|  |
| --- |
| **Part of the paper** |
| Language and Social Groups(AS Paper 2 Language Varieties 1hr 30 minutes).  Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social and geographical contexts. Students will study varieties of English within the British Isles. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity. | **William Labov**  **New York Department Stores Study (1966)**  See Labov’s Martha’s Vineyard study in the coursebook (page 147) for another interesting study on social groups. | Labov explored link between incidence of /r/ producing and social class  Post vocalic /r/ production = pronouncing an /r/ sound where it follows a vowel in a word e.g. cart.  Post vocalic /r/ production = prestige (in NY).  – Visited:Sacks (upper class)  – Macy’s (middle class)  – S. Klein (lower class)  Asked for the whereabouts of an item he knew to be on the fourth floor of each shop.Studied casual and emphatic use of post vocalic /r/ in the response, ‘The fourth floor” | |
| Howard Giles Communication Accommodation Theory (CAT) (1973)  (p.182-3 of the course book) | People make their language resemble those around them to improve communication or deliberately choose to diverge their language to distance themselves from others  Key terms: Convergence/ Divergence | |
| Basil Bernstein’s Deficit Hypothesis (1971)  Key terms  Position oriented family  Person Oriented family | Elaborated code   * Characteristic of middle class speech * Complex sentences, including subordinate clauses * Extended vocabulary * Use of the first person ‘I’ * Teachers use of the elaborated code means that middle class children do well in education   Restricted code   * Characteristic of working class speech * Short, simple sentences * Limited vocabulary * Frequent use of phrases like ‘you know’ * Teachers speak in an elaborated code and this accounts for the poor performance of the working class in education. | |
| **Assessment Objectives:** |
| Question 1 & 2 Assessment Objectives AO1 Apply appropriate methods of language analysis, using associated terminology and coherent written expression  AO2 Demonstrate critical understanding of concepts and issues relevant to language use | Peter Trudgill and vernacular in different registers in Norwich (1974) | Trudgill investigated class based use of regional accent forms in men and women in each social class. He used four different contexts to gather data (reading a word list, reading a passage, formal conversation and casual conversation). The linguistic variable was the pronunciation of the velar nasal /ng/ sound. For example ‘sayin’ versus ‘saying’.  Findings: working class groups were more likely to use the non-standard variant, while women generally used the non-standard variant less frequently than men. | |
| Question 3 Assessment Objectives AO2 Demonstrate critical understanding of concepts and issues relevant to language use  AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways | Jenny Cheshire (1980s)  Peer groups in Reading | Key researchers and study focus – see page 168  • Ignacio Palcios Martinez (2011) - Use of negatives  • Unni Berland (1997) - Use of tags  • Anita Stenstrom (2002) – Non-standard grammatical features  • Penelope Eckert (2003) – Teenage Talk – common features of teenage language | |
|  | Lave and Wenger (1991)  Community of practice | A group of people who share understandings, perspectives and forms of language as a result of meeting regularly over time.  Three strands  1. Mutual engagement (regular interaction)  2. Joint negotiated enterprise (  3. Shared repertoire (features and methods of verbal and non verbal communication e.g. chanting at a football match) |

|  |  |  |  |
| --- | --- | --- | --- |
| Key Word Glossary | | | |
| Word | Definition | Example | Word in Action |
| KEY WORDS | DEFINITIONS |  |  |
| Sociolect | A style of language used within a particular social group. |  |  |
| Ethnolect | A style of language thought to be characteristic of a particular ethnic group |  |  |
|  |  |  |  |
| Social practices | The ways in which people in groups habitually behave |  |  |
| Familect | A style of language used within a family |  |  |
| Code switching | A term for the way speakers with several strong linguistic influences will form a variety which mixes features of pronunciation, grammar and vocabulary, and will then switch between them as they speak. |  |  |
| Pragmatic rules | The unspoken rules that operate in interactions between people who share a common understanding |  |  |
| Phatic speech | Used to fulfill social purposes such a greetings, and small talk and humour. |  |  |
| Slang | Referring to words and phrases which are considered informal. |  |  |
| Social mobility | A phrase used to describe a person’s move from one social class to another – this may occur through changing jobs, marriage or a change in economic circumstances |  |  |
| Neologism | A newly coined word or expression |  |  |
| Vernacular | The native language or native dialect of a group of people |  |  |
| **Demographic** | A particular section of a population |  |  |
| **Anti-language** | A variety of language intended to prevent non-users from understanding it |  |  |