SOCIOLINGUISTICS

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MODULE I

INTRODUCTION TO SOCIOLINGUISTICS

CODE CHOICE

Maria is a teenager whose Portuguese parents came to London in the 1960s. She uses mainly Portuguese at home and to older people at the Portuguese Catholic church and community center, but English is the appropriate variety or code for her to use at school. She uses mostly English in her after-school job serving in a local café, though occasionally older customers greet her in Portuguese.

The information provided in example 4 , for instance, identifi es four domains and describes the variety or code appropriate to each.

Domain	Variety/code
Home/family	Portuguese
Church/religion	Portuguese
Work/employment	English
School/education	English

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FACTORS

Linguistic choice influenced by:

1. Social factors :
   a. who is talking to whom? (husband, wife, customer)
   b. Setting (home, school)
   c. Topic
   d. function

2. Social Dimensions:
   a. *social distance* scale concerned with participant relationships
   b. A *status* scale concerned with participant relationships
   c. A *formality* scale relating to the setting or type of interaction
   d. Two *functional* scales relating to the purposes or topic of interaction.

LINGUISTIC CHOICES

Sociolinguists aim to describe sociolinguistic variation and, if possible, explain why it happens. Why, for example, should Ray describe a teacher differently when talking to his mother and when answering the school principal?

The first two steps which need to be taken are:

1. to identify clearly the linguistic variation involved (e.g. vocabulary, sounds, grammatical constructions, styles, dialects, languages)

2. to identify clearly the different social or non-linguistic factors which lead speakers to use one form rather than another (e.g. features relating to participants, setting or function of

the interaction).

The relationship between linguistic choices and the social contexts in which they are made is sometimes easiest to see when different languages are involved.

EXAMPLE

Example 1
Ray : Hi mum.
Mum : Hi. You're late.
Ray : Yeah, that bastard Sootbucket kept us in again.
Mum : Nana's here. Ray : Oh sorry. Where is she?

Example 2
Ray : Good afternoon, sir.
Principal : What are you doing here at this time?
Ray : Mr. Sutton kept us in, sir.

This response indicated Ray's awareness of the social factors which influence the choice of appropriate ways of speaking in different social contexts.

SOCIOLINGUISTS

Sociolinguists study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning. Examining the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people convey and construct aspects of their social identity through their language.

You, as an Indonesian people will use different sentences when you are speaking with your friends and with your lecturers. There is an awareness when you are speaking with your lecturers.

Sociolinguistics is concerned with the relationship between language and the context in which it is used.

CHOICE OF SOUND

People use language influenced by some factors, such as:

a. Level of education
b. Age
c. Gender
d. Occupation
e. Peer-group identification

Example: an American English speaker may use such forms as "He don't know nothing" or "He doesn't know anything,".

For Javanese people there are some intricate system of linguistic forms that indicate the social relationship of the speaker to the hearer.

DIALECT

A **dialect** is a variety of language that is systematically different from other varieties of the same language. The dialects of a single language are mutually intelligible, but when the speakers can no longer understand each other, the dialects become languages. Geographical regions are also considered when dialects become languages.

LANGUAGE AND COMMUNITY

Relationship Between Language and Society

- **Language** is central to social interaction in every **society**, regardless of location and time period. **Language** and social interaction have a reciprocal **relationship**: **language** shapes social interactions and social interactions shape **language**.

- Social context will think about variety within a language. Everybody who speaks a language has a very wide linguistic repertoire unless they have very severe learning difficulties, or are learning the language as a foreign language. This means, they can use language in many different ways, depending on the situation they are in. The sort of language that they use also depends on their social background and social identity.

- The connection between language and society is tightly anchored. The relationship of the two is deeply rooted. Language performs various functions in the society and the society does the same way. If one will not exist, the other one will be affected.

- Language is the primary tool for communication purposes, for establishing peace and order in our society, for showing authority and power, and for attaining goals and objectives. But, it can also destruct the society if it will use inappropriately. It must follow the conformity governing the society to avoid conflict s and to meet the boundary of individual differences.

Society Controls Language

- Society however controls our language by giving us preferences as what are acceptable and not, because each one of us has our own perception or point of view. A group of people may accept our language, but for others, it could be kind of offence or insult. We must know how, when and where to say it and for what purpose.

- Social changes produce changes in language. This affects values in ways that have not been accurately understood. Language incorporates social values. However, social values are only the same as linguistic values when the society is a stable and unchanging one. Once society starts changing, then language change produces special effects.

Language Influences People.

- Social context will look at the relationship between language and power and attitudes to language. The language that someone uses may influence other people's attitudes towards them. People have fought and died for language (e.g. in medieval times people were accused of heresy for saying that the bible should be translated from Latin into English. In some countries in the world, you can be arrested for speaking a forbidden language).

- This is the same for many languages all around the world, for example, minority languages in India. People may think their language is not a good language because it isn't the one taught in schools and isn't used in business. People who use another language make more money and other people respect them, so people want to use that language.
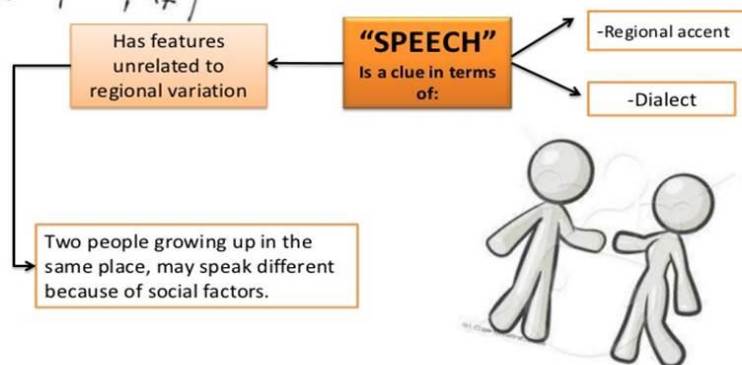
What is the relationship between language and people

• There are 4 possibilities:

a. Language influences society and people

b. People and society influence language.

c. there is interaction as language influences people and society *and* people and society influence language

d. there is no influence of either so language is just a tool used by people and there is no social effect.

Correlation Between Language, Culture, and Society

- Language, culture and society have a correlation because language is an instrument or embodiment of culture that used by human to communicate with each other, either through writing, oral, or movement (sign language), with the aim of conveying the mind intent or willingness to others. There may be many cultures in one society by language diversity; society is a number of people who have a settled relationship and the same interest; culture is everything that is learned and experienced socially by the members of a society, so the culture is not only the accumulation of habits and code of conduct but a system organized behavior. Culture embraces all aspects and terms in human life, be it a material or non-product material. There may be many cultures in one society by language diversity.

Relationship Between Language and Culture

- Language is a part of the culture, so the relationship between language and culture is subordinate relationship, which the languages are under the cultural sphere. Language and culture are the two systems that attached in human life. If culture as a system that regulates the human interaction in society, the language will be a system that serves as a means of the interaction ongoing.

- In conclusion, languages are closely in the life community, and they used by people to communicate, whether they are in sign form, written, or oral. Then, contrary to human nature, they cannot do society without languages. That might be said that human as same as animals if there is no language in society, so there is a relationship between language and society. Because of that relation, there is culture. It develops because of the public speaking/people speak to each other, public thinking/people who think to create something that becomes values in society, that is culture. So, society life cannot be separated from language system and culture system.

PIDGIN AND CREOLE

Pidgin

Pidgin language, is a grammatically simplified means of communication that develops between two or more groups that do not have a language in common: typically, its vocabulary and grammar are limited and often drawn from several languages. It is most commonly employed in situations such as trade, or where both groups speak languages different from the language of the country in which they reside (but where there is no common language between the groups).

- Fundamentally, a pidgin is a simplified means of linguistic communication, as it is constructed impromptu, or by convention, between individuals or groups of people. A pidgin is not the native language of any speech community, but is instead learned as a second language.

- A pidgin may be built from words, sounds, or body language from a multitude of languages as well as onomatopoeia. As the lexicon of any pidgin will be limited to core vocabulary, words with only a specific meaning in lexifier language may acquire a completely new (or additional) meaning in the pidgin.

Creole

- A **creole language**, or simply **creole**, is a stable natural language that develops from the simplifying and mixing of different languages into a new one within a fairly brief period of time: often, a pidgin evolved into a full-fledged language. While the concept is similar to that of a mixed or hybrid language, creoles are often characterized by a tendency to systematize their inherited grammar (e.g., by eliminating irregularities or regularizing the conjugation of otherwise irregular verbs). Like any language, creoles are characterized by a consistent system of grammar, possess large stable vocabularies, and are acquired by children as their native language. These three features distinguish a creole language from a pidgin. Creolistics, or creology, is the study of creole languages and, as such, is a subfield of linguistics.

Differences

- **Pidgins** are defined as a type of spoken communication with two or more languages. It has fundamental grammar and vocabulary. It is also meant to facilitate people who do not speak a common language. Lastly, it is not spoken as a native language. An example is the "Lingua Franca" which was first created among traders. This is called business language. They are created because traders come from different places and have different tongues; therefore a common language is formed.

- **Creoles**, on the other hand, refer to any pidgin language that becomes the first language in a speech community. A creole is "created" when the utterer of a pidgin language become gains a strong hold over utterers of another. This can be in the form of social or political hold over.

- The Differences are:

1) Pidgin is a linguistic communication that comprised of components of two or more other languages and is used for communication among people. It can also be called business language. It is not a first language. Whereas, creole is a language that was at first a pidgin but has "transformed" and become a first language.

2) Structural difference: Creole languages have the "Subject Verb Object" word order whereas Pidgin can have any possible order. Also, reduplication is a common and general process in Creole languages but its very not very often found in Pidgins.

3) One important difference between Pidgins and Creoles is that pidgins do not have first language speakers while creoles do. However, this is not easy to make out because there are more and more extended pidgins beginning to acquire native speakers. Extended pidgins refer to when a pidgin becomes a creole. The cultural "side" of a pidgin usually defines this. This means that more pidgins are becoming first languages.

- 4) Another difference is that creoles may originate through abnormal transmissions but as children acquire them, they must, therefore, comply with the 'blueprint' of language that can also be referred to as how the language is going to constructed and formed. Blueprint here is comparable to how we relate to a blueprint of a house. However, for pidgins, as they are a result of a second language, although they have to be learnable by adults, they do not have to be acceptable by children. This means that pidgins do not have to comply with the 'blueprint' of language. Pidgins before they become accomplished languages in a community, are always second languages and usually after teenage.

How Does a Pidgin Become Creole?

- A **pidgin** is an auxiliary language created between two or more groups of people who **do** not share a common language, in a circumstance where communication is essential. A **pidgin** language **becomes a creole** when the children of the next generation learn the **pidgin** as a native language.

CODES

DEFINITION

- In communications and information processing, **code** is a system of rules to convert information such as a letter, word, sound, image, or gesture into another form, sometimes shortened or secret, for communication through a communication channel or storage in a storage medium.

- An early example is the invention of language, which enabled a person, through speech, to communicate what they thought, saw, heard or felt to others. But speech limits the range of communication to the distance a voice can carry, and limits the audience to those present when the speech is uttered. The invention of writing, which converted spoken language into visual symbols, extended the range of communication across space and time.

- In **sociolinguistics** a language may be referred to as a **code**. A **code** is a neutral term which can be used to denote a language or a variety of language.

CODE MIXING

- **Code-mixing** is the **mixing** of two or more languages or language varieties in speech. **Code-mixing** is similar to the use or creation of pidgins; but while a pidgin is created across groups that do not share a common language, **code-mixing** may occur within a multilingual setting where speakers share more than one language. Code mixing usually appears in bilingual and/or multilingual society. Bilingualism is ability of the speaker to use two languages (Bloomfield in Chaer and Agustina 1995). The ability of speaking in two languages makes code mixing occurs when bilingual society mixed word(s), phrase(s), and clause(s) together from one language to another in one sentence.

Example:

An example that comes to mind: Grandma's native language is Greek, but she speaks pretty good English. Grandchild knows only household-level Greek, but has to take Grandma to her doctor appointment.

Doctor says: I'm going to need to your consent to perform an MRI to check a mass in your cranium.

Grandchild says to Grandma: The doctor wants to know if it's ok to take a picture of your head to make sure everything is ok? Is that all right?

Grandma chats with grandchild in a mixture of Greek and English, and then grandchild tells the doctor, Yes, she says it's ok.

TYPES OF CODE MIXING

▶ There are three **types of code mixing** that found in this research:

a. Intra-sentential code mixing

This kind of code mixing occurs within a phrase, a clause or a sentence boundary, as when a French-English bilingual says: "I started going like this. Y luego decla (and then he said), look at the smoke coming out my fingers." Another example is from Wardaugh (1986:108) "Estaba training Para pelar" : "He was training to fight."

b.   Intra-lexical code mixing

This kind of code mixing which occurs within a word boundary, such as in sapper (English Shop with the Panjabi plural ending) or Kuenjoy (English enjoy with the Swahili prefix Ku, meaning 'to').

c. **Involving a change of pronunciation**

This kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. For instance, the word 'strawberry' is said to be 'strawberry' by Indonesian people.

CODE SWITCHING

► In linguistics, **code-switching** or **language alternation** occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation. Multilinguals, speakers of more than one language, sometimes use elements of multiple languages when conversing with each other. Thus, code-switching is the use of more than one linguistic variety in a manner consistent with the syntax and phonology of each variety.

TYPES OF CODE SWITCHING

► a. **Inter-sentential switching**

This kind of code switching occurs between clause or sentence boundary, where each clause or sentence is in one language or other, as when an adult Spanish-English bilingual says: "Ok sob, let our hear, they were off-white, you know." (Hoffman). Like Yoruba/English bilingual says: *Won o arrest a single person* (*won o* they did not).

► b. **Intra sentential code switching**

In this kind of code switching, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another, as when a Panjabi/English says: "It's a nice day, pndenggar?" (Hi semua? isn't it) .It was embarrassing! It was very nice, though, but I was embarrassed!" (Hoffman, 1991:112). Like Panjabi/English bilingual says: *It's a nice day, hana?* (*hai nā isn't it*).

REASON

There are some reason why people do code switching:

1. No similar word
2. Do not know the certain language word
3. To fill the gap in speaking
4. Easier to speak in own language
5. To avoid misunderstanding
6. To convey intimacy
7. So others would not understand (privacy)
8. To emphisis

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c. **Establishing continuity with the previous speaker**

This kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then the other speaker tries to respond in English also. Yet, that speaker can also switch again to language Indonesia.

For instance:

▶ Speaker 1: I can't get leave for you 'karena saya suka our together today...

▶ Speaker 2: Correct! Listener let our came back the song

Module 5

LANGUAGE COMMUNITY

Language Community

- A **language community** is a collection of people who speak the same **language**, typically in the interest of learning or improving their skills.

- Speech **community** is a term in **sociolinguistics** and **linguistic** anthropology used to describe a group of people who share the same **language**, speech characteristics, and ways of interpreting communication. They help people define themselves as individuals and **community** members and identify (or misidentify) others

Language Support Structure of Community

- Any sociologist could tell you shared **language** often forms the basis of a **community**. When everyone uses the same vocabulary, the **community** becomes more close-knit and there **is** a greater sense of camaraderie. You **can** shape **community** behavior with positive **language**.

The Importance of Language

1. **Developing a shared language builds community.** Any sociologist could tell you shared language often forms the basis of a community. When everyone uses the same vocabulary, the community becomes more close-knit and there is a greater sense of camaraderie. You can shape community behavior with positive language.

2. **Understanding the language of your community makes users feel like they're on the inside.** Everyone likes to feel important or in the know. Once again, knowledge of a community language helps people feel like they are an integral part of the group, fostering a stronger sense of member or customer loyalty.

⊙ **The words that we use to refer to people change how we treat those people.** Using the right words will help to reinforce the community objective, while the wrong words will obscure the purpose of the community.

Functions of Language in Human Society

We use language for:

1. to express what we know and understand.
2. to express ourselves before another in our families, schools, neighborhood, churches and communities.
3. to teach and receive response from our students.
4. to engage is a dialogue with our physicians.
5. to engage in counseling.
6. to facilitate in group and therapies.

SPEECH AND LANGUAGE

SPEECH COMMUNITY

- A speech community is **a group of people who share rules for conducting and interpreting at least one variety of a language or dialect**. The term can be applied to a neighborhood, a city, a region or a nation.

- Based on the free encyclopedia, speech community is a group of people who share a set of norms and expectations regarding the use of language

BASED ON EXPERT

- According to Aniruddha Kumar,

- [1] speech community is a concept in sociolinguistics that describes a more or less discrete group of people who use language in a unique and mutually accepted way among themselves

- [2] Speech communities can be members of a profession with a specialized jargon, distinct social groups like high school students or hip hop fans, or even tight-knit groups like families and friends. Members of speech communities will often develop slang or jargon to serve the group's special purposes and priorities.

BASED ON EXPERT

- On the other hand Lyons (1970), for example defines speech community as people who use a given language. Taylor (1979) defines speech community as people categorized in a social organization speaking the same language. Gumperz (1971) uses the term linguistic community in place of speech community, which means a group of people who regularly and frequently interact by means of verbal signs. Bloomfield (1933) defines it as a group of people who interact by means of speech. Platt (1975) uses the term speech repertoire that is a range of linguistic varieties which a speaker uses as a member of his speech community.

LANGUAGE

- Language

One of the dictionary meanings of language is the communication of feelings and thoughts through a system of particular signals, like sounds, voice, written symbols, and gestures. It is considered to be a very specialized capacity of humans where they use complex systems for communication. The study of languages is called linguistics.

LANGUAGE RULES

- Language has four different rules which are shared socially. First, what a word means, the meaning of the words which is called vocabulary; second, how to make up new words; third, how to put the words together in a sequence and, finally, how to use the sentence in a particular situation. Does it need to be a statement, or does it need to be interrogative, etc.

- Language can be either receptive, meaning understanding of a language, and expressive language, which means the usage of the language either orally or in writing. If we simplify everything, language expresses an idea communicated in the message.

SPEECH

- One of the dictionary meanings of speech is the act of expressing or the faculty of describing feelings and thoughts or perceptions by words, something spoken or vocal communication. It is a specifically human capacity to communicate verbally or vocally with the use of syntactic combinations from diverse vocabularies.

- Each word spoken has a phonetic combination of certain sound units. Speech is created by vocabularies, syntax, and a set of sound units. It is the verbal way of communicating.

SPEECH

The following components are a part of speech:

- Articulation, which means the way speech sounds are produced.
  Voice, the breathing process and the vocal folds used to produce sounds.
  Fluency, the rhythm required to speak without hesitation.

- Simplifying the whole concept, speech expresses how a spoken message needs to be communicated.

SUMMARY

1. Language is the communication of feelings and thoughts through a system of particular signals like sounds, voice, written symbols, and gestures. However, speech is the act of expressing or the faculty of describing feelings and thoughts or perceptions by words, something spoken or vocal communication.

2. Languages could be human languages, sign languages, or computer languages which use codes while speech is a single concept. It is the physical process used to verbalize language.

3. Languages express the idea that needs to be communicated while speech is the process which shows how the message needs to be communicated.

Difference between Society and Community

Society	community
Society is a web of social relationship.	Community consisting of a group of a individual living in a particular area with some degree of feeling.
A definite geographic area is not an essential aspects of society.	Community always denotes a definite locality or geographic area.
Society is a abstract. community	Community is a concrete
Community sentiments or a sense of we-feeling may be present or may not be present in society.	Community sentiment is an essential element of community.
Society is a wider . There can be more than one community in a society.	Community is smaller than society

Module 7

Language varieties

## Language Varieties

- In **sociolinguistics**, **language variety**—also called dialect—is a general term for any distinctive form of a **language** or **linguistic** expression. Linguists commonly use **language variety** (or simply **variety**) as a cover term for any of the overlapping subcategories of a **language**, including **dialect**, register, jargon, and idiolect.

Dialect

- The word *dialect*—which contains "lect" within the term—derives from the Greek words *dia-* meaning "across, between" and *legein* "speak." A *dialect* is a regional or social variety of a language distinguished by pronunciation, grammar, and/or vocabulary. The term *dialect* is often used to characterize a way of speaking that differs from the standard variety of the language.

What is dialect ?

Variation of pronunciation (phonemes)

Variation of lexicon (vocabulary)

Variation of grammar (syntax)
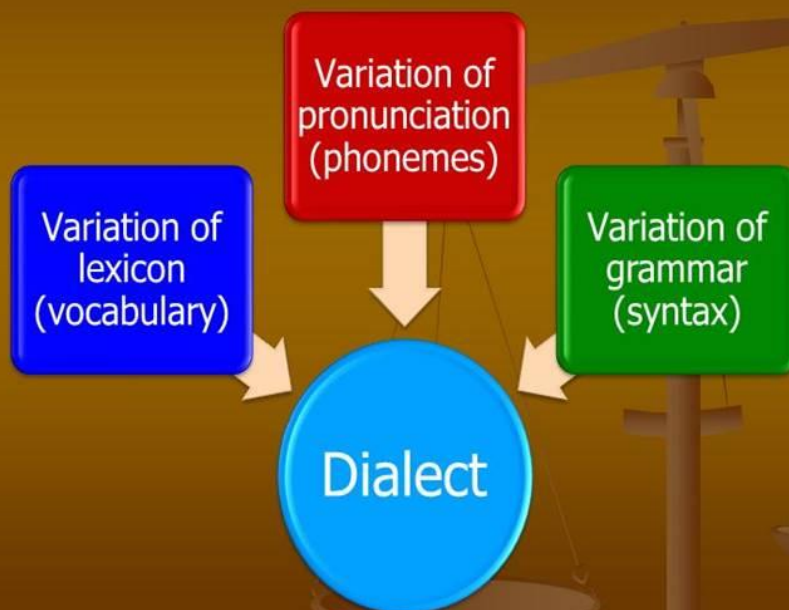
Dialect

Dialect Prejudice

- the term *dialect prejudice* refers to discrimination based on a person's dialect or way of speaking. Dialect prejudice is a type of linguicism—discrimination based on dialect.

- **Carolyn Temple and Donna Christian observe:**

"...dialect prejudice is endemic in public life, widely tolerated, and institutionalized in social enterprises that affect almost everyone, such as education and the media. There is limited knowledge about and little regard for *linguistic* study showing that all varieties of a language display systematicity and that the elevated social position of standard varieties has no scientific linguistic basis."

Due to this kind of dialectic prejudice, Suzanne Romaine, in "Language in Society," notes: "Many linguists now prefer the term *variety* or *lect* to avoid the sometimes pejorative connotations that the term 'dialect' has."

Register

- *Register* is defined as the way a speaker uses language differently in different circumstances. Think about the words you choose, your tone of voice, even your body language. You probably behave very differently chatting with a friend than you would at a formal dinner party or during a job interview. These variations in formality, also called *stylistic variation*, are known as registers in linguistics.

- They are determined by such factors as social occasion, context, purpose, and audience. Registers are marked by a variety of specialized vocabulary and turns of phrases, colloquialisms, the use of jargon, and a difference in intonation and pace.

- Registers are used in all forms of communication, including written, spoken, and signed. Depending on grammar, syntax, and tone, the register may be extremely rigid or very intimate. You don't even need to use an actual word to communicate effectively. A huff of exasperation during a debate or a grin while signing "hello" speaks volumes.

Jargon

- *Jargon* refers to the specialized language of a professional or occupational group. Such language is often meaningless to outsiders. In other words, jargon is a faux method of creating a sort of dialect that only those on this inside group can understand. Jargon has social implications similar to dialect prejudice but in reverse: It is a way of making those who understand this particular variety of language more erudite and learned; those who are members of the group that understands the particular jargon are considered smart, while those on the outside are simply not bright enough to comprehend this kind of language.
- **Example:**
- A creative person always *think out of the box*.
- She such a person who can *roll on the floor laughing* because of simple joke.

Slang

- *Slang* is language (words, phrases and usages) of an informal register that members of particular in-groups favor over the common vocabulary of a standard language in order to establish group identity, exclude outsiders, or both.
- *Examples:* diss, wasted, kick ass, bling-blings

Types of Lects

- In addition to the distinctions discussed previously, different types of lects also echo the types of language varieties:

a) **Regional dialect**: A variety spoken in a particular region.

b) **Sociolect**: Also known as a social dialect, a variety of language (or register) used by a socioeconomic class, a profession, an age group, or any other social group.

c) **Ethnolect**: A lect spoken by a specific ethnic group. For example, Ebonics, the vernacular spoken by some African-Americans, is a type of ethnolect, notes, a language-translation firm.

d) **Idiolect**: the language or languages spoken by each individual. For example, if you are multilingual and can speak in different registers and styles, your idiolect comprises several languages, each with multiple registers and styles.

Lost language

LOSS LANGUAGE

- **Language loss** refers to the suppression of an indigenous **language** or mother tongue. **Language loss** results in the **loss** of the human factors (which **language** embodies) relevant for self-definition, self-expression and self-representation, and sociocultural and economic growth.

- The **loss** of **language** undermines a people's sense of identity and belonging, which uproots the entire community in the end. Yes, they may become incorporated into the dominant **language** and culture that has subsumed them, but they have **lost** their heritage along the way."

- In the modern period, languages have typically become extinct as a result of the process of cultural assimilation leading to language shift, and the gradual abandonment of a native language in favor of a foreign *lingua franca*, largely those of European countries.

- As of the 2000s, a total of roughly 7,000 natively spoken languages existed worldwide. Most of these are minor languages in danger of extinction; one estimate published in 2004 expected that some 90% of the currently spoken languages will have become extinct by 2050.

WHAT CAUSES LANGUAGE LOSS

◉ Among the **causes** of **language** endangerment cultural, political and economic marginalization accounts for most of the world's **language** endangerment. Cultural dominance occurs when literature and higher education is only accessible in the majority **language**.

Causes of Language Loss

➢ Natural disasters, famine, disease. An example of this is the languages spoken by the people of the Andaman Islands, who were seriously affected by the 2004 Indian Ocean earthquake and tsunami.

➢ War and genocide. Examples of this are the language(s) of the indigenous population of Tasmania who were wiped out by colonists

➢ Political repression. This has happened in the case of many Native American and Australian languages, as well as European and Asian minority languages such as Breton or Alsatian in France and Kurdish in Turkey.

➢ Cultural/political/economic marginalization/hegemony. Examples of this kind of endangerment are the Welsh language in Great Britain, and Ainu in Japan.

NATIVE SPEAKER

- The long term result of language loss may be the full head of steam causing the native speakers to integrate with other communities. (Crystal, 77). This being a as a result of a continued sociological effect. The need of human beings to identify with certain ways of doing things will give rise to this integration.

- The social effect of language loss can eventually lead to extinction of culture and tradition. In the event that a native group no longer participates in cultural traditions that it had previously held on. The cultural rituals of a people are carried out in the native language. Linguistic form of language loss is the first step towards cultural language loss.

DEAD LANGUAGES

- **Latin** language. **Latin** is by far the most well-known dead language. ...
- **Coptic**. **Coptic** is what remained of the ancient Egyptian languages. ...
- Sumerian. The ancient Sumerians are most well known for being the first civilization to invent a system of writing. ...
- **Akkadian**. ...
- **Sanskrit** Language. ...
- Language revitalization.

PROTECT LANGUAGE

The most common methods used to protect language:

- Creating recorded and printed resources.
- Recorded and printed documentation are essential for preserving **languages**' sound and context.
- Teaching and taking **language** classes.
- Using digital and social media outlets.
- Insist on speaking your native **language**.

PREVENTING LOSS LANGUAGE

individual

community   state
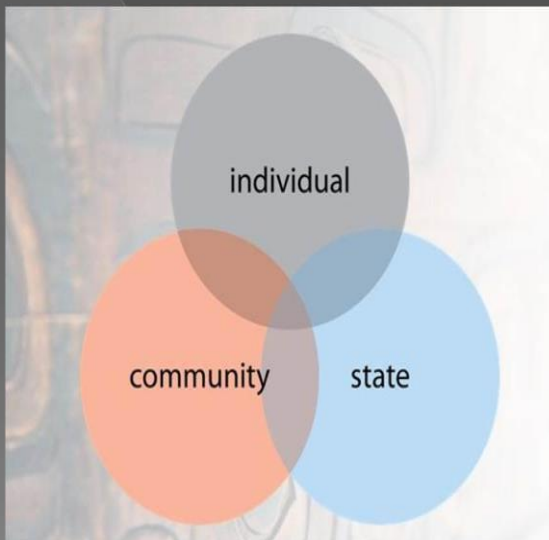
Lance Twitchel

According to Twitchell, there are three steps in preventing language loss:

- The first place to start is at the individual level. He says it's important to speak as much as you can on a daily basis.
- The next step is making a dramatic shift at the community level. One way to do this is by implementing language into place. community also means surrounding yourself with other Indonesian speakers and doing everything with them, "You guys shop together, you eat together, you do a lot more things together, and it's a challenge."
- The state also must be involved in the rebuilding of a language, Twitchell says. Part of this involves admission.

Module 9

PERGESERAN BAHASA

Pergeseran Bahasa

○ **Pergeseran bahasa** menunjukkan adanya suatu **bahasa** yang benar-benar ditinggalkan oleh komunitas penuturnya. Hal ini berarti bahwa ketika **pergeseran bahasa** terjadi, anggota suatu komunitas **bahasa** secara kolektif lebih memilih menggunakan **bahasa** baru daripada **bahasa** lama yang secara tradisional biasa dipakai.

○ Pergeseran bahasa akan terjadi hanya kalau, dan seberapa jauh, suatu guyup menghendaki untuk menghilangkan identitasnya sebagai kelompok sosiokultural yang dapat diidentifikasi sendiri demi identitas sebagai bagian dari guyup lain. Sangat sering kelompok lain itu adalah kelompok yang lebih besar yang mengontrol masyarakat tempat guyup pertama itu sebagai minoritas. Alasan perbedaan sosial yang menjadi hal utama untuk pilihan kode atau variasi dalam sebuah komunitas multilingual. Akan tetapi, apakah pilihan yang nyata bagi orang yang menggunakan bahasa lebih sedikit bahwasanya orang-orang tersebut mempunyai bahasa yang lebih seperti bahasa Inggris? (Holmes, 2000: 55).

Kondisi Masyarakat

Holmes menyatakan bahwa ada dua kondisi masyarakat dengan sebuah bahasa mengalami pergeseran:

(a) migrant minorities: pergeseran terjadi pada sebagian orang yang bermigrasi ke suatu tempat yang berbeda bahasanya

(b) nonmigrant communities: ergeseran terjadi pada orang-orang bukan komunitas imigran (penduduk asli). Jadi, perubahan politik, ekonomi, dan sosial yang terjadi secara langsung dalam komunitas dapat menyebabkan perubahan linguistik juga.

Pergeseran bahasa umumnya mengacu pada proses penggantian satu bahasa dengan bahasa lain dalam repertoir linguistik suatu masyarakat (Ibrahim, 2003). Pergeseran bahasa (*language shift*) menyangkut masalah pengggunaan bahasa oleh seorang penutur atau sekelompok penutur yang bisa terjadi sebagai akibat perpindahan dari suatu masyarakat tutur ke masyarakat tutur lain (Chaer dan Agustina,1995).

Contoh

Maniben is a young British Hindu woman who lives in Coventry. Her family moved to Britain from Uganda in 1970, when she was 5 years old. She started on the shop floor in a bicycle factory when she was 16. At home Maniben speaks Gujerati with her parents and grandparents. Although she had learned at school, she found she did not need much at work. Many of the girls working with her, also spoke Gujerati, so when it was not noisy they would talk to each other in their language home,

Maniben was good at her job and she got promoted to floor superviser. In that job she needed to use English more of the time, though she could still use some Gujerati with her old workmates. She went to evening classes and learned to type, Then, because she was interested, she went on to learn how to operate a word processor. Now she works in the main office and she uses English all the time at work. (Sumber: *Introduction to Sociolinguistik,* Janet Holmes; 1992: 55).

Faktor Pendorong Pergeseran Bahasa

Banyak faktor yang menyebabkan pergeseran dan kepunahan suatu bahasa. Berdasarkan hasil-hasil penelitian yang telah dilakukan di berbagai tempat di dunia, faktor-faktor tersebut:

➤ **Faktor Ekonomi, Sosial, dan Politik**

Masyarakat memandang adanya alasan penting untuk mempelajari bahasa kedua dan mereka tidak memandang perlu untuk mempertahankan bahasa etnisnya. Semua itu untuk tujuan meningkatkan ekonomi, status sosial, atau kepentingan politik. Salah satu faktor ekonomi itu adalah industrialisasi (yang kadang-kadang bergabung dengan faktor migrasi). Kemajuan ekonomi kadang-kadang mengangkat posisi sebuah bahasa menjadi bahasa yang mempunyai nilai ekonomi tinggi. Bahasa Inggris misalnya, menjadi minat banyak orang untuk menguasai dan kalau perlu meninggalkan bahsa pertama.

➤ **Faktor Demografi**

Letak daerah baru yang jauh dari daerah asal bisa menjadi salah satu penyebab terjadinya pergeseran bahasa. Hal ini disebabkan kelompok-kelompok pendatang akan mengadakan asimilasi dengan penduduk setempat agar mudah diterima menjadi bagian masyarakat setempat. Pergeseran bahasa biasanya terjadi di negara, daerah, atau wilayah yang bisa memberi harapan untuk kehidupan sosial ekonomi yang lebih baik sehingga mengundang penduduk daerah lain untuk mendatanginya. Adanya pergeseran bahasa tersebut dapat mengakibatkan punahnya suatu bahasa karena ditinggalkan oleh para penuturnya. Peristiwa ini terjadi bila pergeseran bahasa terjadi di daerah asal suatu bahasa digunakan.

➤ **Sekolah**

Sekolah sering juga dituding sebagai faktor penyebab bergesarnya bahasa ibu murid, karena sekolah biasanya mengajarkan bahasa asing kepada anak-anak. Anak-anak ini kemudian menjadi dwibahasawan. Padahal. Kedwibahasaan seperti kita ketahui, mengandung resiko bergesarnya salah satu bahasa. Sekolah pada zaman Belanda di Indonesia kadang-kadang tidak mengizinkan pemakaian bahasa daerah, bahasa pengantar harus dengan bahasa Belanda.

➤ **Migrasi**

Salah satu faktot itu adalah migrasi atau perpindahan penduduk, yang bisa berwujud dua kemungkinan. Pertama, kelompok-kelompok kecil bermigrasi ke daerah atau negara lain yang tentu saja menyebabkan bahasa mereka tidak berfungsi di daerah baru. Ini misalnya terjadi pada kelompok-kelompok migrasi berbagai etnik di Amerika Serikat. Kedua, gelombang besar penutur bahasa bermigrasi membanjiri sebuah wilayah kecil dengan sedikit penduduk, menyebabkan penduduk setempat terpecah dan bahasanya tergeser.Ini misalnya banyak terjadi di wilayah Inggris ketika industry mereka berkembang. Beberapa bahasa kecil tergeser oleh bahasa Inggris yang dibawa oleh para buruh industri ke tempat kecil itu.

Prasyarat

Prasyarat nyata bagi pergeseran bahasa adalah kedwibahasaan, tetapi banyak masyarakat dwibahasa, diglosianya benar-benar stabil. Barangkali tanda awal pergeseran adalah bergeraknya satu bahasa (bahasa baru, bahasa dominan) ke dalam ranah yang semula memakai bahasa lain. Tahap-tahap selanjutnya memiliki beberapa ciri. Bahasa yang sedang bergeser itu mungkin akan dianggap atau dipandang rendah (inferior) dibandingkan dengan bahasa baru, bahkan mungkin dipandang lebih rendah dari satu atau lebih ragam bahasa dari bahasa yang sama. Bisa jadi terdapat ketidakseimbangan dalam peminjaman bahasa: kata-kata dari bahasa baru bebas dipinjam oleh bahasa lama, tetapi arah yang sebaliknya sangan jarang. Jika agama merupakan suatu jalan untuk bergeser ke kelompok lain, pergeseran bahasa akan mendekati sempurna manakala kegiatan keagamaan diselenggarakan dalam bahasa baru. Akhirnya, suatu tanda yang tak mungkin salah lagi bagi tahap akhir pergeseran bahasa adalah kalau orang tua yang dwibahasawan mewariskan hanya bahasa baru kepada anak-anak mereka.

Proses Pergeseran Bahasa

- Pergeseran bahasa biasanya terjadi di negara, daerah, atau wilayah yang memberi harapan untuk kehidupan sosial ekonomi yang lebih baik, sehingga mengundang imigran/transmigran untuk mendatanginya. Fishman (1972) telah menunjukkan terjadinya pergeseran bahasa para imigran di Amerika. Keturunan ketiga atau keempat imigran tersebut sudah tidak lagi mengenal bahasa ibunya (B-ib), dan malah telah terjadi monolingual bahasa Inggris (B-In). Sebagai contoh, pada awal kedatangan, para imgiran itu masih bermonolingual dengan bahasa ibunya. Ini tentu terjadi ketika meraka baru saja datang dan beberapa tahun setelah itu.

Selanjutnya setelah beberapa lama, seperti digambarkan pada kotak kedua, mereka sudah menjadi bilingual bawahan (bahasa ibu dan bahasa Inggris) di mana bahasa ibu masih lebih dominan. Pada kurun waktu berikutnya, seperti digambarkan pada kotak ketiga, bilingualism mereka sudah menjadi setara. Artinya, penggunaan bahasa Inggris sudah sama baiknya dengan penguasaan bahasa ibu. Selanjutnya, seperti yang digambarkan pada kotak keempat, mereka menjadi bawahan kembali, tetapi dengan penguasaan bahasa yang berbeda. Kini, penguasaan bahasa Inggris jauh lebih baik daripada penguasaan terhadap bahasa ibu. Akhirnya, seperti yang digambarkan pada kotak lima, mereka menjadi monolingual bahasa Inggris. Bahasa ibu atau bahasa leluhur telah mereka lupakan.

Perubahan Bahasa

Perubahan bahasa lazim diartikan sebagai adanya perubahan kaidah, entah kaidahnya direvisi, kaidahnya menghilang, atau munculnya kaidah baru, dan semuanya itu dapat terjadi pada semua tataran linguistik: fonologi, morfologi, sintaksis, semantik maupun leksikon. Terjadinya perubahan itu tentunya tidak dapat diamati, sebab perubahan itu yang sudah menjadi sifat hakiki bahasa, berlangsung dalam masa waktu yang relatif lama, sehingga tidak mungkin diobservasi oleh seseorang yang mempunyai waktu yang relatif terbatas.

Bentuk Perubahan Bahasa

- Perubahan Bahasa dalam Bidang Fonologi

Perubahan fonologis dalam bahasa Inggris ada yang berupa penambahan fonem. Bahasa Inggris kuno dan pertengahan tidak mengenal fonem /z/. Lalu ketika terserap kata-kata seperti azure, measure, rouge dari bahasa Perancis, maka fonem /z/ tersebut ditambahkan dalam khazanah fonem bahasa Inggris. Perubahan bunyi dalam sistem fonologi bahasa Indonesia pun dapat kita lihat. Sebelum berlakunya EYD, fonem /f/,/x/, dan /S/ belum dimasukkan dalam khazanah fonem bahasa Indonesia, tetapi kini ketiga fonem itu telah menjadi bagian dalam khazanah bahasa Indonesia.

○ **Perubahan Bahasa dalam Bidang Morfologi**

Perubahan bahasa dapat juga terjadi dalam bidang morfologi, yakni dalam proses pembentukan kata. Umpamanya, dalam bahasa Indonesia ada proses penasalan dalam proses pembentukan kata dengan prefiks *me-* dan *pe-*. Kaidahnya adalah:

(1) apabila prefiks *me-* dan *pe-* diimbuhkan pada kata yang dimulai dengan konsonan /l/,/r/,/w/, dan /y/ tidak ada terjadi penasalan; Contoh: merakit, melarang

(2) kalau prefiks *me-* dan *pe-*diimbuhkan pada kata yang dimulai dengan konsonan /b/ dan /p/ diberi nasal /m/; Contoh: membaca, mempunyai

(3) bila prefiks *me-* dan *pe-* diimbuhkan pada kata yang dimulai dengan konsonan /d/ dan /t/ diberi nasal /n/ Contoh: mendapat,;

(4) kalau prefiks *me-* dan *pe-* diimbuhkan pada kata yang dimulai dengan konsonan /s/ diberi nasal /ny/; Contoh: menyita dan

(5) bila prefiks *me-* dan *pe-* diimbuhkan pada kata yang dimulai dengan konsonan /g/,/k/,/h/ dan semua vokal diberi nasal /ng/. Contoh: menggagas, pengkajian.

○ **Perubahan Bahasa dalam Bidang Sintaksis**

Perubahan kaidah sintaksis dalam bahasa Indonesia juga dapat kita saksikan. Umpamanya, menurut kaidah sintaksis yang berlaku sebuah kalimat aktif transitif harus selalu mempunyai objek; atau dengan rumusan lain, setiap kata kerja aktif transitif harus selalu diikuti oleh objek. Tetapi dewasa ini kalimat aktif transitif banyak yang tidak dilengkapi objek (Chaer, 2004: 138). Contoh:

○ *Kakek sudah makan, tetapi belum minum.*

○ *Dosen itu sedang mengajar di kelas.*

Perubahan Bahasa dalam Bidang Kosakata

Perubahan bahasa yang paling mudah terlihat adalah pada bidang kosakata. Perubahan kosakata dapat berarti bertambahnya kosakata baru, hilangnya kosakata lama, dan berubahnya makna kata. Kata-kata yang diterima dari bahasa lain disebut kata pinjaman atau kata serapan. Proses penyerapan atau peminjaman ini ada yang dilakukan secara langsung dari bahasa sumbernya, tetapi ada juga yang melalui bahasa lain. Penambahan kata-kata baru selain dengan cara menyerap dari bahasa lain, dapat juga dilakukan dengan proses penciptaan. Misalnya, kata *kleenex* dalam bahasa Inggris dibentuk dari kata clean. Pemendekan dari kata atau frase yang panjang dapat juga membentuk kosakata yang baru, seperti *nark* untuk *narcotics agent*, *tec* atau *dick* untuk *detective*, *prof* untuk *profesor*, dan *teach* untuk *teacher*.

Perubahan Bahasa dalam Bidang Semantik

Perubahan makna yang sifatnya meluas (broadening), maksudnya, dulu kata tersebut hanya memiliki satu makna, tetapi kini memiliki lebih dari satu makna. Dalam bahasa Inggris kata *holiday* asalnya hanya bermakna *hari suci* (yang berkenaan dengan agama), tetapi kini bertambah dengan makna *hari libur*, dan kata *picture* pada mulanya hanya bermakna *gambar*, tetapi kini juga bermakna *potret* dan *bioskop*. Dalam bahasa Indonesia kata *papan* pada mulanya hanya bermakna *lembaran kayu tipis*, tetapi sekarang bermakna juga *perumahan* (seperti dalam rangkaian kata sandang, pangan, dan papan dengan arti *pakaian*, *makanan*, dan *perumahan*. Contoh lain, kata *saudara* pada awalnya hanya bermakna *orang yang lahir dari ibu yang sama*, tetapi kini berarti *kamu*, seperti dalam kalimat *surat saudara sudah saya baca*. Begitu juga kata *kepala* pada mulanya hanya bermakna *bagian tubuh sebelah atas*, tetapi kini juga berarti *pemimpin, ketua*.

Mekanisme Perubahan

○ Menurut Labov (1972) ada beberapa mekanisme dasar dalam perubahan bahasa. Mekanisme yang memiliki tiga belas tahapan, dan Labov menyebut delapan tahapan pertama sebagai *perubahan dari bawah*, sementara lima sisanya dia sebut sebagai perubahan dari atas. Berikut ketiga belas tahapan tersebut:

a. Bunyi berubah biasanya bermula ketika penggunaan bahasa anggota kelompok dari komunitas penutur bahasa tertentu terbatasi, yaitu masa dimana ketika identitas komunitas yang terpisah menjadi lemah. Bentuk linguistik yang berganti biasanya berupa penanda status wilayah dengan distribusi penggunaan bahasa yang tidak merata dalam masyarakat. Pada tahap ini, variabel linguistik yang berubah belum ditentukan.

b. Perubahan baru terjadi ketika ada generalisasi bentuk (pola) linguistik oleh anggota kelompok penutur bahasa; tahapan ini biasanya disebut dengan perubahan dari bawah, yaitu perubahan yang terjadi dari kesadaran sosial. Variabel linguistik menunjukkan belum ada pola variasi gaya bahasa dalam penggunaan bahasa oleh penuturnya, namun mempengaruhi semua kelas kata yang telah ada sebelumnya. Variabel linguistik pada tahap ini ini merupakan sebuah indikator yang ditetapkan sebagai fungsi keanggotaan pada komunitas sosial.

c. Berhasil meningkatkan jumlah penutur bahasa pada kelompok sosial yang sama serta berhasil merespon tekanan sosial masyarakat yang sama, membawa variabel linguistik menuju proses perubahan bahasa, menjadi berbeda dari bahasa induknya. Perubahan ini disebut perubahan hiperkorektif dari bawah.

d. Ketika sistem nilai masyarakat penutur asli bahasa diadopsi oleh kelompok masyarakat lain, perubahan bunyi-bunyi bahasa yang berkaitan nilai-nilai kemasyarakatan tersebut agar menyebar kepada kelompok masyarakat yang mengadopsinya.

e. Batas dari penyebaran perubahan bahasa merupakan batas dari komunitas bahasa.

f. Ketika perubahan bunyi bahasa dengan segala nilai-nilai sosial yang melekat didalamnya mencapai batas penyebarannya, maka variabel linguistik menjadi salah satu norma yang menjadi bagian dari masyarakat, dan akan dijaga oleh masyarakat. Variabel linguistik ini sekarang menjadi penanda dan akan mulai menunjukkan variasi/gayanya sendiri.

g. Perubahan variabel linguistik didalam sistem linguistik selalu menyesuaikan distribusi unsur-unsur linguistik yang lain dalam tataran fonologi.

h. Penyesuaian struktur menyebabkan perubahan bunyi kebahasaan yang masih berhubungan dengan bahasa asalnya. Tetapi kelompok penutur bahasa yang baru akan memperlakukan bunyi bahasa yang diterimanya sebagai bunyi baru dalam komunitas penutur bahasa tersebut.

i. Apabila kelompok penutur bahasa yang menerima bahasa baru bukan dari kelas yang lebih tinggi, maka kelompok masyarakat yang berasal dari kelas yang lebih tinggi akan 'mempengaruhi' bentuk linguistik.

j. Perubahan diatas merupakan perubahan dari atas, suatu koreksi bagi bentuk kebahasaan yang berubah karena mendapat pengaruh dari bahasa kelompok masyarakat yang lebih tinggi, yaitu model bahasa yang prestis.

k. Apabila model bahasa prestis tidak mendukung bentuk kebahasaan yang digunakan oleh kelompok masyarakat dalam beberapa bentuk kelas kata, maka kelompok lain akan melakukan hiperkoreksi, memasukkan unsur kebahasaan yang seharusnya dilakukan oleh bahasa prestis.. Ini disebut dengan hiperkoreksi dari atas.

l. Dalam perubahan yang kuat, satu bentuk kebahasaan akan muncul, dan mungkin juga menghilang. Hal ini disebut dengan streotipe / model bahasa.

m. Apabila perubahan bahasa terjadi pada kelas sosial yang lebih tinggi, bentuk bahasa akan menjadi model bahasa prestis. Bahasa yang kemudian akan diadopsi oleh penutur bahasa yang lain sesuai dengan proporsi kontak bahasa penutur bahasa terebut dengan bahasa prestis.

POLITENESS

POLITENESS

- In **sociolinguistics** and conversation analysis (CA), **politeness** strategies are speech acts that express concern for others and minimize threats to self-esteem ("face") in particular social contexts.

What Is Politeness?

- "What exactly is politeness? In one sense, all politeness can be viewed as deviation from maximally efficient communication; as violations (in some sense) of Grice's (1975) conversational maxims (see cooperative principle). To perform an act other than in the most clear and efficient manner possible is to implicate some degree of politeness on the part of the speaker. To request another to open a window by saying "It's warm in here" is to perform the request politely because one did not use the most efficient means possible for performing this act (i.e., "Open the window").

  "Politeness allows people to perform many inter-personally sensitive actions in a nonthreatening or less threatening manner.

Positive and Negative Politeness

- **Positive Politeness Strategies**

Positive politeness strategies are intended to avoid giving offense by highlighting friendliness. These strategies include juxtaposing criticism with compliments, establishing common ground, and using jokes, nicknames, honorifics, tag questions, special discourse markers (*please*), and in-group jargon and slang.

For instance, a popular (if sometimes controversial) feedback strategy is the feedback sandwich: a positive comment before and after a criticism. The reason this strategy is often criticized in management circles is because it is, in fact, more of a politeness strategy than a useful feedback strategy.

- **Negative Politeness Strategies**

Negative political strategies are intended to avoid giving offense by showing deference. These strategies include questioning, hedging, and presenting disagreements as opinions.

A high-stakes historical example of negative politeness strategies occurred in 1546, when Catherine Parr, the sixth and final wife of Henry VIII, was nearly arrested for her outspoken religious views. She managed to deflect the king's anger through deference and presenting her disagreements as mere opinions that she had offered up so that he could be distracted from his painful health problems.

The Face Saving Theory of Politeness

Brown and Levinson's theory of linguistic politeness is sometimes referred to as the "'face-saving' theory of politeness."

The theory has several segments and corollaries, but it all revolves around the concept of "face," or social value, both to one's self and to others. Social interactions require all participants to cooperate in order to maintain everyone's face - that is, to maintain everyone's simultaneous wants of being liked and being autonomous (and being seen as such). Thus, politeness strategies develop to negotiate these interactions and achieve the most favorable outcomes.

Examples and Observations

- "'Shut up!' is rude, even ruder than 'Keep quiet!' In the polite version, '*Do you think you would mind* keep*ing* quiet: *this is, after all, a library, and other people are trying to concentrate,*' everything in italics is extra. It is there to soften the demand, giving an impersonal reason for the request, and avoiding the brutally direct by the taking of trouble.

Variables in Degrees of Politeness

- "Brown and Levinson list three 'sociological variables' that speakers employ in choosing the degree of politeness to use and in calculating the amount of threat to their own face:

- **(i) the social distance of the speaker and hearer (D) or Distance;**
  (ii) the relative 'power' of the speaker over the hearer (P) or Power;
  (iii) the absolute ranking of impositions in the particular culture (R) or Rank.

The greater the social distance between the interlocutors (e.g., if they know each other very little), the more politeness is generally expected. The greater the (perceived) relative power of hearer over speaker, the more politeness is recommended. The heavier the imposition made on the hearer (the more of their time required, or the greater the favor requested), the more politeness will generally have to be used."
(Alan Partington, *The Linguistics of Laughter: A Corpus-Assisted Study of Laughter-Talk.* Routledge, 2006)

Utterances

utterances

- In spoken language analysis, an **utterance** is the smallest unit of speech. It is a continuous piece of speech beginning and ending with a clear pause. In the case of oral languages, it is generally, but not always, bounded by silence. **Utterances** do not exist in written language, however- only their representations do.

- In oral/spoken language, utterances have several characteristics such as paralinguistic features, which are aspects of speech such as facial expression, gesture, and posture. Prosodic features include stress, intonation, and tone of voice, as well as ellipsis, which are words that the listener inserts in spoken language to fill gaps. Moreover, other aspects of utterances found in spoken languages are non-fluency features including: voiced/un-voiced pauses (i.e. "umm"), tag questions, and false starts, or when someone begins uttering again to correct themselves. Other features include fillers (i.e. "and stuff"), accent/dialect, deictic expressions (utterances such as "over there!" that need further explanation to be understood), simple conjunctions ("and," "but," etc.), and colloquial lexis (everyday informal words)

Characteristics/features

- An utterance found in spoken or written language, as in a script, has several characteristics. These include paralinguistic features which are forms of communication that do not involve words but are added around an utterance to give meaning.

- Examples of paralinguistic features include facial expressions, laughter, eye contact, and gestures.

- Prosodic features refer to the sound of someone's voice as they speak: pitch, intonation and stress.

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- Ellipsis can be used in either written or spoken language; for instance, when an utterance is conveyed and the speaker omits words because they are already understood in the situation. For example:

    A: Juice?

    B: Please.

    A: Room temperature?

    B: Cold

Non Fluency Features

□ Non-fluency features also occur when producing utterances. As people think about what to say during conversations, there are errors and corrections in speech. For example, voiced/un-voiced pauses which are "umm," "erm," etc. in voiced pauses and in transcripts un-voiced pauses are denoted as (.) or (1) relating to the amount of time of the pause. Tag questions are also a part of non-fluency features; these are used by the speaker to check if the listener understands what the speaker is saying. An example is "Do you know what I mean?" False alerts occur when the speaker is voicing an utterance but stops and starts again, usually to correct themselves.

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□ Fillers usually give the speaker time to think and gather their thoughts in order to continue their utterance; these include lexis such as, "like," "and stuff,"

□ Accent/dialect is also a characteristic included in utterances which is the way the words are voiced, the pronunciation and the different types of lexis used in different parts of the world.

□ Deictic expressions are utterances that need more explanation in order to be understood, like: "Wow! Look over there!" Simple conjunctions in speech are words that connect other words like "and," "but," etc. Colloquial lexis is a type of speech that is casual in which the utterance is usually more relaxed

Child-directed speech

□ The development of utterances in children is facilitated by parents, adults, or any other guardian the child has growing up. Studies have indicated that this development is affected by the parent, adult, or guardian's socioeconomic status (SES). It has been shown that children whose parents received more education and have higher SES have larger vocabularies and learn new words more quickly during early childhood while children with less educated parents and lower SES have a smaller vocabulary and a slower growth in their vocabulary skills (Arriaga, Fenson, Cronan & Pethick, 1998; Hart & Risley, 1995; Hoff, Laursen & Tardif, 2002; Hoff-Ginsberg, 1991; Lawrence & Shipley, 1996; Ninio, 1980).

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□ This correlation is due to the fact that more educated parents use more lexises when speaking to their children as opposed to parents who are less educated (Hart & Risley, 1995; Hoff, 2003 a; Huttenlocher, Vasilyeva, Waterfall, Vevea & Hedges, in press).

□ In child-directed speech, utterances have several additional features. For example, the phonology in child-directed speech is different: Utterances are spoken more slowly, with longer pauses in between utterances, higher pitches, etc. The lexis and semantics differ, and a speaker uses words suited for children, "doggie" instead of "dog," for example. The grammar is simpler, repetitive, with less use of verbs and adjectives. There is a greater use of one word utterances and the pragmatics uses supportive language like expansions and re-casting