

牛津
语言学入门丛书

丛书主编 H.G.Widdowson

Sociolinguistics

社会语言学

Bernard Spolsky

上海外语教育出版社

Wj
外教社

牛津语言学入门丛书

丛书主编 H.G.Widdowson

Sociolinguistics

社会语言学

Bernard Spolsky 著

江苏工业学院图书馆
藏书章

上海外语教育出版社

Wj®
外教社

Oxford Introductions to Language Study

Series Editor H.G. Widdowson

Sociolinguistics

Bernard Spolsky

OXFORD UNIVERSITY PRESS
1998

图书在版编目(CIP)数据

社会语言学=Sociolinguistics: 英文/(英)斯伯尔斯基
(Splosky, B.) 著. —上海: 上海外语教育出版社, 2000
(牛津语言学入门丛书)
ISBN 7-81046-793-X

I. 社… II. 斯… III. 社会语言学-英文 IV. H0

中国版本图书馆CIP数据核字(2000)第14565号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机), 35051012 (发行部)

电子邮箱: ljjyb@sflep.com.cn

网 址: <http://www.sflep.com> <http://www.sflep.com.cn>

责任编辑: 孙 玉

印 刷: 上海古籍印刷厂
经 销: 新华书店上海发行所
开 本: 850×1092 1/32 印张 4.625 字数 140 千字
版 次: 2000年3月第1版 2003年11月第4次印刷
印 数: 3 100 册

书 号: ISBN 7-81046-793-X/H · 668
定 价: 8.40 元
图 字: 09-2000-074号

本版图书如有印装质量问题,可向本社调换

Oxford University Press
Great Clarendon Street, Oxford OX2 6DP

Oxford New York
Athens Auckland Bangkok Bogota Bombay
Buenos Aires Calcutta Cape Town Dar es Salaam
Delhi Florence Hong Kong Istanbul Karachi
Kuala Lumpur Madras Madrid Melbourne
Mexico City Nairobi Paris Singapore
Taipei Tokyo Toronto Warsaw

and associated companies in
Berlin Ibadan

OXFORD and OXFORD ENGLISH
are trade marks of Oxford University Press

ISBN 0 19 437211 1

© Oxford University Press 1998

First published 1998

No unauthorized photocopying

All rights reserved. No part of this publication
may be reproduced, stored in a retrieval system, or
transmitted, in any form or by any means, electronic,
mechanical, photocopying, recording or otherwise,
without the prior written permission of Oxford
University Press.

This book is sold subject to the condition that
it shall not, by way of trade or otherwise, be lent,
resold, hired out, or otherwise circulated without
the publisher's prior consent in any form of binding
or cover other than that in which it is published and
without a similar condition including this condition
being imposed on the subsequent purchaser.

Typeset by Wyvern 21 Ltd, Bristol

Printed and bound in Spain

This edition of *Sociolinguistics*, originally published in 1998,
is published by arrangement with Oxford University Press.

本书由牛津大学出版社授权上海外语教育出版社出版。

出版前言

在语言研究方面不乏详尽权威的导论。但这些学术专论都趋于冗长且学术性太强,对初学者来说大有泰山压顶之势。于是,“牛津语言学入门丛书”,这套让人们循序渐进、轻松地掌握复杂概念的过渡性简明教程,就应运而生了。

人们在对语言的特定细节进行剖析之前,应该对语言整体有个大致的了解。作为供语言学研究方向的学生进行深入研究之前的热身阅读,这套丛书的主旨是为人们理解那些学术性强的语言学专著奠定理论基础。因为这套丛书浅显易懂,对那些感兴趣却并非专门从事语言研究的人进一步了解语言也大有裨益。

本套丛书采用了统一的结构模式,在“前言”之后,由“概述”、“阅读材料”、“参考书目”和“术语表”四个部分构成。第一部分概述是全书的主体,也是有关该领域研究的导论。第二部分提供与书中各章节内容相应的深入阅读的材料,其后所附的问题极具启发性,有助于读者形成对有关领域研究的独立见解。第三部分提供相应章节的参考书目,并对它们的主要内容作了点评,以便有兴趣的学习者深入学习。第四部分列出术语表,帮助初学者了解有关术语的定义。

《社会语言学》为本丛书之一,出版于1998年,是一部介绍社会语言学基本知识的导论性著作。作者B·斯伯尔斯基(Bernard Spolsky)是以色列巴依兰大学的著名的语言测试和社会语言学专家。

本书的主体(概述部分)分为七章。第一章论述社会语言学的研究范畴和研究方法;第二章介绍言语人种学和会话

结构;第三章探讨言语的地域差异;第四章论述因使用者风格、性别与社会地位的不同而导致语言使用过程中所表现出的不同特征和功能;第五章研究语言社会化、双语者的语言能力和双语现象,探讨了语码转换和语码混用现象;第六章探讨多语社会的民族情感、政治、历史等各有关因素和多语混用、洋泾浜英语和双语能力等表现形式;第七章简述了应用社会语言学的研究现状,并以英语在全世界扩散中所表现的语言帝国主义和霸权主义为例,表明了社会语言学研究任重道远的观点。作者最后的结论是:语言与社会的复杂关系是最根本的人类现象之一,需要不断深入的探索和剖解。

本套丛书的读者对象是英语专业高年级学生,语言学、应用语言学与相关专业研究生以及对相应领域感兴趣的人员。欢迎读者对我们的工作提出宝贵意见。

本社编辑部

2000年1月

Preface

Purpose

What justification might there be for a series of introductions to language study? After all, linguistics is already well served with introductory texts: expositions and explanations which are comprehensive, authoritative, and excellent in their way. Generally speaking, however, their way is the essentially academic one of providing a detailed initiation into the discipline of linguistics, and they tend to be lengthy and technical: appropriately so, given their purpose. But they can be quite daunting to the novice. There is also a need for a more general and gradual introduction to language: transitional texts which will ease people into an understanding of complex ideas. This series of introductions is designed to serve this need.

Their purpose, therefore, is not to supplant but to support the more academically oriented introductions to linguistics: to prepare the conceptual ground. They are based on the belief that it is an advantage to have a broad map of the terrain sketched out before one considers its more specific features on a smaller scale, a general context in reference to which the detail makes sense. It is sometimes the case that students are introduced to detail without it being made clear what it is a detail *of*. Clearly, a general understanding of ideas is not sufficient: there needs to be closer scrutiny. But equally, close scrutiny can be myopic and meaningless unless it is related to the larger view. Indeed it can be said that the precondition of more particular enquiry is an awareness of what, in general, the particulars are about. This series is designed to provide this large-scale view of different areas of language study. As such it can serve as preliminary to (and precondition for) the more

specific and specialized enquiry which students of linguistics are required to undertake.

But the series is not only intended to be helpful to such students. There are many people who take an interest in language without being academically engaged in linguistics *per se*. Such people may recognize the importance of understanding language for their own lines of enquiry, or for their own practical purposes, or quite simply for making them aware of something which figures so centrally in their everyday lives. If linguistics has revealing and relevant things to say about language, this should presumably not be a privileged revelation, but one accessible to people other than linguists. These books have been so designed as to accommodate these broader interests too: they are meant to be introductions to language more generally as well as to linguistics as a discipline.

Design

The books in the series are all cut to the same basic pattern. There are four parts: Survey, Readings, References, and Glossary.

Survey

This is a summary overview of the main features of the area of language study concerned: its scope and principles of enquiry, its basic concerns and key concepts. These are expressed and explained in ways which are intended to make them as accessible as possible to people who have no prior knowledge or expertise in the subject. The Survey is written to be readable and is uncluttered by the customary scholarly references. In this sense, it is simple. But it is not simplistic. Lack of specialist expertise does not imply an inability to understand or evaluate ideas. Ignorance means lack of knowledge, not lack of intelligence. The Survey, therefore, is meant to be challenging. It draws a map of the subject area in such a way as to stimulate thought and to invite a critical participation in the exploration of ideas. This kind of conceptual cartography has its dangers of course: the selection of what is significant, and the manner of its representation, will not be to the liking of everybody, particularly not, perhaps, to some of those inside the discipline. But these surveys are written in the

belief that there must be an alternative to a technical account on the one hand and an idiot's guide on the other if linguistics is to be made relevant to people in the wider world.

Readings

Some people will be content to read, and perhaps re-read, the summary Survey. Others will want to pursue the subject and so will use the Survey as the preliminary for more detailed study. The Readings provide the necessary transition. For here the reader is presented with texts extracted from the specialist literature. The purpose of these Readings is quite different from the Survey. It is to get readers to focus on the specifics of what is said and how it is said in these source texts. Questions are provided to further this purpose: they are designed to direct attention to points in each text, how they compare across texts, and how they deal with the issues discussed in the Survey. The idea is to give readers an initial familiarity with the more specialist idiom of the linguistics literature, where the issues might not be so readily accessible, and to encourage them into close critical reading.

References

One way of moving into more detailed study is through the Readings. Another is through the annotated References in the third section of each book. Here there is a selection of works (books and articles) for further reading. Accompanying comments indicate how these deal in more detail with the issues discussed in the different chapters of the Survey.

Glossary

Certain terms in the Survey appear in bold. These are terms used in a special or technical sense in the discipline. Their meanings are made clear in the discussion, but they are also explained in the Glossary at the end of each book. The Glossary is cross-referenced to the Survey, and therefore serves at the same time as an index. This enables readers to locate the term and what it signifies in the more general discussion, thereby, in effect, using the Survey as a summary work of reference.

Use

The series has been designed so as to be flexible in use. Each title is separate and self-contained, with only the basic format in common. The four sections of the format, as described here, can be drawn upon and combined in different ways, as required by the needs, or interests, of different readers. Some may be content with the Survey and the Glossary and may not want to follow up the suggested References. Some may not wish to venture into the Readings. Again, the Survey might be considered as appropriate preliminary reading for a course in applied linguistics or teacher education, and the Readings more appropriate for seminar discussion during the course. In short, the notion of an introduction will mean different things to different people, but in all cases the concern is to provide access to specialist knowledge and stimulate an awareness of its significance. This series as a whole has been designed to provide this access and promote this awareness in respect to different areas of language study.

H. G. WIDDOWSON

Author's Preface

The invitation to write this short book is another of the many debts I owe to Henry Widdowson who, over the years that we have known each other, has managed to challenge and stimulate me continually. The special challenge this time is to follow in admired footsteps, for there have been many earlier and more detailed introductions to sociolinguistics from which I myself have benefited.

My task, as Widdowson defines it, is to sketch out a conceptual map for the interested reader of the relations between language and society. This is, in some respects, bound to be a personal view. My own curiosity about sociolinguistics grew out of language teaching. As a young high-school teacher in a New Zealand town, my interest was piqued by the bilingualism of some of my Maori students. Why, I naïvely asked, did boys who spoke Maori at home write better English essays than those whose parents spoke to them in a limited version of English? This early interest in the

educational effects of language variation was to continue to be encouraged. I was fortunate enough to have a spell living in Montreal, a city whose people and scholars have made pioneering endeavours in the realm of multilingualism. Later in my career, an invitation to teach at the University of New Mexico landed me in the midst of an area where students were demonstrating for the right to remain bilingual. More recently, living in Israel, I have come to learn and appreciate the complex patterns of language that make up this country and its surroundings.

My attention to language variation has often had a practical bent, because I have also been involved in studying language learning and language policy. In spite of this, the central question I continue to ask, and the one that this volume encourages readers to ask, pertains to the close intertwining between a language and the social context in which it is used. Language and society may not be peculiarly human—how else can one appreciate social amoebae or the honey bee?—but they are such fundamental human phenomena that they cry out for better understanding.

Muhammad Amara and Henry Widdowson read earlier drafts of this book and made many useful suggestions. In preparing it, I have benefited from the help of the staff of the English Language Teaching Division at Oxford University Press who have once again demonstrated the friendly efficiency that makes an author's life easy.

This book is dedicated to my grandchildren, busy studying sociolinguistics in their own way.

BERNARD SPOLSKY

Contents

Preface	IX
Author's preface	XII
SECTION I	
Survey	1
1 The social study of language	
The scope of enquiry	3
Complementary approaches	5
The methods of enquiry	8
What are the data?	8
The sociolinguist at work	10
The approach in this book	13
2 The ethnography of speaking and the structure of conversation	
The ethnography of speaking	14
The structure of conversations	16
Politeness and politeness formulas	19
Terms of address	20
3 Locating variations in speech	
Speech communities and repertoires	24
Dialect	27
4 Styles, gender, and social class	
Styles	31
Specialized varieties or registers and domains	33
Slang and solidarity	35

Language and gender	36
Social stratification	39
Accommodation and audience design	41
5 Bilinguals and bilingualism	
Language socialization	44
The description of bilingualism	45
Bilingual competence	48
Code switching and code mixing	49
6 Societal multilingualism	
Multilingualism	51
Language loyalty and reversing language shift	55
Language and ethnic identity	57
Language and politics	58
Language rights	59
Pidgins and creoles	61
Diglossia	63
7 Applied sociolinguistics	
Language policy and language planning	66
Status planning	68
Corpus planning	70
Normativism and prescriptivism	72
Language acquisition planning or language education policy	74
Language diffusion policy or linguistic imperialism	75
The spread of English—imperialism or hegemony?	76
Conclusions	78
SECTION 2	
Readings	79
SECTION 3	
References	111
SECTION 4	
Glossary	121

SECTION I

Survey

1

The social study of language

The scope of enquiry

Sociolinguistics is the field that studies the relation between language and society, between the uses of language and the social structures in which the users of language live. It is a field of study that assumes that human society is made up of many related patterns and behaviours, some of which are linguistic.

One of the principal uses of language is to communicate meaning, but it is also used to establish and to maintain social relationships. Watch a mother with a young child. Most of their talk is devoted to nurturing the social bond between them. Listen to two friends talking. Much of their conversation functions to express and refine their mutual compact of companionship. When you meet strangers, the way they talk informs you about their social and geographical backgrounds, and the way *you* talk sends subtle or blatant signals about what you think of them. It is these aspects of language use that sociolinguists study.

In the thirty years or so that it has been recognized as a branch of the scientific study of language, sociolinguistics has grown into one of the most important of the 'hyphenated' fields of linguistics. This term distinguishes the core fields of historical and descriptive linguistics (phonology, morphology, and syntax) from the newer interdisciplinary fields like psycholinguistics, applied linguistics, neurolinguistics, and sociolinguistics or the sociology of language. Stranded at times between sociology (one of the field's putative parents) and linguistics (the other), the practitioners of sociolinguistics have so far avoided the rigorous bounds of a single theoretical model, or the identifying shelter of a single