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| Part of the Paper | Research Studies | Key ideas and course book references |
| Paper 2: Language Diversity and Change  The aim of this area of study is to allow students to explore language diversity and change over time.  Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social, geographical and temporal contexts. They will explore processes of language change. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity and change. | Samuel Johnson – Language change (1775) | In 1755, Samuel Johnson wrote (in the preface of Dictionary of the English Language – the first dictionary created):   * Tongues, like governments, have a natural tendency to degeneration. |
| Henry Hitchins – The Language Wars – A History of Proper English – 2011 | Contradicting Johnson, in 2011, Henry Hitchins (The Language Wars: A History of Proper English) stated:   * Rather than thinking of this as degeneration, we can see the diversity of language in a different way: as permitting through its richness greater possibilities for creativity and adaptability. |
| Haugen – Standardisation – 1966 | The 4 stage process of standardisation   * Selection * Codification * Elaboration * Implementation |
| Milroy and Milroy – Standardisation – 1985 | * From considering Haugen’s idea, Milroy and Milroy suggested that standardisation, therefore, is an ongoing process and an ideological struggle. |
|  | Jean Aitchinson – Language Change (2013) | * Damp Spoon Syndrome   This view suggests that language change is caused by sloppiness or laziness, the kind of sloppiness you get with a damp spoon being left in the sugar bowl.   * Crumbling Castle   This view sees the English language as a beautiful old building which needs to be preserved; the English language has been gradually and careful created until it has reached the pinnacle of splendour.   * Infectious disease   This view suggests that we ‘catch’ change from those around us.  Any change starts in a small way, affecting a few words. At first, there is fluctuation between the new forms and the old. Gradually the new forms oust the old. When the innovation has spread to a certain number of words, the change appears to take off, and spreads rapidly in a relatively short time span.  After a period of momentum, it is likely to slack off… Yet changes do not, on the whole, happen in isolated bursts. One original change is likely to expand and spread to progressively more linguistic environments in a series of related changes  Link to S Curve and developed S Curve |
|  | Braj Kachru – Three Circles Model | Inner Circle   * English as L1 (UK, USA, Canada, etc. * Norm-providing – the varieties by which others are measured.   Outer Circle   * English as L2 (India, Singapore, Ghana, etc) * Norm-developing – countries own varieties become developed.   Expanding Circle   * English is used to communicate with speakers of other languages for business, politics, etc. * Norm-dependent – English is used for practical purposes rather than for cultural integration. |
|  | Jennifer Jenkins – English as a Lingua Franca (2006) | Jennifer Jenkins (2006) points to 5 key characteristics of ELF (English as a Lingua Franca)   1. It allows speakers of different languages to communicate with each other. 2. It is an alternative to EFL (English as a Foreign Language) rather than a replacement for it. EFL is part of the study of MFL and learner may wish to blend in with native English speakers. ELf is used as a communication tool and so blending is not seen as significant. 3. ELF may include innovations that might characterise local varieties of English as well as ‘correct’ English. 4. Linguistic accommodation and code-switching are seen as useful strategies in ELF. ELF forms depend on the specific communication context rather than being an ‘all purpose English’. 5. Although users of ELF may have high or low proficiency in English usage, the language of proficient ELF users tends to be used for description for the purposes of possible codification (i.e. they help less proficient users). |
| Word | | Definition | |
| Prescriptivism | | Restrict variation, control changes, impose standardisation, reject non-standard. | |
| Descriptivism | | Describe variation, record change, avoid interference and understand use in context. | |
| Functional Theory | | The idea that language changes in response to context and needs of users. | |
| Lexical Gaps | | ‘Gaps’ are words and usages that are not currently used to predict the path that the language change may take. | |
| Random Fluctuation | | Charles Hockett suggested that random error and events can impact on the language systems. | |
| Substratum Theory | | Contact with other languages through different speakers can influence the language. | |
| Wave and S Curve | | Part of the trend to see change as an organise process. Chen argued that change is taken up as a certain rate by users. Bailey argued that geographical distance has an impact on language change. | |
| Determinism and Reflectionism | | Sapir Whorf Hypothesis.  Determinism = Language determines thought.  Reflectionism = Language reflects thoughts. | |
| Euphemism Treadmill | | Pinker argues that euphemisms devolve into a taboo word themselves. | |
| Crumbling Castle - Aitchison | | Change is disintegrating the structure of the language - Aitchison | |
| Infectious Disease | | Change is infecting the language like a virus. Aitchison | |
| Damp Spoon | | Change is creating laziness. Aitchison | |