrounding territory through day-to-day contact and spread through migration.

Reading:

- D Britain (2004) Geolinguistics and linguistic diffusion. In U Ammon et al (eds.)**
***Sociolinguistics: International Handbook of the Science of Language and Society*, Berlin:**
Mouton De Gruyter. Volume I: 34-48. (P126.S6)
- J. Chambers & P. Trudgill (1998). *Dialectology*. Cambridge: CUP. Chapter 11.
- D. Britain. (2002). Space and Spatial Diffusion. In J K Chambers, Peter Trudgill and Natalie Schilling-Estes (eds.), *Handbook of Language Variation and Change*. Oxford: Blackwell. 603-637.

MULTILINGUALISM, LANGUAGE CONTACT and LANGUAGE CHANGE

(<http://courses.essex.ac.uk/lgl/l02/indexPatrick.htm>)

Notice that several readings in this section of the course are taken from the two books listed below by Mesthrie et al. (2009) and Meyerhoff (2006). (Yes, they have the same title! *Introducing sociolinguistics*.) These two books are good general textbooks on sociolinguistics, and will be used in the 2nd-year survey course LG232 *Sociolinguistics* next year, so it may be worthwhile getting them now.

- o R Mesthrie, J Swann, A Deumert & W Leap. (2009). *Introducing sociolinguistics*. Edinburgh. [P 126.16] [also readable online]
- o M Meyerhoff (2006). *Introducing sociolinguistics*. Routledge. [P 126.M4] [also readable online]

Week 16: Code-Switching (Prof Peter Patrick)

What is code-switching? How is it different from other kinds of language choice? (Style, register, borrowing, variation) Is it an individual or group activity? What kinds of people code-switch, in what situations – and why? What levels of language do speakers switch between? Verbal repertoires and a continuum of language choice. Sample data & case studies.

Reading:

R Mesthrie et al. 2009. *Introducing sociolinguistics*. Chap. 5, "Language choice and code-switching," sections 5.4-5.6 on pp 163-182.

Peter Trudgill. 2000. *Sociolinguistics*, Chap. 5, "Language and Context" (esp. pp 95-104).

M Meyerhoff 2006. *Introducing sociolinguistics* Chap. 6, "Multilingualism & language choice", pp 115-126.

Web-links about: (always on <http://courses.essex.ac.uk/lg/lg102/indexPatrick.htm>)

- Code-switching samples (Amharic, English, German, Italian, Jamaican Creole, Spanish, Swahili)
- A continuum of language choice

Week 17: Societal Multilingualism (Prof Peter Patrick)

Is mono-lingualism 'normal'? or a disability? Is multi-lingualism a 'problem' for nations? What links language to nation, ethnic group, race, & power? What can be accomplished by the deliberate planning of language resources? How well does it work? Examples & case studies.

Reading:

R Mesthrie et al. 2009. *Introducing sociolinguistics*. Chap. 5, "Language choice and code-switching," sections 5.1-5.3 on pp 146-163.

P Trudgill 2000, *Sociolinguistics* Chap. 7, "Language and Nation", pp 119-146..

M Meyerhoff 2006. *Introducing sociolinguistics* Chap. 6, "Multilingualism & language choice," pp.102-115.

J Fishman 1989. "Language Ethnicity and Racism," in N Coupland & A Jaworski, eds. 2009. *The New Sociolinguistics Reader* (Palgrave), pp. 435-446.

Web-links about:

- Language planning
- Case studies of Peru, Paraguay
- Language numbers in world perspective (Papua New Guinea)

Week 18: Language Shift and Death (Prof Peter Patrick)

How does language death happen? Are the world's indigenous languages really disappearing rapidly? Is linguistic diversity a useful thing? How can language shift be reversed? Are local dialects at risk too? What role can education and mass media play? What linguistic rights & responsibilities do majority- & minority- language speakers have? Case studies.

Reading:

R Mesthrie et al. 2009. *Introducing sociolinguistics*. Chap. 8, “Language Contact I: Maintenance, shift and death,” pp. 242-270.

P. Trudgill 2000, *Sociolinguistics* Chap. 10, “Language and Humanity.”

Matthias Brenzinger, 1997. “Language contact and language displacement.” In Florian Coulmas, ed., *The Handbook of Sociolinguistics*, 273-284.

Colette Grinevald Craig, 1997. “Language contact and language degeneration.” In Florian Coulmas, ed., *The Handbook of Sociolinguistics*, 257-270.

Web-links about:

- Language loss by genocide: Case study of Tasmania
- Predicting and safe-guarding the survival of endangered languages
- A sociolinguistic introduction to Linguistic Human Rights
- A collection of links on language loss and linguistic human rights

Week 19: Language Evolution and Change. (Prof Peter Patrick)

What do we know about the origins of human language? What do myths and evolution tell us? How do languages change? Do sounds change gradually, spreading by contact, or abruptly? Family-trees and genetic linguistics. Changes in features; mergers & splits; chain-shifts; changes in meaning.

Reading:

Bauer, L & Trudgill, P (Eds). 1998. *Language Myths*. M. Montgomery, Myth 9: “In the Appalachians they speak like Shakespeare.”

P. Trudgill 2000, Chap. 9, “Language and geography.”

J Aitchison 1992. *Language Change: Progress or decay?*

RL Trask 1996. *Historical Linguistics*.

Web-links about:

- Theories of prehistoric language origins
- Chain shifts in North America
- Links about the (Proto-)Indo-European language family

Week 20: Pidgins, Creoles and Mixed Languages. (Prof Peter Patrick)

How do languages change suddenly when societies collide? What are pidgins? Creoles? How are they formed, and how do they develop? Do they resemble first- and second-language acquisition? What social functions do they serve? What problems do their speakers have? Should they become official languages and standardised languages? Audio-/video samples, maps.

Reading:

R Mesthrie et al, 2009. *Introducing sociolinguistics*. Chap. 9, “Language Contact 2: Pidgins, Creoles and New Englishes,” esp. 271-296.

P. Trudgill 2000, Chap. 9, “Language and contact.”

M Meyerhoff 2006. *Introducing sociolinguistics* Chap. 11, “Language contact,” esp. pp.238-250.

J Arends, P Muysken & N Smith, eds 1994. *Pidgins & Creoles: An introduction*, Chap. 1-2.

Web-links about:

- Genetic linguistics (what the birth of pidgins and creoles is NOT like!)
- Sample texts: Jamaican Creole
- Pidgins and Creoles: a FAQ for beginners
- Examples of typical Creole linguistic features
- Notes on “Pidgin and Creole Languages: Origins and Relationships.”

INTERACTION

Week 21: Language, culture and world-view (Dr. Rebecca Clift)

As an introduction to this section of the course we consider the relationship between the language that we speak and the culture in which we operate. We assess some of the evidence to support theories of language and world-view.

Reading:

Wardhaugh, R. (2010) *An Introduction to Sociolinguistics*. (6th ed.) Oxford: Blackwell, Chapter 9.

Duranti, A. (1997) *Linguistic Anthropology*. Cambridge: CUP, Chapter 3.

Hudson, R. (1996) *Sociolinguistics*. 2nd edn. Cambridge: CUP, Chapter 3

Week 22: Language and Power (Dr. Rebecca Clift)

We explore how power is manifested in language by looking at a small but significant feature of language use: pronouns, and discuss the extent to which the dimensions realised in such usage are universal.

Reading:

Wardhaugh, R. (2010) *An Introduction to Sociolinguistics*. (6th ed.) Oxford: Blackwell, Chapter 11.

Diamond, J. (1996) *Status and Power in Verbal Interaction*. John Benjamins.

Ervin-Tripp, S. (1986) [1972] On sociolinguistic rules: alternation and co-occurrence. In Gumperz, J.J. and Hymes, D. (eds.) *Directions in Sociolinguistics: The Ethnography of Communication*.

Fasold, R. (1990) *The Sociolinguistics of Language*. Oxford: Basil Blackwell.

Week 23: Politeness in Language (Dr. Rebecca Clift)

The politeness theory of Brown and Levinson has become increasingly influential in the study of language use; we examine this theory, with its central notion of 'face', in language use, and discuss its realisations in the languages of the world.

Reading:

Brown, P. and Levinson, S.C. (1987) *Politeness: Some Universals in Language Usage*. Cambridge: CUP.(p.1-50)

Fraser, B. (1990) Perspectives on Politeness. *Journal of Pragmatics* 14, 219-36.

Watts, R. (2003) *Politeness*. Cambridge: CUP.

Week 24: Identities in Conversation (Dr. Rebecca Clift)

We consider how identities are constructed through language and used by speakers in interaction.

Reading:

Benwell, B. and Stokoe, E. (2006) *Discourse and Identity*. Edinburgh University Press (Chapter 2)

Antaki, C. and Sue Widdicombe (eds.) (1997) *Identities in Talk*. London: Sage. (Introduction)

Silverman, D. (1998) *Harvey Sacks: Social Science and Conversation Analysis*. Cambridge: Polity.

Week 25: Applications of sociolinguistics (Dr. Rebecca Cliff)

This week we examine some practical applications of sociolinguistics, including the branches of forensic linguistics, and investigate ways in which sociocultural knowledge can illuminate cases of linguistic inequality before the law.

Reading:

Gibbons, J. (ed.) (1994) *Language and the Law*. London: Longman. (Chapter 1)

Gibbons, J. (ed.) (2003) *Forensic linguistics: an introduction to language in the justice system*. Malden: Blackwell.

ASSESSMENT

50% of your final mark comes from your course work and 50% from a 3-hour examination in the Summer Term.

The coursework consists of FOUR 1000-word assignments and ONE 3000-word assignment. Each of the 1000-word assignments counts for 15% of the coursework mark; the 3000-word assignment will count for 40% of the coursework mark.

Assignment 1 Due on Friday of week 6 (Nov. 11th). Write 1000 words ($\pm 10\%$) on **one** of the following topics:

1. Discuss the notions of prescriptivism and descriptivism. Illustrate your answer with examples of standard and non-standard language use and show which approach is more appropriate to sociolinguistic study.
2. What is the difference between Overt and Covert Prestige? Discuss these terms in relation to sociolinguistic data.

Assignment 2: Due Friday week 11 (Dec. 16th). Write 1000 words ($\pm 10\%$) on the following:

1. Write a short essay about the phenomenon of 'age-grading' citing examples from empirical research to demonstrate what is meant by age-grading and its implications for the study of language change.
2. What is meant by 'change from above'. Your essay should include examples from research to demonstrate this type of change.

Assignment 3: Due Friday week 20 (Feb. 17th 2012). Write 1000 words ($\pm 10\%$) on the following:

What are the most important linguistic human rights that immigrants to the UK should have? (Assume that standard English is not their native or dominant language.) You may want to refer to some of the major documents which include language rights:

<http://courses.essex.ac.uk/lg/lg474/LinguisticRightsDocumentsOnline.htm>

Briefly focus on one area in which there are difficulties with language rights, and give several steps that might help resolve them. E.g.,

- o Education in multilingual British communities, see
 - P Baker & J Eversley, eds., 2000. *Multilingual Capital: The languages of London's schoolchildren* [P 138.M8] (Battlebridge)

- García, Ofelia, Tove Skutnabb-Kangas & María E. Torres-Guzmán, eds. 2006. *Imagining multilingual schools: Language in education and glocalization*. Clevedon: Multilingual Matters. [LC 3715; available from the library as an e-book]
- Discrimination in the workplace, see
 - C Roberts, E Davies & T Jupp 1992 *Language and discrimination: A Study of communication in multi-ethnic workplaces* [P 90.R6] (Longman)

Please feel free to draw on your own or your family's language history, and any experiences of immigration, if they are relevant.

Assignment 4: Due Friday week 25 (Mar. 23rd 2012) Write 1000 words ($\pm 10\%$) on the following topic:

'Descriptions are never neutral'. Discuss with reference to the construction of identity, using examples from either the media and/or ones you have experienced.

Assignment 5 (long assignment): Due Monday week 30 (Apr. 23rd 2012). Choose **one** from the following list and write 3000 words.

1. Focussing on a specific example from the media (e.g. TV, radio, internet, etc), show how non-standard varieties of language are used either to demonstrate group solidarity or to mock. Through an analysis of your example, discuss whether the way language is used lends support to the *Social connotations hypothesis* – the idea that our attitudes about (varieties of) language are influenced by the social attributes we assign to speakers of that language.
2. Given the generally descriptive, rather than prescriptive approach to language taken by sociolinguistics, how should the discipline handle problematic cases such as the avoidance of discriminatory language, attempts to 'save' dying languages and other forms of 'verbal hygiene'?
3. Record a short extract (5-10 minutes) from any television or radio programme. Alternatively, you can record some of your friends in a social gathering. Make sure you have their permission before you record their speech. Your tasks for this essay are:
 - (i) To transcribe the speech of the participants, in ordinary language (not phonetic, except where you might need to talk about pronunciation features in (ii) below).
 - (ii) To comment on the features in their speech which might indicate that they come from a particular region, that they belong to a particular socioeconomic class, age or sex groups, or that their speech was designed for a particular context or a particular audience.

Guidelines

- You are not expected to find features for all of the aspects of language variation mentioned above. For example, there may be features which tell us something about the speakers' age and origin, but not about their social class and/or sex, etc. So, do not 'force' your data to fit in with what you think, or with what books tell you, should be the case. You should rather be *guided* by the data and what these data actually show.
- The quality of your essay will be judged on both your choice of data to analyse and how well you've analysed these data. This means that it is worth thinking about appropriate sources of data, i.e. the recording itself which you choose to analyse is important.
- A good source of data may be the local radio (of whichever location in the country), regional news bulletins which include an interview with a local person (e.g. BBC's 'Look East', ITV 'Anglia News', SGR Colchester), children's programmes (e.g. BBC's 'Blue Peter').

- You can borrow recording equipment, if you need it, from the Department Office for the purpose of this essay.
 - Hand in a copy of the recording with your essay.
 - I or your class teacher will be happy to provide further guidance.
4. Briefly describe a situation of language endangerment, drawing on class readings. (Do not simply RE-describe one that is described on the coursepage.) Be sure to address as many of the following questions as you can, in an integrated fashion:
- What are the relevant languages spoken? Who are the groups involved?
 - What is the endangered language's official status?
 - What areas of life is each language characteristically used in (e.g. government, education, kitchen, religion, etc.)?
 - What are the attitudes of different groups towards the use of these languages?
 - What are some of the functions each language performs for its users?
 - Describe some of the local factors that might affect ethnolinguistic vitality.
 - Has any type of language planning (LP) been conducted? Is LP needed?
 - What type of LP has been done? Try to distinguish corpus-planning from status- and acquisition-planning approaches (see coursepage notes).
 - What were/are the successes or failures of the language planning effort?
5. In which ways are power differentials manifested in language?

Submission of assignments

Assignments should be submitted on-line using the University's Online Coursework Submission system by 12 noon on the due date followed by a watermarked paper copy of the assignment bearing an appropriate cover sheet which should be submitted to the Department of Language and Linguistics Office by 4 p.m. on the same day. See page 105 of the blue Undergraduate Students' Handbook for information on how to use the OCS. No extensions will be granted and any assignment submitted later than the time specified will receive a mark of zero. See pages 107-9 of the blue Undergraduate Students' Handbook for information on the late submission of coursework and for details of how to submit requests for extenuating circumstances to be taken into consideration.

Plagiarism: Passing off the work of others as your own is an extremely serious academic offence. Please read very carefully the information on plagiarism in the blue Undergraduate Students' Handbook. It can be found on p113.

Who to contact for help?

- Your class teacher will often be able to answer any small questions you have. Each class teacher has an office hour when such problems can be discussed.
- The course director, Dr Wyn Johnson (Room 4.209) may also be able to help – she too has office hours, posted on her office door.
- The Undergraduate Administrator, Mrs Sam Durling, may be able to answer general questions. Her office is 4.305 (the main Linguistics Dept. Office).
- You may wish to approach one of the Department's Advisory Team – you can find out about who is in the team in the Department's booklet.

