Lesson 21

LANGUAGE AND COMMUNICATION: A SOCIOLINGUISTIC PERSPECTIVE

Topic- 101: Ethnography of Communication

Hymes is one of the founding sociolinguists like Erving Goffman, John Gumperz and Susan Ervin-Tripp, who grounded their work in the Sapirian tradition, but expanded their concerns with language beyond description. The generational shift from descriptive linguistics into sociolinguistics was contemporaneous with the Chomskyan shift to Transformational-generative Grammar. The sociolinguistics movement expressed continuity with prior generations of scholars, in contrast to the acrimony surrounding transformational grammarians' split with structural linguistics. Hymes was particularly critical of Chomsky's idea of linguistic competence and his failure to account for linguistic variation. According to Hymes (1972), we do more than construct grammatically possible linguistic utterances, and, ungrammatical utterances may be socially appropriate, just as grammatical utterances can be socially inappropriate.

The Ethnography of Communication

Hymes is best known for his founding role in the ethnography of communication. He proposed the term 'ethnography of speaking'. But later he amended it to 'ethnography of communication'. It was a new approach to understanding language in use (Hymes, 1962, 1964). Ethnographies of communication must 'discover and explicate the competence that enables members of a community to conduct and interpret speech' (Hymes, 1972). The exploration and documentation of communicative competence within a speech community is the essence of the ethnography of communication. As a means to this end, Hymes defines the social units and units of analysis for ethnographies of communication.

Topic – 103: Non-linguistic Communication and Sociolinguistics

We need to understand means of human communication. These means involve movement of the hands, body, and facial muscles. Ways of communicating include but are not limited to: talking, signing, writing, gesturing, using facial expressions, drawing pictures, proximity, wearing perfume, assuming certain postures, and many other ways.

Nonlinguistic communication may be conventional orspontaneous. Conventional nonlinguistic means =G estures incomprehensible to the unlimited, usually stipulated beforehand and sometimes codified into rules of usage.

Spontaneous gestures are divided into four groups:

1. pointing gestures,
2. gestures that convey or reveal emotions
3. emphatic gestures,
4. rhythmical gestures

Gestures are not universal and are unique to a given language group. For example, sticking out tongue stands for teasing by Europeans, a threat among the Chinese, anger in India and wisdom in Ancient Maya. Nonlinguistic means of communication may accompany ordinary speech.

Topic – 104: Paralinguistic Communication and Sociolinguistics

Paralinguistic communication is the study of voice and how words are said. Paralinguistic signals and cues refer to every element and nuance of your speech. It is the study of vocal and sometimes non-vocal signals beyond the basic verbal message or speech. It also known as vocalics. Paralinguistics sets great store on how something is said, not on what is said. It includes speech characteristics falling outside of the spoken word. It can modify the meaning behind words. **It includes**:

• accent • pitch • volume • speech rate, • modulation • fluency

Lesson 22

SPEECH AND SOCIAL INTERACTION

Topic- 106: The Ethnography of Speaking

Hymes is a major figure in ethnography of speaking. He expanded concerns about language study beyond description. According to him it is the analysis of communication within the wider context of the social and cultural practices and beliefs of the members of a particular culture or speech community. **A church sermon is an example of a complete social event which involves the following**:

• Speaker • Listener • Message • Channel • Register • Underlined complex set of socially recognized rules • Breaches if normal conditions of sermon

Brown and Levinson outline four main types of politeness strategies: bald on-record, negative politeness, positive politeness, and off-record (indirect) as well as simply not using the face-threatening act. Politeness strategies help in effective social interaction.

Politeness strategy: Bald on-record

- Explanation

Does nothing to reduce the threat to the hearer's face and is therefore used in close relationships or when information needs to be shared quickly.

- Situation of use

• Urgency or desperation • When efficiency is necessary • Task-oriented • Little or no desire to maintain someone's face • Doing the face-threatening act is in the interest of the hearer • Situations where the threat is minimized implicitly • Welcomes • Offers

- Use examples

• Watch out! • Don't forget to clean the blinds! • Your headlights are on! • Come in • Leave it, I'll clean it up later. • Eat!

Politeness strategy: Positive politeness

- Explanation

To make the hearer feel a sense of closeness and belonging

- Situation of use

• Attend to the hearer's interests, needs, wants • Use solidarity in-group identity markers • Be optimistic • Include both speaker (S) and hearer (H) in activity • Offer or promise • Exaggerate interest in H and his interests • Avoid Disagreement • Joke

- Use examples

• You look sad. Can I do anything? • Heh, mate, can you lend me a dollar? • I'll just come along, if you don't mind. • If we help each other, I guess, we'll both sink or swim. • If you wash the dishes, I'll vacuum the floor. • That's a nice haircut you got; where did you get it? • Yes, it's rather long; not short certainly.

Politeness strategy: Negative politeness

- Explanation: Is used as a way to interact with the hearer in a non-imposing way.
- Situation of use

• Be indirect • Use hedges or questions • Be pessimistic • Minimize the imposition • Apologetic • Use plural pronouns

- Use examples

• Would you know where Oxford Street is? • Perhaps, he might have taken it, maybe. • Could you please pass the rice? • So I suppose some help is out of the question, then? • It's not too much out of your way, just a couple of blocks. • I hope offense will not be taken. • Visitors sign the ledger. • Spitting will not be tolerated. • We regret to inform you.

Politeness strategy: Off-record (indirect)

- Explanation

Is used to completely remove the speaker from any potential to impose on the hearer and only alludes to the speaker's idea or specific request.

- Situation of use • Relies on implication
- Use examples • Wow, it's getting cold in here.

Topic – 109: Sociolinguistic Competence and Performance

Chomsky presented the notion of 'linguistic competence', by which he means a person's specifically linguistic knowledge — roughly, knowledge about words and word combinations. He also presented generative grammar theory; and defined competence as the grammar one knows without being necessarily aware of it (linguistic knowledge); whereas performance as the way people use that linguistic knowledge when communicating (Coupland, et al 1997). In terms of sociolinguistics, competence and performance could be defined as follows: Competence is the knowledge of a language grammar as well as the factors behind it (connotation, levels of formality, style, and register, among others).

Lesson 23

LANGUAGE, THOUGHT AND CULTURE

Topic- 111: Sapir Whorf Hypothesis

A hypothesis first advanced by Edward Sapir in 1929 and subsequently developed by Benjamin Whorf. Edward Sapir (1884-1939) was an American anthropologist-linguist. He was a leader in structural linguistics. He was the author of 'Language: An Introduction to the Study of Speech'. He was born in Lauenberg, Germany. Also it is important that he was a pupil of Franz Boas, and teacher of Benjamin Whorf. Benjamin Whorf's life span was from 1897to 1941. He graduated from the MIT in Chemical Engineering and began work as a fire prevention engineer. Although he met, and later studied with Edward Sapir, he never took up linguistics as a profession. Whorf's primary area of interest in linguistics was the study of native American languages. He is well known for his work on the Hopi language. He was a captivating speaker; and popularized his linguistic ideas through popular lectures and articles.

Two versions of Sapir–Whorf hypothesis: 1. The strong version asserts that the language determines thought, and linguistic categories limit and determine cognitive categories. 2. The weak version believes that the linguistic categories and usage only influence thought and decisions.

Topic – 112: Linguistic Relativism and Conservatism

Defining linguistic relativism we can say that the structure of a language affects its speakers' world view or cognition. Grammar conservatism believes in adherence to the rules strictly, and use of correct language. When we look at Chomskyans they make two claims. To them the human languages hide a common universal structure of thought or universal grammar. According to Pinker, to speak a natural language is a question of translating universal "mentalese" into whatever particular language one is brought up speaking. On the other hand, Pinker thinks grammar conservatism, the urge to differentiate between correct and incorrect usage of a language, is mere snobbery.

Topic – 113: Linguistic Imperialism

According to Phillipson (1992, p. 52), imperialism is a type of relationship whereby "one society or collective in more general terms can dominate another" and which manifests itself in a variety of ways: economically, politically,

militarily, culturally and socially. For Galtung, the world can be divided into two domains: 1. the Center (the powerful Western countries) 2. the Periphery (the developing ones)

Language is the medium through which the elite of the Center regulate the Periphery; and plays a crucial function by providing the link between the dominant and the dominated groups; and is representative of the basis upon which the notion of linguistic imperialism is built. **Phillipson (1992, p. 47) asserts that the legitimization of English linguistic expansion has been based on two notions**: 1. Ethnocentricity 2. Educational policy 'Ethnocentricity' is the "practice of judging other cultures by standards of its own." These two practices are used to impose a distinction between languages+ to promote the notion of the assumed inferiority of secondary languages with respect to the norms determined by the dominant culture.Burns and Coffin et al. 2001, p.78-87) claim that the extent to which English is involved in the political, educational, social and economic life of a country is clearly a result of both the historical legacy of colonialism and of the varying success of countries since independence in warding off the threats of neocolonialism.

Topic – 114: Linguistic Rights

Linguistic rights are the human and civil rights concerning the individual and collective right to choose the language or languages for communication in a private or public atmosphere. Linguistic rights were first included as an international human right in the Universal Declaration of Human Rights in 1948. Across the globe, there is a perceptible shift in the analysis of the form and use of the English language. Against the notion of the 'linguistic imperialism' of British and American English (Phillipson, 1992) the development of bilingualism and English as an International Language (EIL), which allows the inclusion of varieties of English and recognizes the contribution of non-native speaker teachers, is beginning to form a counter-offensive.

Topic – 115: Language Rights at Different Levels and Places

Ethno-education is described in the Colombian Constitution as education for ethnic groups which must be in accordance with their aspirations. The problem with the notion of language rights is that global human rights policies rarely cover economic and social rights, and hardly mentioned language rights except when used as a political tool. In fact, it is not the case that all language rights are acknowledged as linguistic human- rights which are protected by international law. According to Rannut (1999, p.110): 'International law does not deal with languages directly but as 'markers of identity and dignity of persons belonging to a specific group expressed in various language functional domains'. Although international law recognizes collective rights, all the linguistic rights are attached to individuals. Explicit reference to the collective aspect would give minority language speakers more protection.

There are two main linguistic human rights in education:

1. To learn the standard form of an official language in the country of residence
2. And to learn and use your mother tongue (Skutnabb-kangas and Phillipson 1994, p.71).

Lesson 24

NON- STANDARD LANGUAGE

Topic- 116: What Is Slang?

Slang may be characterized as a very informal language variety that includes new and sometimes not polite words and meanings. It is often used among particular groups of people, for example, groups of teen-agers or professional groups, and is usually not used in serious speech or writing.

The dictionary presents under the letter K:

• Kisser Noun. Mouth. Origins in boxing • Knocking shop Noun. A brothel • Kooky Adj. Crazy, eccentric

Some of the expressions contain ordinary words in the language, only with a special meaning attached to it, like kisser and knocking. These words have acquired new meanings in their polysemy networks. In other cases the expressions contain special words that do not have any non-slang meanings, like kooky. We define a variety as a set of linguistic items with similar social distribution. For dialects and sociolects. This set of linguistic items includes features of vocabulary, grammar, as well as phonology; but slangs is the set that includes only a relatively small set of vocabulary items.

Topic – 117: What Are Clichés?

A cliché is a phrase or opinion that is overused and betrays a lack of original thought. We may understand it through the examples of usage such as "That old cliché 'a woman's place is in the home'". Clichés are terms or phrases that, upon their inception, were striking and thought-provoking. However, people began overusing them, making them seem trite. A cliché is an expression which is overused to the extent that it loses its original meaning or novelty. It may also refer to actions and events that are predictable because of some previous events. All examples of cliché were once new and fresh, they won popularity in the public and hence were used extensively to the extent that they now sound boring and have lost their original color. For instance, the phrase "as red as a rose"

Some common clichés include: • They all lived happily ever after

• Read between the lines • Fall head over heals • The quiet before the storm • Between the devil and the deep blue sea

Function of Clichés:

Though it fails to contribute meaning to social interactions and communication, it does function socially, as it manages to stimulate behavior (cognition, emotion, action), while it avoids reflection on meanings."

Topic – 118: Local Proverbs and Idioms in Sociolinguistics

Online Oxford Dictionaries define a proverb as "A short, well-known pithy saying, stating a general truth or piece of advice". Another definition is "A short, memorable, and often highly condensed saying embodying, esp. with bold imagery, some commonplace fact or experience". Proverbs are very closely associated with cultures. The New Dictionary of Cultural Literacy (2002) defines it as "short, pithy sayings that reflect the accumulated wisdom, prejudices, and superstitions of the human race".

An Idiom:

Any expression that means something other than its words seem to suggest can be called an idiom. The study of language constantly requires in interpretation of socially determined meaning. Proverbs and idioms are also determined by a socio-geographical experience. Proverbs, like riddles, jokes or fairy tales, do not fall out of the sky and neither are they products of a mythical soul of the folk. Instead they are always coined by people in context.

The notion that women have no brains is presented in the proverbs of many languages and cultures. **Here are some examples in this regard**:

• 'More beauty than a peacock, but the intelligence of a block of wood' (Mangolian). • 'A doll's head and an empty brain' (Polish)'. • "Women are wacky, women are vain; they'd rather be pretty than have a good brain (English, USA)". • "Women have only half a brain" (Arabic). • "aurat naqis- ul- aqal hoti hai" (Urdu).

Topic – 119: Functions of Non- standard Language

What is a non-standard word? It is a word not conforming in pronunciation, grammatical construction, idiom, or word choice to the usage generally characteristic of educated native speakers of a language. What is a non-standard language? It is the language that does not have the institutional support or sanction. It has its own vocabulary and an internally consistent grammar and syntax. It may be spoken using one or a variety of accents. What is non-standard usage? It is the usage that is not conforming in pronunciation, grammar, vocabulary, etc., to the usage characteristic of and considered acceptable by most educated native speakers.

Functions: • Related to communication • Related to culture • Related to identity • Lacking in social prestige • Regionally or socially limited in use

Lesson 25
DIGLOSSIA

Topic- 121: What Is Diglossia?

- High and low varieties should belong to the same language.
- Low variety is learnt as mother tongue.
- High variety is learnt at school.
- Speakers of H variety explicitly know the grammar of H variety.
- Don't know the grammar of L variety. But speak L variety in informal situations.
- Consider it a corrupted form of H variety.

H variety uses:

• Higher Education • Business • Newspapers • Media Broadcasts • Sermons • Formal Lectures • Writing

L variety uses: • Everyday life • Home • Family • Street • Marketplace • Friends

Topic – 123: Extended Concept of Diglossia

Joshua Fishman presented a modification of Ferguson's (1959) original concept and rather strict definition of diglossia in (1967). He proposed an expansion of Ferguson's definition of diglossia in two respects. 1. A diglossic speech community is not characterized by the use of two language varieties only. There may be more than two language varieties used within a diglossic community. 2. Diglossia refers to all kinds of language varieties which show functional distribution in a speech community. Diglossia, as a consequence, describes a number of sociolinguistic situations, from stylistic differences within one language or the use of separate dialects to separate languages.

Topic – 124: Examples of Diglossia

The high variety may be an older stage of the same language as in medieval Europe, where Latin remained in formal use even as colloquial speech diverged. The high variety may be an unrelated language, or a distinct yet closely related present day dialect.

Example: Standard German alongside Low German. Another example is of Chinese where with Mandarin as the official, literary standard and local varieties of Chinese used in everyday communication. Other examples may include Literary Katharevousa versus spoken Demotic Greek; Literary Tamil versus spoken Tamil; Indonesian, with its Baku and Gaul forms; Literary versus spoken Welsh.

Topic – 125: Diglossia and Language Shift

Diglossia has often been noted as a factor in language shift, especially in speech communities where a minority language is in a diglossic relationship with a majority language. Fishman (1967, p. 36) noted that "Bilingualism without diglossia tends to be transitional both in terms of the linguistic repertoires of speech communities as well as in terms of the speech varieties involved per se". In this regard Fishman (1967, p.36) noted that without separate though complementary norms and values to establish and maintain functional separatism of the speech varieties, that language or variety which is fortunate enough to be associated with the predominant drift of social forces tends to displace the other(s)." In some regions or societies in the world people need and/or use more than one language to communicate for various purposes (Sankoff, 2002).

Lesson 26

MEDIA AND SOCIOLINGUISTICS

Topic- 126: Language, Media and Society: The Trio

Language, media and society together form a trio in which each affects the other. The question is how far and in what ways. Language is a social activity and today we have blurred social boundaries as the world has turned into a global village. In relation to this trio we also need to take into consideration media and myth in language change. The 'traditional' sociolinguists' response to the potential impact of the television on language is found clearly formulated in the work of Peter Trudgill. Trudgill (1986, 1988) argues that a key process of language change is diffusion, or the spreading of linguistic innovations across geographical regions. Diffusion takes place through linguistic accommodation; speakers may alter their speech in response to those with whom they are talking. Generally this happens face-to-face interaction, however still television fits awkwardly with the model. Trudgill

admits that TV may act as a source for new lexis and idioms, or as a model for speaker of a dialect to acquire the core phonology and syntax of the standard variety of a language. According to the traditional view, then, television may be able to influence systemic language change, but indirectly through changes in attitudes towards linguistic varieties. Another view is that it may increase speakers' awareness of innovations. It is less likely to promote their adoption.

Topic – 129: Electronic Media and Sociolinguistics

In fact the media that use electronics or electromechanical audience to access the content is known as electronic media. This is in contrast to static media mainly print media. **There are various electronic media types**: 1. Television 2. Radio 3. Internet 4. Smart phones 5. Electronic display advertising 6. Audio/video tape

Traditional media on the other hand consists of the following: • Radio • Television

Topic – 130: Global Media and Sociolinguistics

Significance of media in today's world is unprecedented. One of the consequences of this spread of media is the emergence of 'Media Linguistics'. There is a lot of cutting-edge research from variationist and interactional sociolinguistics; Media linguistics, and language ideology research as well as minority language studies. Media linguistics has evolved in various ways with the emergence of digital media. "Media linguistics" studies how language is used in the media" (Schmitz, 2015). Its focal point is similar to sociolinguistics that the use of language in actual communicative situations. Specific focus of media linguistics is medium-specific processing of signs and their semiotic materialities.

Lesson 27

SOCIAL MEDIA AND SOCIOLINGUISTICS

Topic- 131: What Is Social Media?

There are various definitions available. For example, simply it can be defined as "Websites and applications that enable users to create and share content or to participate in social networking". Gitelman and Pingree (2003) have presented a temporal approach that is based on using the term "media in transition". It is a period of time during which a medium is emergent and thus a sort of contrast to and competitor for the old media. Manovich (2002) has defined new media as cultural objects "which use digital computer technology for distribution and exhibition". Social media are computer mediated technologies that facilitate the creation and built-in social media services currently available.

Topic – 132: Emerging Social Media Trends

Higher engagement of emerging social media rates between brands and customers. Brands are suddenly realizing the impact of social media engagement and creating lasting. According to Instagram, at least 80% of its users already follow a brand on the network.

Customizable Chatbots • Incoming social messages to your brand need a response. • An organization receives hundreds or thousands of similar customer service questions • Solution is chatbots.

In-Platform messaging and Instagram stories • Instagram stories • Snapchat • Instagram stories accrued more than 250 million daily users. • 173 million daily active Snapchat users Today, it is through emerging media more augmented-reality and face filters. Face filters have grown in popularity over the years.

Topic – 133: Social Media and Sociolinguistics

Susan Herring (2004) characterizes her own work as computer-mediated discourse analysis, which she organizes around a series of analytic priorities that continue to direct a lot of research in the field. These include: 1. Technological variables such as synchronicity, size of message buffer, anonymous messaging, persistence of transcript, channels of communication e.g., text, audio, video, automatic filtering. 2. Situational variables such as participation structure e.g., public/private, number of participants, demographics, setting, purpose, topic, tone, norms of participation, linguistic code.

Topic – 134: Social Networks and Language

It is very important for sociolinguists to have a sense of what the patterns of associations are between people who are friends or roughly social equals within a community. This is because the diffusion of linguistic change happens relatively fast and very efficiently along what we might call horizontal channels e.g., within one age group and a social cohort. What we might call vertical channels e.g., channels between generations or across big social divides are a comparatively slow and inefficient means of transmitting innovation.

Lesson 28

SOCIAL MEDIA AND WRITING PRACTICES

Topic- 136: Social Media and Unusual Spellings

Example:

Twitter users only have 140 characters to express themselves per tweet. As such, they have created their own shorthand language, full of abbreviations and hashtags. Grammar and spellings are losing their value because technology and social media are making things too convenient for us. For twitter, what matters the most, is that you say what you want in as few words as possible. People bring these habits into their everyday lives; and shorthand English is becoming a social norm. Adults are using shorthand in their emails and students are using it in their writing assignments. As far as the future of spellings is concerned there is a huge question mark. What can be positively stated is that social media and technology are here to stay.

Topic – 137: Social Media and Change in Language

- LOL = laughing out loud
- TGIF=Thank God it's Friday
- ROFL= Rolling on the Floor with Laughter
- RIP= Rest in Peace
- BRB= Be Right Back
- Viral: Anything shared across social networks that get passed along rapidly.
- Platform: A system that manages content.
- Authenticity: Used to describe "real" people behind blog posts and other social profiles.
- Influence: An individual's importance online is now measured by the Klout Score, a measurement of online influence.
- Trending: A word, phrase or topic that is popular on Twitter at a given moment.
- B2B: Business to Business
- B2C: Business to Consumer
- Hashtag: HubSpot defines a hashtag as a "word or string of characters that starts with a number sign."
- Search Engine Optimization (SEO): The process of organizing your website to give it the best chance of appearing near the top of search engine rankings.
- Traffic: This refers to the visitors that visit a website.

Topic - 138: Writing on Social Media and Use of Non-linguistic Features

In web forums, instant messengers and online games, text emoticons are often automatically replaced with small corresponding images, which came to be called "emoticons" as well. An emoticon is a written symbol, often two or three punctuation, numbers and letters. It shows writer's mood or facial expressions; and is also a time-saving shorthand.

Common Western examples are as follows:

- :(equals sad
- :((equals very sad
- Weeping can be written as :'(
- A blush can be expressed as :">
- A wink ;)
- A grin :D

Topic – 139: Impact of Social Media on English Language

Dimensions of impact of English language are multiple such as:

- Time
- Space
- Speed
- Placement

Levels of impact of English language are also multiple such as:

- Grammar
- Syntax
- Vocabulary
- Morphology
- Phonology

There is also a considerable significance of appropriating existing vocabulary. One of the most notable ways that social media has influenced the English language, is through the appropriation of existing vocabulary. Words that had existing meanings, have now been given other meanings in an online context.

Lesson 29

SOCIOLINGUISTIC ASPECTS OF ENGLISH LANGUAGE

Topic- 141: Good and Bad English

Language Ideology: According to BBC radio and television presenter John Humphry (2004): I don't like glottal stops (especially when they are adopted by public school-educated politicians because they think it makes them sound cool) and I don't like people saying 'fink' unless they have a speech impediment. The justification for the writer's dislike of the glottal stop has less to do with the sound itself than with a particular set of speakers who use it for a particular function. I dislike London accent because they are stuck up snobs. Asserts Cheshire and Edwards (1993, p. 42). Whereas Edwards (1982) writes: "people's reactions to language varieties reveal much of their perception of the speakers of these varieties".

Associated with this notion of good and bad forms of English is the doctrine of correctness; as some speakers will often report that a particular way of saying something is just plain wrong. Such 'errors' have included grammatical features like multiple negation (for example, I ain't never been there), and the use of 'redundant' words for example, added in added bonus. In many cases, the features that are reported as wrong either used to be fairly common in the earlier history of the language but failed to make it into the 'standard language' when it was codified, or are currently undergoing change. This change may be incipient only in a very specific domain, and even in a restricted set of constructions such as:

- The thieves broke into our kitchen but they only took the toaster.
- The thieves broke into our kitchen but they took only the toaster.

Topic – 142: The Native Speaker of English

The 'arbitration' role of the native speaker is problematized when one considers communities. For example: In India non- native speakers use English for such a wide variety of purposes that the views of the native speaker become less and less relevant; and more local norms of usage emerge. Being a native speaker gives a sense of community, and with that, a sense of identity. Being a native speaker of English gives you a different identity from the group of individuals who are native speakers of French. An interesting issue in this regard is of bilinguals: For example,

individuals from Montreal in Canada who are bilingual speakers of French and English. The question arises whether they are members of both groups simultaneously, or form instead a group of their own? Some speakers align themselves with what they perceive as a particular local variety. Within England, for example, this might be as a 'northerner', or more locally as a 'north- westerner. So, there are issues of identity.

Topic – 145: The English Speech Community and Virtual Networks

Take the example of a 'farming community' that is a group of people who have farming in common. To define them we are not interested in other features such as interest in rock music or the colour of their eyes. Now to understand a speech community we may draw an analogy of English speech community. So, they all share some sort of common linguistic knowledge. However, the problem is that it is hard to agree on what such 'knowledge of English' might actually be. In fact trying to define what 'English' is on purely linguistic grounds can be problematic.

Lesson 30

SOCIOLINGUISTIC ASPECTS OF LANGUAGE IN PAKISTAN- I

Topic- 146: National Language of Pakistan

The linguistic situation of Pakistan is a highly complex arena with several regional languages, a national language (Urdu) and English as an international language/ as a foreign/as second language. There is immense regional and linguistic diversity in Pakistan. We have Pakhtuns, Balochis, Punjabis, and Sindhis. Diverse cultural traditions exist and people speak different languages. There are also more than 7 million Muhajirs. From a linguistic standpoint this is an amalgam of heterogeneous groups with widely different linguistic characteristics.

Urdu is the official language. But it is not the first language of the majority. Urdu is written in a modified version of the Persian script, from right to left. It is not indigenous to Pakistan and in its literary form it emphasizes words of Persian and Arabic origin. It enjoys great prestige as a symbol of the Pakistan movement and as the national language of Pakistan. The greatest concentration of speakers of Urdu is in Punjab and Karachi. If within the hierarchy of languages English comes on the top, second position goes to Urdu. Urdu is preferred against all the regional and local languages for use in all the formal situations, though with the passage of time English is taking its place in the formal sphere of life. In spite of its status as the national language, however, only a few percent of Pakistanis speak Urdu as their first language.

Since independence it has the status as a national language, but there has always been a demand for cultural autonomy in other provinces, and resentment against discriminating govt. policies. There is a tension between Urdu and local languages on one level, and Urdu and English on the other level. But, Urdu has always been favoured in all the language policies.

Topic – 147: Provincial and Local Languages in Pakistan

The linguistic situation of Pakistan is very complex. There are various regional languages. We have Pakhtuns, Balochis, Punjabis, and Sindhis plus more than 7 million Muhajirs living in Pakistan. We need to understand the status of Urdu and English as well in the midst of no less than 24 languages and a considerably great number of

dialects, that is not less than 70, are spoken (Mansoor, 1993). According to Rafique (1993-94, p. 6): "A number of languages are spoken in Pakistan, all belonging to Aryan age except Brahui which is spoken by a small number of people in the Kalat region. These languages heavily lean upon Persian and Arabic. Balochi, due to the area's geographical affinity to Iran, is more akin to the Persian than any other language". Speakers of Punjabi make up 56.1 % of the population and about 48% of Pakistan's population speaks Punjabi as a first language (Mansoor, 1993).

Topic – 148: Linguistic Diversity and Sociolinguistic Context of Pakistan

The linguistic situation of Pakistan is very complex. There are various regional languages but Urdu has a unique status. It is the language of majority province and dominant ethnic group so it enjoys supremacy. But, at the same time Punjabis are dominated linguistically and culturally by Urdu and English speaking communities. We also need to take into consideration the accommodating and eclectic nature of Punjabi, the 'soft' boundaries of Punjabi and Urdu, and the element of mutual intelligibility is instrumental in the spread of Urdu. During the recent years children of Punjabis do not have Punjabi as their first language. And, Urdu has taken its place. As far as Sindhi, Baluchi, Pashto are concerned according to Saigol (1993): • Sindhis makeup 26.6%, • Baluchis 5.1% • Pathans 13.1%of the population

Topic – 149: Issues of Linguistic Unity in Pakistan

Pakistan is multi-cultural and multilingual. To understand these dimensions we need to think of "unity in diversity" and "diversity in unity". Language is a dividing power and simultaneously language is a unifying force. **There are various issues and aspects of identity such as**: • Cultural • Political • Linguistic • Ethnic/ Racial

Topic – 150: Language and Power in Pakistani Sociolinguistic Context

When we think of language and power we need to think how they both inter-relate. Language use does not take place in vacuum. In the same way power exertion also does not happen in vacuum. Regarding the Pakistani social context we also need to keep in mind the changing social scenario and political aspect of this social context. In fact language is as a determiner of power. It is a dividing and a unifying force. Ideological power, linguistic power, economic power and power of media all interrelate.

Lesson 31

SOCIOLINGUISTIC ASPECTS OF LANGUAGE IN PAKISTAN- II

Topic- 151: Role and Status of English in Pakistan

There are various factors and multiple reasons that contribute towards the role and status of English in Pakistan. The multi- cultural and multi-lingual context of Pakistan is not very simple to understand. To understand the role and status of English in Pakistan following aspects need to be considered: • Place of English in linguistic hierarchy • Language power and social context • Social status ladder • Historical background of English • Colonial experience • Language of the rulers

Topic – 153: English and Education in Pakistan

To understand the status of English in relation to education in Pakistan, we need to think of the historical background of English in the sub-continent. Even after independence, the language policy issue in higher education in Pakistan has not been adequately addressed by the various education commissions. English has been regarded as an official language, and as a medium of instruction in higher education in Pakistan. However, every policy is seen as an interim arrangement. The long- term language policy as laid down in all the reports of educational policies as well as education commissions and committees has been throughout to introduce Urdu as the official medium of instruction. Urdu was declared the official medium of instruction for schooling (class 1-12) in the public sector soon after the country's independence.

Topic - 154: English and Social Class Issues in Pakistan

In order to understand the relationship of English and social class issues in Pakistan first we need to understand in the social setup who is who? How do you know this positioning of who is who? What are the determiners of this social class positioning? As an answer we may say that generally speaking economics is the determiner. The question is: Apart from economics how is social status reflected in life style, dressing, social behavior and linguistic behavior? Consequently, it is used to exert power, demonstrate knowledge, and assert position. Use of English in the domains of power includes its use in government, business, higher education and media.

Lesson 32

SOCIOLINGUISTIC ASPECTS OF LANGUAGE IN PAKISTAN- III

Topic- 156: Language Contact in Pakistan

Why language contact occurs? What does it imply? Pakistan has multiple languages and dialects as well as multiple identities. We have an official language, a national language and a huge variety of regional languages. Language/s of an average Pakistani need to be considered from various aspects which include language/s in the school, market and for business, on street, at home and with friends. Also certain other factors such as multilingualism that is a social norm play a vital role. In the context of multilingualism issues of linguistic identity and relevant social issues emerge; and language contact in the social network of multilingual society makes it a very complicated situation. In other words there are various social and cultural push and pull forces that operate on various contact languages. As far as the impact of language contact is concerned, it becomes evident in various forms such as code switching, code mixing, language-shift and language desertion.

Topic – 159: Language in the Domains of Politics, Law and Government in Pakistan

English has dominated the political and official landscape in Pakistan as in other developing countries for a long time as the language for development. It is also the language of government, law, and politics. English as a language of government has an everyday usage at higher levels and for official documentation as well as for formal meetings.

As far as English as a language of law is concerned, it has a colonial heritage; and the availability of legal documents is mostly in only English language. When it comes to English as language of politics the emblematic status of English due to its historical association with the elite has helped in making it a language associated with prestige. There are various political factors that also play a significant role.

Topic – 160: Language in the Domains of Religion, Market and Business

Domain of Religion

As far as the domain of religion is concerned, in Pakistan Arabic is the main language. However, for everyday less formal usage, Urdu is used. English, as it has emerged as a more common medium of code mixing, it has also found its way into modern religious discourse. In this regard, we need to think about the 'religion and media' relationship, and the contribution of media. Language choices on media have a strong influence on the society.

Lesson 34

CODE SWITCHING AND CODE MIXING IN PAKISTAN

Topic- 166: Code Switching of English and Urdu in Pakistan

Code Switching is the switch or shift from one language to the other which involves longer stretches or units of language at the clause or sentence boundary. **Mainly it has three types**:

- tag switching
- intra sentential
- inter-sentential

Examples for tag switching: woh bohat achi hai. Isn't she?; She is very nice. Hai na?

Examples for Intra sentential switching: woh bohat intelligent hai; Khana bohat tasty hai.

Examples of Inter-sentential switching: Khana bohat acha hai but I don't feel like eating; woh bohat zaheen hai and I like intelligent people.

Topic – 169: Code Mixing of Other Languages in Pakistan

Code mixing is a global phenomenon. It is found in many countries of the world where more than one language is used. In Pakistan we have: English, Urdu and various regional languages. **Apart from mixing of English and Urdu**: • Regional languages and English are mixed. • Sometimes three languages are mixed. • Local and regional identities and code mixing • National Identity • Identity as educated • Identity as well-off • Identity as fashionable

Lesson 35

SOCIAL ASPECT OF LINGUISTIC PRACTICES ACROSS THE GLOBE

Topic – 172: Blessings and Curses and Sociolinguistics

Blessings and curses are common in all languages. They are social and culture specific expressions which play an important role in communication. Blessing and cursing are very diverse in nature and serve several functions in social interactions. They reflect the speaker's emotional attitude to the topic of conversation. Blessings are expressions of gratitude or wishes for others. Generally elders use blessing expressions. On the contrary, cursing is considered as verbal act of threatening through which the speaker wishes evil or misfortune to befall on others.

Topic – 173: Kinship Terms and Sociolinguistics

Kinship terminology is the system used in languages to refer to the persons to whom an individual is related through kinship. Kinship terms are the terms used to name relationships in a particular society. Each society has its own kinship terms, which reflect the culture of that society. The meanings of kinship terms reflect the relationships among kith and kin in each particular society. They invoke social meanings associated with them. Various kinship terms are used in the various social environments. Kinship terms may be differentiated by various features like:

- sex (father, mother or son, daughter)
- generation (mother and daughter)
- collateral kinship distance (uncle and aunt)

Moreover, he argued, kinship terminologies distinguish between relatives by blood and marriage. Morgan identified six basic patterns of kinship terminologies:

1. **Hawaiian kinship:** Only distinguishes between sex and generation. Thus, siblings and cousins are not distinguished the same terms are used for both types of relatives.
2. **Sudanese kinship:** No two types of relatives share the same term. Siblings are distinguished from cousins, and different terms are used for each type of cousin i.e. father's brother's children, father's sister's children, etc.
3. **Eskimo kinship:** In addition to sex and generation, it also distinguishes between lineal relatives those related directly by a line of descent and collateral relatives those related by blood, but not directly in the line of descent.
4. **Iroquois kinship:** In addition to sex and generation, it also distinguishes between siblings of opposite sexes in the parental generation. A genealogical relationship traced through a pair of siblings of the same sex is classed as a blood relationship but one traced though a pair of siblings of the opposite sex can be considered an in-law relationship. In other words, siblings are grouped together with parallel cousins, while separate terms are used for cross-cousins. Also, one calls one's mother's sister "mother" and one's father's brother "father".
5. **Crow kinship**: Like Iroquois, but further distinguishes between one's mother's side and one's father's side. Number of relatives belonging to one's father's matrilineage are grouped together, ignoring generational differences, so that the same term is used for both one's father's sister and one's father's sister's daughter, etc.
6. **Omaha kinship:** Like Iroquois, with the addition that a number of relatives belonging to one's mother's patrilineage are grouped together, ignoring generational differences, so that the same term is used for both one's mother's brother and one's mother's brother's son. So, kinship varies culturally. And, has sociolinguistic significance attached to it.

Topic – 175: Sayings and Proverbs Across the Globe

A saying is a short, pithy, commonly known expression which generally offers advice or wisdom. Synonyms of the term 'saying' include proverb, maxim, aphorism, axiom, epigram, and epigraph. A proverb is a short, well-known pithy saying, stating a general truth or piece of advice. **Here are a few examples of proverbs**: • If you want to go fast go alone, if you want to go far go together. (African) • Fall seven times, stand eight. (Japanese) • Do good and throw it in the sea. (Arab) • Measure a thousand times and cut once. (Turkish) • It takes a whole village to raise a child. (African)

Lesson 36
LANGUAGE PRACTICES AND SOCIOLINGUISTIC SCENE OF PAKISTAN- I

Topic- 176: Modes of Address and Sociolinguistic Scene of Pakistan

Address terms is an important feature of social interaction which can provide valuable information about the interlocutors, their relationship and their circumstances. Address terms play a crucial role in communication and maintaining social relationships between members of a society. They need to be studied in every language and culture. According to Yule (2006), address term is a word or phrase for the person in the context. According to Leech (1999), an important formulaic verbal behavior is well recognized in the sociolinguistic literature as they signal transactional, interpersonal and deictic ramifications in human relationships.

Topic - 177: Reduplication and Sociolinguistic Scene of Pakistan

Reduplication is quite common in Urdu and the local languages of Pakistan.

Here are some examples in Urdu: • pāni- shāni • chāy- shay • kām- shām

Topic – 178: Repetition of Codes and Sociolinguistic Scene of Pakistan

Societies where speakers have more than one language available, speakers use different conversational strategies to serve specific linguistic functions. Repetitions in the process of code mixing are one of the strategies used by speakers to achieve certain linguistic goals. Functions of repetition include to reemphasize their idea, to ensure that they have conveyed to the listener exactly what they wanted to convey, to facilitate understanding on listener's part, to convey certain socio-cultural connotations attached to the linguistic choice of the repeated item etc. A variety of ways are used by Pakistani speakers to create repetitions in the process of code mixing of Urdu/ English. For example, a word used in one language is immediately repeated for instance: nisbatan comparatively, or north shūmāl.

Topic – 180: Greetings and Sociolinguistic Scene of Pakistan

Greetings, blessings and interjections play a very significant socio-linguistic role. Common Greetings in Pakistani context include aslām-o-alikūm, khūsh-āmdid, Hello and Hi. Common de-greetings in Pakistani context include khūda-hāfiz, Allah hafiz, Bye, Goodbye, Take care etc.

Lesson 37

LANGUAGE PRACTICES AND SOCIOLINGUISTIC SCENE OF PAKISTAN- II

Your Text Topic – 183: Literature and SociolinguisticsHere

Literature (via language) reflects:

• Aspirations • Inspirations • Values • Beliefs • Social system

Topic – 185: Sociolinguistics and Oral Literature in Pakistan

Sindh folklore

- Manifestations of traditional Watayo Faqir tales
- Legend of Moriro
- Epic tale of Dodo Chanesar
- The love story of Sassui and Punhu, is known and sung in every Sindhi settlement.
- Stories of Umar Marui and Suhuni Mehar

Balochi folklore

- Stories of Hani and
- Shah Murad Chakar, Shahdad and Mahnaz
- Lallah and Granaz
- Mast and Sammo
- War tales are equally stirring.

Pakhtun folklore

- Songs sung with Khattak dance
- The romantic tale of Adam Khan and Durkhanai features a lute-player (rabab) whose music earns her love.

Punjabi folklore

- Heer and Ranjha from Jhang is very famous.
- Today it is celebrated in songs, movies and theatre.

Lesson 38

LANGUAGE PLANNING IN PAKISTAN

Topic – 188: Primary Education in Pakistan and Language Issues

The standard national system of education is mainly inspired from the British system. In order to understand the issues of national identity, language policy and education at primary level we need to think about language policy at primary level, and status of regional and national languages in education system. As of 2009, Pakistan faces a net primary school attendance rate for both sexes of 66 percent: a figure below estimated world average of 90 percent (According to UNESCO Institute for Statistics - Adjusted net enrolment ratio in primary education).

Issues related to primary education in Pakistan include low level of public investment as public expenditure on education has been 2.2 percent of GNP in recent years. There has been more focus of funds on higher education. Another issue is of lower income class and particularly it is related to the issues of private education where there is always a compromise on quality.

Topic – 190: Tertiary Education in Pakistan and Language Issues

There are two types of Bachelor courses in Pakistan: Pass or Honors. Pass degree requires two years of study. Language choices and related language issues are involved in this regard. There are various cultural aspects of language issues and linguistic consequences as well as social consequences.

Lesson 39

LANGUAGE ACQUISITION AND SOCIOLINGUISTICS

Topic- 191: Second Language Acquisition and Sociolinguistics

The input hypothesis developed by linguist Stephen Krashen makes a distinction between language acquisition and language learning (acquisition–learning distinction), claiming that acquisition is a subconscious process, whereas learning is a conscious one. According to this hypothesis, the acquisition process in L2 (Language 2) is the same as L1 (Language 1) acquisition. The learning process is consciously learning and inputting the language being learned. However, this goes as far as to state that input is all that is required for acquisition. Sociocultural approaches reject the notion that SLA is a purely psychological phenomenon, and attempt to explain it in a social context. Some key social factors that influence SLA are the level of immersion, connection to the L2 community, and gender.

Topic - 193: Second Language Acquisition and Sociolinguistics: The Case of Pakistan

English has the status of a lingua franca and is a common means of communication - besides Urdu. It is an easy medium for science and technology. However, despite studying English in schools and colleges for about 6- 8 years, students, especially those from rural backgrounds, are not able to communicate in English with relative ease and success. Even in some areas where students use a regional language as a first language (L1) besides Urdu - and in such areas English becomes a third language (L3) - they lack all the four major linguistic skills - reading, writing, listening, and speaking.

The process of any second or foreign language teaching includes 'selection,' 'grading,' and 'presentation' as the major steps.

1. Little understanding of curricular objectives 2. Inexperienced teachers 3. Defective methods

Factors that contribute or are to be considered in the selection of target language: 1. To develop the learner's intellectual power through it 2. To enhance the learner's cultural values, literature and philosophy 3. To be able to communicate orally in their second language 4. To help acquiring reading, writing, listening, and speaking skills 5. To deepen knowledge and appreciation of target language cultural experiences

Lesson 40

TEACHING AND RESEARCH IN SOCIOLINGUISTICS

Topic- 196: Scope of Research in Sociolinguistics

The question of concern is why to do research in sociolinguistics and what the scope of this research is. As far as the scope of research in sociolinguistics is concerned, it is immense. It is also multidisciplinary and multicultural in nature. The scope of research in sociolinguistics relates to most upto-date and the most rapidly advancing areas of research including language and identity and language and gender. Sociolinguistics, combined with other disciplines, offers enhanced engagement through the inclusion of thought-provoking perspectives and questions.

Significant areas of research in sociolinguistics are various. Over time, sociolinguistics has developed dialectological core interest and expanded its field of interest. In the social sciences, rigorous awareness of the principles underlying exploration and explanation led to a highly developed critical theory which sociolinguistics has also drawn on. This has resulted in macro-sociolinguistic work in the consequences for language of globalization and the multinational economy: politics, ideology and education policy have become key areas for sociolinguists.

Topic - 197: Significance and Scope of Teaching of Sociolinguistic

Significance and scope is evident from the fact that it helps to understand the following the patterns of multilingualism in the global context. It also helps to identify the shape of new language varieties, helping to define ethnicity and identity in various contexts. And, finer gradations can be made between core sociolinguistics and social linguistics and the sociology of language from the point of view of teaching.

Its scope includes the international and interdisciplinary diversity of the field in representing the broad view of sociolinguistics. Together with second language research and teaching (which itself owes much to sociolinguistic work), sociolinguistics is the central discipline of applied linguistics. It has practical outcomes for education policy, government spending, social affairs, constitutional arrangements, international relations, debates on ethnicity, nationalism, multiculturalism and cultural values. Significance and scope of teaching sociolinguistics in relation to other disciplines can be understood by relating it to the following disciplines: • Discourse Analysis • Pragmatics • Ethnography

Topic – 198: Other Issues of Data Collection in Sociolinguistics

Data collection in sociolinguistics is of crucial significance and due to its significance the issues attached to it also become significant. Various data collection techniques are employed in analyzing social variation and language use. There are various options available such as: 1. Working with the existing data 2. Generating new data 3. The sociolinguistic interview 4. Free conversation 5. Issues

Topic – 200: The Future of Sociolinguistics as a Discipline

Modern sociolinguistics originated in the 1960s as an interdisciplinary subfield intersecting sociology, anthropology, and linguistics. The scope for future developments is very vast because the inter-disciplinary research partnerships suit the nature of the discipline. Sociolinguists can build interdisciplinarity both pedagogically as well as professionally. Sociolinguistics has the potential to bridge gaps in theory and methods. The possibilities of future interdisciplinary scholarship between sociolinguists and sociologists depend on how the gap can be bridged. Half a century after the Social Science Research Council set up a committee on sociolinguistics, the amount of interaction between linguists and sociologists remains minimal. Despite important work on discourse and conversational analysis, very few sociologists have acquired the basic tools of linguistic analysis, and very few linguists have contributed to the thinking of sociologists.

More on ENG510

- **Language Desertion**

Language desertion is the act of deserting, or willful abandonment. Language desertion or code desertion is a term that refers to the phenomenon of abandoning the use of one language in favour of another which may ultimately result in the death of the deserted language.

Language alternation and hybridization generate desertion. Attitude of the speakers towards the mixed variety correlates with the attitude towards the language they desert. There are various linguistic and socio- cultural reasons for this. Sometimes due to the influence of a stronger language in a bi/ multilingual society, there is a shift from the weak language towards the strong language, but sometimes the weak language is gradually completely left or disowned by the speakers. This process of language desertion is very much evident in South Asian countries.

- Orthographic Change: The letter shape <þ> (known as ‘thorn’, from the runic alphabet) is no longer used in English, having been replaced by the digraph <th>. So <seeþ> in text 1 is a Middle English spelling of seethe.

- Morphological Change: The third person plural object pronoun hem has been replaced by them. These th-pronoun forms are the result of long-term contact in northern England between English and Old Norse in the Middle English period.
- Semantic/Syntactic Change: The verb seethe in Middle English could be used transitively (since it can take a direct object): seeþ hem, literally 'seethe them'. But in Modern English, the meaning of the word has changed (from 'boil' to 'be angry'), and this has had consequences for its syntactic behavior. It is now only used intransitively, and usually collocates with the prepositional phrase with rage.
- Lexical Change: New words have entered the language (chilli, mozzarella).
- Stylistic or Textual Change: The first text consists solely of imperative clauses, functioning as directives, and the impression created for a modern reader is of an impersonal, purely instructive text. The final text, however, has a mixture of clause types: for instance, it includes a declarative clause, beginning it's quite important. The function of the clause is still a directive but its grammatical form is different. Language change is variation over time in a language's phonological, morphological, semantic, syntactic, and other features. How did such changes occur? Sociolinguists have provided a great deal of evidence to suggest that linguistic change –in the structure of a particular variety materialises when the linguistic system is employed by speakers for communicative purposes,in a particular social context.

Language change is the phenomenon by which permanent alterations are made in the features and the use of a language over time. All natural languages change, and language change affects all areas of language use.