


# Contents

Editor's preface	viii
Acknowledgments	x
List of figures	xiv
List of tables	xvi
List of abbreviations	xvii
Introduction	1
 <b>The sociolinguistic background</b>	<b>6</b>
1.1 Approaches to language variation	6
1.2 Accounts of language variation	12
1.2.1 The variable rule	13
1.2.2 The dynamic paradigm	24
1.2.3 Pidgin and creole	34
1.2.4 Language choice	38
1.2.5 Larger units	42
1.2.6 Language attitudes	49
1.3 The ethnography of communication	52
<b>2 Individual characteristics</b>	<b>53</b>
2.1 Ascribed	53
2.1.1 Age	53
2.1.2 Sex	64
2.1.3 Nativeness	78
2.1.4 Ethnicity	86
2.1.5 Region	91
2.2 Acquired	106
2.2.1 Role	106
2.2.2 Specialization	109

2.2.3	Status	113
2.2.4	Fluency	118
2.2.5	Individuality	119

<b>3</b>	<b>Interactional factors</b>	122
3.1	Setting	122
3.1.1	Time	123
3.1.2	Place	126
3.1.3	Length	128
3.1.4	Size	131
3.2	Content	132
3.2.1	Situation	132
3.2.2	Topic	135
3.2.3	Genre	140
3.3	Relations	145
3.3.1	Solidarity	145
3.3.2	Network	152
3.3.3	Power	160
3.4	Functions	163
3.4.1	Purpose	163
3.4.2	Outcome and goal	171
3.5	Tenor	174
3.5.1	Distance	174
3.5.2	Manner	179
3.6	Participation	186

<b>4</b>	<b>A taxonomy of language variation</b>	194
4.1	More categories	194
4.1.1	General linguistics	194
4.1.2	Sociology of language	199
4.1.3	Media	208
4.2	Applications	215
4.2.1	A sociolinguistic application	216
4.2.2	An SLA application	229

<b>5</b>	<b>Sociolinguistics and the learning and teaching of foreign and second languages</b>	239
5.1	Variationist theories of SLA	239
5.1.1	A dual competence model	241
5.1.2	A continuous competence model	242
5.1.3	A variable competence model	246

5.1.4 A sociolinguistic model	252
5.2 Applied sociolinguistics	269
<b>6 Summing up</b>	<b>273</b>
Notes	277
References	288
Index	319