

Contents

List of figures	xii
List of tables	xiii
Permissions	xiv
Newspapers	xv
Transcription conventions	xvii
Contributors	xviii
Preface to the third edition	xx
Preface to the second edition	xxii
Preface to the first edition	xxiv
Acknowledgements	xxvi
1 What is language?	1
1.1 Introduction	1
1.2 Why study language?	2
1.2.1 The rules of language: prescription vs description	3
1.2.2 Bad language: jargon	5
1.3 What is language?	8
1.3.1 Language: a system	8
1.3.2 Rules in theory and practice	9
1.3.3 The potential to create new meanings	11
1.3.4 Language: multiple functions	12
1.3.5 Language diversity	15
1.4 Power	16
1.4.1 Ideology	18
1.4.2 The manufacture of consent	19
1.4.3 Ideology in action: advertising	20
1.4.4 Interpellation	21
1.5 Summary	22
Further reading	22
Further exploration	23
Notes	23
2 Language thought and representation	24
2.1 Introduction	24
2.2 Language as a system of representation	24
2.2.1 Different kinds of language	26
2.2.2 Signs and structure	28

2.3	The Sapir–Whorf hypothesis	30
2.3.1	Linguistic diversity	30
2.3.2	Dyirbal	31
2.3.3	Linguistic relativism and determinism	32
2.3.4	Colour	34
2.4	One language, many worlds	35
2.5	Other angles of telling	38
2.5.1	Transitivity	39
2.6	Newspeak and political correctness	41
2.7	Summary	44
	Further reading	44
	Notes	45
3	Language and politics	46
3.1	Introduction	46
3.2	What do we mean by 'politics'?	46
3.3	Tools for persuasion	47
3.3.1	Analysing a political speech	48
3.3.2	Metaphor	49
3.3.3	Simile	50
3.3.4	Rule of three	51
3.3.5	Parallelism	51
3.3.6	Euphemism and dyseuphemism	52
3.4	Hidden in plain sight	53
3.4.1	How to do the hiding	54
3.4.2	Bringing it all together: an example	56
3.5	Ideological choice as political choice	59
3.5.1	The politics of the everyday	60
3.5.2	The entrepreneurial university	61
3.5.3	New media	62
3.6	Analysing everyday conversations	65
3.7	Summary	67
	Further reading	67
	Notes	68
4	Language and the media	69
4.1	Introduction	69
4.2	News coverage	70
4.2.1	A case study of asylum in the news: unrest in detention	72
4.3	Media voices: accents, dialect and register	74
4.3.1	News media voices	74
4.3.2	Register	77
4.3.3	'Playing with' register: hoaxes, satire and comedy	78
4.4	Public participation in the media	81
4.4.1	Public as participant	81
4.4.2	Public as producer	84
4.5	Mobile and online interaction	86

4.5.1	Rules and standards in new modes	87
4.5.2	Creative texting	88
4.6	Summary	89
	Further reading	90
	Notes	90
5	Language and gender	91
5.1	Introduction	91
5.2	Views of gender	91
5.3	Sexism in the language system	92
5.3.1	Insult terms	93
5.3.2	Symmetry and asymmetry	93
5.3.3	Titles	95
5.3.4	Unmarked and marked terms	96
5.3.5	Semantic derogation	97
5.4	How is English used in sexist ways?	99
5.5	The talk of women and men	102
5.6	Conducting conversations	103
5.6.1	Verbosity	103
5.6.2	Turn taking and interruptions	104
5.6.3	Back channel support and minimal responses	105
5.6.4	Hedges	107
5.7	Possible explanations	108
5.7.1	Deficit	108
5.7.2	Dominance	108
5.7.3	Difference	109
5.7.4	Social constructionist	110
5.8	Summary	111
	Further reading	112
	Notes	112
6	Language and ethnicity	113
6.1	Introduction	113
6.2	What do we mean by 'ethnicity'?	113
6.3	<i>Ethnicity, the nation state and multilingualism</i>	115
6.3.1	How many languages?	117
6.3.2	Only one English?	119
6.4	Ethnicity and racism	120
6.5	Ethnolect	122
6.6	What makes an authentic ethnicity?	124
6.6.1	Different discourses of authenticity	125
6.7	Language as a marker of ethnicity	127
6.7.1	Understanding misunderstanding	129
6.8	Code-switching and crossing	131
6.9	Summary	133
	Further reading	133
	Notes	134

7	Language and age	135
7.1	Introduction: age as a factor in language variation	135
7.2	How can a language reflect the status of children and older people?	140
7.2.1	Age as an important cultural category	140
7.2.2	Labelling age groups	141
7.2.3	Talking about age groups: underlying evaluations of early childhood and old age	142
7.3	Talking to young children and the elderly	146
7.3.1	Language characteristics of the under-5s and over-65s	146
7.3.2	Child Directed Language	147
7.3.3	Similarities between Child Directed Language and 'Elder Directed' Language	148
7.3.4	Why might these similarities occur?	149
7.4	Conclusion	151
7.5	Summary	152
	Further reading	153
	Note	153
8	Language and social class	154
8.1	Introduction	154
8.2	What is social class?	155
8.2.1	Thinking beyond occupation	157
8.3	Social and regional variation	158
8.4	Variationist sociolinguistics	162
8.4.1	Labov's department store study	163
8.4.2	Trudgill's Norwich study	165
8.5	New directions in research on linguistic variation and social practice	168
8.5.1	Eckert's Belten High study	169
8.6	Summary	171
	Further reading	172
	Notes	172
9	Language and identity	173
9.1	Introduction	173
9.2	What is identity?	173
9.3	Representing yourself through language: dialect and identity	175
9.3.1	Group labelling	176
9.4	Naming	178
9.4.1	Access to naming	178
9.5	Social relations and grammatical form	180
9.5.1	Pronouns, politeness and power	180
9.6	Language variation: style	181
9.6.1	Theories of style shifting	182
9.7	Production of group identities	184

9.7.1 Perception and linguistic identities	186
9.8 Summary	187
Further reading	188
Notes	188
10 Language Standardi[s/z]ation	189
10.1 Introduction	189
10.2 Language planning	190
10.3 English and standardisation	192
10.4 Global standards/global English(es)	196
10.5 Pidgin and creoles and standardisation	198
10.6 Language attitudes	199
10.6.1 Attitudes and education	199
10.7 Linguistic imperialism and diglossia	201
10.8 Summary	204
Further reading	205
Notes	205
11 Projects	206
11.1 Introduction	206
11.2 Data collection	207
11.2.1 What are data?	207
11.2.2 Transcribing	208
11.2.3 What to do next?	208
11.2.4 Questions to ask	209
11.3 Projects	210
11.4 Examples of research	218
11.5 Resources	218
11.6 Transcription key	220
Further reading	220
Note	220
Glossary	221
References	233
Index	245