**Assignment#1**

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*Sociolinguistics*

The study of how languages are used for social purposes i.e., the study of social functions of language often aiming at processing NL or at testing linguistic hypothesis. A primary aim of sociolinguistics is to consider language variation and change in relation to social factors and effects. language variation and change has emerged as a major area of sociolinguistic study, particularly due to the pioneering research of William Labov. According to Labov “the study of apparent time and real time; principles governing chain shifts; mergers, splits, and near-mergers; the regularity of sound change; functional effects on linguistic change”. The sociolinguistics subfield known as dialectology primarily investigates the intersection of linguistic and geographic variation—that is, how elements of language vary by place, over time, and by social group, with specific attention given to boundaries, transitions, and processes of diffusion. In addition, the area of data-driven dialectology, or dialectometry, seeks to aggregate linguistic features drawn from large data collections to better characterize and describe languages and language varieties in relation to geographic variation. One example of data-driven dialectology is The Atlas of North American English, which provides an overview of the dialects of the United States and Canada, based on telephone surveys, including detailed maps and charts, sound samples, and teaching materials. In the film The language you cry in: Story of a Mende song, Toepke and Serrano (1998) document the migration of the lyrics and music from Sierra Leone to the Sea Islands of South Carolina in the United States. The film reveals connections among West African languages, the Gullah language, and African American English. Quantitative analyses of the use of negation, copula, and relative markers provide evidence for regional and gender variation. Sociolinguists are increasingly interested in relationship between language and cognition. Language ideologies contribute to the (re)production of stereotypes and discriminatory discourses that sustain power dynamics. Van Dijk (1998) provides a conceptual model and research-based evidence for understanding the relationship between ideology and discourse. Linguistic representations in the news media are also intertwined with social hierarchies and power dynamics. Hakam (2009) conducts a critical discourse analysis of the "Prophet Muhammad cartoons controversy". Research in psycholinguistics, social psychology, and sociolinguistics has investigated the relationship between speech production and perception. Evidence suggests that varying factors, including listeners' linguistic expectations and linguistic biases, affect their speech perceptions. Social ideologies are revealed in the ways that listeners rate the speakers on various social characteristics. Lev-Ari and Keysar (2010) find that native English-speaking listeners often face "processing difficulty" when they encounter the speech of nonnative English speakers. Scholarship explores how languages and dialects originate and change in relation to internal (linguistic) as well as external (social) dynamics. Research in the field of language contact looks at relationships between and across speakers of different languages and language varieties. Research in this area investigates how languages come into contact in stable and unstable situations. Recent increased contact with European languages and cultures has affected these dynamics. Aikhenvald (2003) gives a case study of the North Arawak and Tucanoan languages in northwestern Amazonia. Mufwene (2001) provides a model for language evolution that parallels models from evolutionary biology. Kouwenberg and Singler (2008) contains 26 chapters on the study of pidgins and creoles. Mühleisen (2005) is a special journal issue with six articles that explore various social and linguistic aspects of the use of creole languages. Questions of language contact are also pertinent to the study of bilingualism. Fishman (1965) investigates within-group multilingualism. Jourdan (2008) explores the influence of factors such as urbanization on language contact and shift. Siegel (2010) reviews the less commonly studied topic of second dialect acquisition. It describes the social and linguistic processes involved when acquiring a new dialect. Research has found that it is possible for individual speakers to adapt or change features of their dialect. Heller (2003) examines language and identity practices and tourism in Francophone Canada. Heller raises questions of globalization, commodification, and authenticity. The collection McKee & Davis (2010) explores ramifications of globalization and technology on variation and change in sign languages. Relationship between social and stylistic factors and language variation has been a long-standing focus of sociolinguistic research. Many such studies also overlap in their topics, modes of analysis and interpretation, and findings. pplied sociolinguistics is a broad concept that has typically been used to describe ways in which sociolinguists have interacted with various publics on issues of language-related concern. Some of these areas include education, the law, health, and the media, where language is often a key mechanism that works, in interaction with other social factors, to help or hinder culturally and linguistically diverse speakers’ access to the rights and privileges afforded by these social institutions. The engagement that many sociolinguists have fostered has led to some theorizing about models and best practices, particularly with respect to ethical considerations, for future scholars to follow when seeking to interact with those outside of academia. Sociolinguists are increasingly concerned with how models for engagement should guide research. Bolinger (1979) enjoined scholars not to "stay aloof" from concentrations of power and inequality. Cameron et al. (1992) outline approaches to conceptualizing relationships between researchers and the researched. Charity Hudley (2008) looks at community-based research oriented toward social justice and social change. In rural and/or developing areas of the world, education remains limited for many women and girls. Rates of female illiteracy are nearly double those of men in African and Latin American countries. Minority women often face discrimination in educational and job opportunities. dominant cultural values and language ideologies routinely subordinate speakers of minority languages. Charity Hudley & Mallinson (2011) delve into language-related educational challenges faced by historically underserved U.S. student populations. Paris ( 2011) blends critical ethnography with sociolinguistics to analyze how African-American language, Spanish, and Samoan are used by students. Brice-Heath (2012) examines how interactions, residential locations, and educational and occupational choices are intertwined with their language use. Farr, Seloni, & Song (2009) outline the scope of linguistic diversity and education in the United States. In a non-U.S. context, Early (1999) provides a case study of language policy and educational implications in the Republic of Vanuatu. The author critically examines indigenous and minority education initiatives, national and global policies, and struggles for linguistic human rights.