

# CONTENTS

	<i>page</i>
<i>Preface</i>	xi
<b>1 Introduction</b>	<b>1</b>
1.1 Sociolinguistics	1
1.1.1 <i>A description</i>	1
1.1.2 <i>Sociolinguistics and linguistics</i>	3
1.1.3 <i>Sociolinguistics and the sociology of language</i>	4
1.2 Sociolinguistic phenomena	5
1.2.1 <i>An imaginary world</i>	5
1.2.2 <i>A real but exotic world</i>	8
1.2.3 <i>A real and familiar world</i>	11
1.3 Speakers and communities	12
1.3.1 <i>Conformity and individualism</i>	12
1.3.2 <i>The sociolinguistic development of the child</i>	15
1.4 Summary and conclusions	18
<b>2 Varieties of language</b>	<b>21</b>
2.1 Introduction	21
2.1.1 <i>Global and specific statements</i>	21
2.1.2 <i>Linguistic items</i>	22
2.1.3 <i>Varieties of language</i>	23
2.1.4 <i>'Speech communities'</i>	25
2.2 Languages	30
2.2.1 <i>'Language' and 'dialect'</i>	30
2.2.2 <i>Standard languages</i>	32
2.2.3 <i>The delimitation of languages</i>	34
2.2.4 <i>The family tree model</i>	37
2.3 Dialects	38
2.3.1 <i>Regional dialects and isoglosses</i>	38
2.3.2 <i>Diffusion and the wave theory</i>	41
2.3.3 <i>Social dialects</i>	43

## Contents

2.3.4	<i>Types of linguistic item</i>	44
2.4	Registers	
2.4.1	<i>Registers and dialects</i>	48
2.4.2	<i>Convention and necessity</i>	52
2.4.3	<i>Diglossia</i>	53
2.5	Mixture of varieties	
2.5.1	<i>Code-switching</i>	56
2.5.2	<i>Borrowing</i>	58
2.5.3	<i>Pidgins</i>	61
2.5.4	<i>Creoles</i>	66
2.6	Conclusions	71
3	<b>Language, culture and thought</b>	73
3.1	Introduction	
3.1.1	<i>Culture</i>	73
3.1.2	<i>Thought</i>	75
3.1.3	<i>Language, culture and thought</i>	80
3.2	Linguistic and cultural relativity	
3.2.1	<i>Word-meaning and semantic components</i>	84
3.2.2	<i>Prototypes</i>	88
3.2.3	<i>Basic-level concepts</i>	92
3.2.4	<i>Conclusions</i>	94
3.3	Language, speech and thought	
3.3.1	<i>Language and the rest of culture</i>	96
3.3.2	<i>Speech and inference</i>	98
3.3.3	<i>Speech and socialisation</i>	99
3.3.4	<i>Language and socialisation</i>	101
3.3.5	<i>The Sapir-Whorf hypothesis</i>	103
4	<b>Speech as social interaction</b>	106
4.1	The social nature of speech	
4.1.1	<i>Introduction</i>	106
4.1.2	<i>The functions of speech</i>	109
4.1.3	<i>Speech as skilled work</i>	112
4.1.4	<i>The norms governing speech</i>	116
4.1.5	<i>Conclusion</i>	119
4.2	Speech as a signal of social identity	
4.2.1	<i>Non-relational social categories</i>	120
4.2.2	<i>Power and solidarity</i>	122
4.2.3	<i>Linguistic signals of power and solidarity</i>	125
4.3	The structure of speech	
4.3.1	<i>Entries and exits</i>	128

## Contents

4.3.2	<i>Other kinds of structure in speech</i>	131
4.4	Verbal and non-verbal behaviour	
4.4.1	<i>Relation-markers</i>	134
4.4.2	<i>Structure-markers</i>	135
4.4.3	<i>Content-markers</i>	136
5	<b>The quantitative study of speech</b>	138
5.1	Introduction	
5.1.1	<i>The scope of quantitative studies of speech</i>	138
5.1.2	<i>Why study speech quantitatively?</i>	142
5.2	Methodology	
5.2.1	<i>Problems of methodology</i>	143
5.2.2	<i>An example: New York</i>	148
5.2.3	<i>An example: Norwich</i>	152
5.2.4	<i>An example: Belfast</i>	155
5.3	Linguistic variables	
5.3.1	<i>Types of variable</i>	157
5.3.2	<i>Calculating scores for texts</i>	160
5.3.3	<i>Calculating scores for individuals and groups</i>	163
5.4	Influences on linguistic variables	
5.4.1	<i>Linguistic context</i>	167
5.4.2	<i>The speaker's group membership</i>	171
5.4.3	<i>The speaker's degree of group membership</i>	177
5.5	Interpreting the results	
5.5.1	<i>Variable rules</i>	181
5.5.2	<i>Implicational relations among grammars</i>	184
5.5.3	<i>An ideal theory</i>	188
6	<b>Linguistic and social inequality</b>	191
6.1	Linguistic inequality	
6.1.1	<i>Introduction</i>	191
6.1.2	<i>Three types of linguistic inequality</i>	193
6.2	Linguistic prejudice	
6.2.1	<i>The nature of linguistic prejudice</i>	195
6.2.2	<i>Stereotypes and how to study them</i>	202
6.2.3	<i>Prejudice of teachers</i>	207
6.2.4	<i>Prejudice of pupils</i>	210
6.3	Linguistic incompetence	
6.3.1	<i>The deficit theory</i>	214
6.3.2	<i>Restricted and elaborated codes (I)</i>	215
6.4	Communicative incompetence	
6.4.1	<i>Communicative competence</i>	219

## *Contents*

6.4.2	<i>Restricted and elaborated codes (II)</i>	224
6.4.3	<i>The communicative competence of lower-class children</i>	227
6.4.4	<i>The linguistic demands of the school</i>	229
7	<b>Conclusions</b>	231
	<b>Bibliography and citation index</b>	235
	<b>Index</b>	247