

## Introduction

- differential response to educational opportunity made by children from different social classes
- questions about transmission of behavioural implications of physical and social envt to child
- two elements of language: formal elements (structure), words (vocabulary)
- finite set of options at both levels
- “what can be done”
- speech is constrained by circumstances, social relation
- “what is done”
- indicates choice of options
- social structure between language and speech
- regulates options selected by speakers
- establishes “coding principles”, principles of choice
- summary
  - different social structures generate diff speech systems or linguistic codes
  - entail principles of choice which regulate choices
  - elicit, strengthen, and stabilise planning procedures

## Elaborated and Restricted Linguistic Codes

- questions
  - what kind of social relations → what kind of speech systems?
  - principles controlling speech systems?
  - relationships these principles give access to, stabilise?
- two general systems
  - defined i.t.o of options of structure
  - not vocab
- elaborated code: wide range of syntactic alternatives; choice difficult to predict
- restricted code: range is considerably reduced, vocab less (but not conclusive)
- elaborated code → facilitate expression of purposes, intent, unique experience verbally explicitly

- restricted code → not facilitate verbal expansion
- elaborate takes higher level of verbal planning than restricted
- different dimensions of significance
- events in envt which take on significance when the code is used are different for both
  - social, intellectual, emotional
- codes are generated by particular forms of social relationships
- first some variants of a RC
  - exemplify social characteristics
  - pure form
  - verbal component highly predictable (given social context, code)

### **Restricted Code (Lexicon Prediction)**

- verbal/extraverbal components
  - v: words
  - ev: intonation, gesture, expression
- first variant: maximal redundancy from both persps
- rigid and extensive prescriptions
- social relations ∈ religious, legal and military social structures
- few options
- individual → cultural agent (interpret: part of institution, a gear in a machine)
- messages which depart from max. red. are violations/profane
- second variant: less redundancy in ev, approaching max in v
- mother telling stories to child
- only ev channels can be varied
- saliency of ascribed status aspects of social relation generates characteristics of order of communication
- code defines channels
- ev channels are “objects of special perceptual activity”
- third variant: just like second
- ev channels are “objects of special perceptual activity” again
- boy asks girl to dance in club

- low predictability about intent → exchange of social routines approaching max red
- what is said is impersonal
- development of relation depends on ev messages
- greater use of potential options in ev channels
- all three have characteristics
  - status aspect of social relation is salient
  - new info made avail through ev channels
  - discrete intent transmitted through variations in ev signals
  - reinforces form of social relation by restricting verbal signalling

### **Restricted Code (High Structural Prediction)**

- most general (emp)
- only syntactic alternatives are predictable
- many more options for v, ev than in RC(LP)
- function of form of social relation
- assumptions common to speakers, shared interests, identifications, expectations : local cultural identity
- reduces need to make intent explicit
- closed communities: prisons, combat units, criminal subcultures, peer groups, married couples
- characteristics (suppose observing a close relationship)
  - difficult to follow speech
  - impersonal sequences
    - \* fewer qualifiers
    - \* active voice
    - \* more “you”, “they”; less “I”
  - vitality of speech?
    - \* how, not what
  - disjunctive sequences
    - \* logical gaps
  - concrete, narrative and descriptive
    - \* abstract would use “you see”, “you know” etc
- unique meaning tends to be implicit
- a considerable section of society has access only to this code by implications of class background
- same dimension as RC(LP) but at opposite end

- ev signals are important bearers of meaning and OoSPA
- status aspect of social relation is salient with a consequent reduction in role discretion
- facility for transmission of global, concrete, descriptive, narrative stmts
- discrete intent unlikely to be raised to the level of elaboration

### **Elaborate Codes (Low Structural Prediction)**

- RC: status-oriented psech systems reinforce form of social relation by limiting the verbal signalling of personal difference
- EC: extensive range of syntactic alternatives allows speaker to make discrete intent explicit discrete intent may not be taken for granted
- condition of listener taken into account
- person-oriented: focus on other person as a diff experience
- RC: verbal transmission = status/membership of alter, shared assumptions
- EC: listener dependent on verbal elaboration of meaning v becomes OoSPA
- differences in role relations presupposed by codes
  - range of discretion in role of EC
  - social history must have practice, training
  - less support from shared expectations
  - social isolation; speaker differentiated from group
- codes are translations of different forms of social relations
- speakers limited to either code might not be able to switch
- EC generated originally by the form of the social relation becomes a facility for indiv. verbal responses
- planning procedures used in preparation and reception of speech are creating code
- higher level of structural organisation and vocabulary selection
- learning is different for both codes
- EC perceives language as a set of theoretical possibilities
  - concept of self is verbally differentiated
  - OoSPA
- RC: concept of self refracted through the implications of status arrangements

- “problem of self is not relevant”
- purpose of EC is preparation and delivery of relatively explicit meaning
- relatively frequent pauses, hesitations
- monitoring/self-editing system
- difference in time dimension has psychological consequences
- child learning EC orients towards verbal channel
  - learns to scan particular syntax, receive and transmit particular pattern of meaning
  - manage role requirements, becomes aware of order of relationships (intellectual, social, emotional)
  - EC induces developmentally in speakers an expectation of separateness and difference from others
- two modes
  - one facilitates relations between persons
  - other between objects
- child limited to restricted code develops through regulation in code (?)
  - speech is not OoSPA
  - no theoretical attitude towards structural possibilities of sentence organisation
  - facility for transmitting and receiving concrete, global, descriptive, narrative stnts
  - low level of conceptualisation
  - reduced self-editing function, ev channels for discrete intent
  - v channel promotes social symbols transmission
- orientation towards codes independent of psychology
- governed by form of social relation/quality of social structure
- relations between social class and two coding systems
- normative systems of middle-class etc → elaborated code working class → restricted code
- crude index
- consider family role system, mode of social control, and the resultant verbal feedback (??)
- middle-class child: both codes
- (esp. lower) working class: restricted
- school: EC critical
- confirmed with small samples

- verbal IQ scores less for restricted code

## Conclusion

- attempt to show how two general coding systems and their variants are elicited by the structure of social relations
- dimensions of relevance created by different coding systems
- examine broad social class affiliations of codes
- socialising and formal educational consequences
- more generally, should be found in any social structure where originating conditions exist
- range of languages