

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

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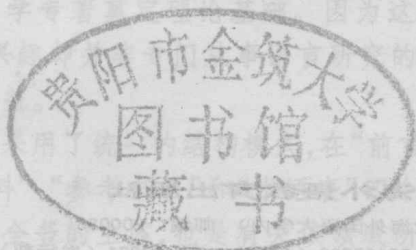
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出版前言

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。

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2000年1月

Oxford Introductions to Language Study

Series Editor H.G. Widdowson

Sociolinguistics

Bernard Spolsky is Professor of English
at Bar-Ilan University, Israel.

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for Elisheva and Yonatan

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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.¹ 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.² 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

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