Contents

1 ! -1		Inguinnoducing inquistic loois		
	of figu			xiii
	of ima			xiv
	of tabl			XV
		on conventions		xvi
		the fifth edition		xvii
Pre	face to	the fourth edition		xviii
Pre	face to	the third edition		XX
Pre	face to	the second edition		xxii
Pre	face to	the first edition		xxiv
Ack	nowled	gements		xxvi
1	Langu	202		1
An	1.1	Introduction		1
	1.2	Why study language?		2
	1.3	What is language?		5
	110	1.3.1 Language: a system		5
		1.3.2 Language: a system with variation		8
		1.3.3 The potential to create new meanings	potini	8
	1.4	The 'rules' of language: prescription versus des		10
	1.5	Power	cription	14
	110	1.5.1 Ideology		17
	1.6	'Political correctness'		19
	1.7	Summary		22
		r reading		23
		Gentlement tanks overheading lines line and \$10 king.		20
2		age thought and representation		24
	2.1	Introduction		24
	2.2	Language as a system of representation		24
		2.2.1 Different kinds of language		26
		2.2.2 Signs and structure		28
	2.3	Linguistic diversity		29
		2.3.1 Semantics		30
		2.3.2 Syntax		31
	2.4	The Sapir-Whorf hypothesis		32
		2.4.1 Linguistic relativism and determinism		32
		2.4.2 Numbers and things		34

VIII CONTENTS

	2.5	One language, many worlds A model for analysing language 38	
		2.6.1 Transitivity 39	
	2.7	Summary 42	
	Further	reading 42	
3	Langu	age and politics 44	
	3.1	Introduction 44	
	3.2	What is 'politics'?	
	3.3	Politics and ideology 45 Three persuasive strategies 47	
	3.4	Three persuasive strategies 47 Fracking: introducing linguistic tools 47	
	3.0	3.5.1 Contrasts 48	
		3.5.2 Three-part lists and parallelism 48	
		3.5.3 Pronouns 51	
		3.5.4 Presupposition 52)
		3.5.5 Metaphor and intertextuality 53	
	3.6	Words and weapons: the politics of war 55	
	0.5	3.6.1 Toys and politics 57	
	3.7	Language, ideology and metaphor 58 3.7.1 Student as customer 61	
	3.8	Twitter and political agency 63	
	3.9	Silly citizenship	
	0.0	3.9.1 'Terrorism alert desk'	
	3.10	Summary 67	7
	Furthe	reading Sepanded a land E. 68	3
4	Langu	age and the media)
	4.1	Introduction 69	
	4.2	Mass media 70	
	4.3	Manufacture of consent 71	
	4.4	4.3.1 Filtering the facts News values 72	
	4.4	4.4.1 Actors and events	
	4.5	Experts and the news 79	
	4.6	News online 82	2
		4.6.1 Presentation of news on the internet 86	
		4.6.2 The inverted pyramid 90	
	4.77	4.6.3 Commenting on the news 9	
	4.7	Tweeting news 92 Fake news 94	
	4.8	4.8.1 'Fake news' as delegitimising accusation 95	
		4.8.2 Fabricated news reports to misinform 95	
		4.8.3 Fabricated news reports to entertain 96	
		4.8.4 Comedy news shows	
	4.9	Summary 9"	7
	Furthe	r reading 98	3

5	_	istic landscapes	99
	5.1	Introduction enline yielenda TAV	99
	5.2	Defining the linguistic landscape	99
		5.2.1 Space and meaning	104
		5.2.2 Different kinds of signs	106
		5.2.3 Top-down and bottom-up as a continuum	107
	5.3	Signs and multilingualism and power	112
	- 1	5.3.1 Invisible language	112
	5.4	Signs and ideology	114
	5.5	Transgressive signs: graffiti	116
	5.6	Online landscapes	118
		5.6.1 Twitter 5.6.2 Instagram	119
		5.6.2 Instagram 5.6.3 Emoji	121
		5.6.4 Memes	122
	5.7	Summary	124
		er reading	125
BY		Datables the Stilliek excist store exists and entrace?	
6	_	uage and gender	126
	6.1	Introduction	126
	6.2	What is gender?	126 128
	6.3	Inequality at the lexical level	128
		6.3.1 Marked terms	130
		6.3.2 'Generic' he 6.3.3 Sexism in word order	131
		6.3.3 Sexism in word order6.3.4 Semantic derogation	133
	6.4	Differences in language use: doing being a woman	100
	0.4	or a man	134
		6.4.1 Tag questions	135
	6.5	Gossip	136
	0.0	6.5.1 Gossip and men	139
		6.5.2 Features of men's talk	141
	6.6	Gender and power	142
	0.0	6.6.1 Do women talk more than men?	143
		6.6.2 Gender or power?	144
	6.7	Gendered talk: performing identity	146
		6.7.1 'Dude'	146
		6.7.2 Mate	147
		6.7.3 Variation	149
	6.8	Summary	151
	Furth	er reading	151
7	Lang	uage and ethnicity	152
80	7.1	Introduction	152
	7.2	What do we mean by 'ethnicity'?	153
	7.3	Ethnicity, the nation state and multilingualism	154

X CONTENTS

	7.4	Racism and representations of ethnicity 7.4.1 Ethnicity online	155 158
	7.5	7.4.2 Reclaiming terms Ethnicity and language variation	159
	7.0	Ethnicity and language variation 7.5.1 'Wogspeak' HRT	160 160
		7.5.2 African-American English syntax	162
		7.5.3 Lumbee English syntax/rhoticity	164
		7.5.4 Gang identity creaky voice	166
		7.5.5 Ethnolect or repertoire?	169
	7.6	Ethnicity and identity	169
		7.6.1 Mexican ethnicity and code switching	170
		7.6.2 African-American ethnicity and lexicon	172
		7.6.3 Welsh turfing practice	173
		7.6.4 Situated ethnicity	173
	7.7	Consequences for ethnolects	175
		7.7.1 Caribbean English	175
		7.7.2 Australian Aboriginal English	177
	7.8	Crossing	178
	7.9	Superdiversity	180
	7.10	Summary	181
	Furthe	er reading	181
8	Langu	uage and age	183
	01		
	8.1	Introduction	183
	8.2	Introduction What do we mean by age?	183 183
		What do we mean by age? Early life stage	
	8.2 8.3	What do we mean by age? Early life stage 8.3.1 Language used to talk to children	183 185 185
	8.2	What do we mean by age? Early life stage 8.3.1 Language used to talk to children Adolescent life stage	183 185 185 186
	8.2 8.3	What do we mean by age? Early life stage 8.3.1 Language used to talk to children Adolescent life stage 8.4.1 What teenagers do?	183 185 185 186 187
	8.2 8.3	What do we mean by age? Early life stage 8.3.1 Language used to talk to children Adolescent life stage 8.4.1 What teenagers do? 8.4.2 Multiple negation	183 185 185 186 187
	8.2 8.3	What do we mean by age? Early life stage 8.3.1 Language used to talk to children Adolescent life stage 8.4.1 What teenagers do? 8.4.2 Multiple negation 8.4.3 'Like' as a discourse marker	183 185 185 186 187
	8.2 8.3	What do we mean by age? Early life stage 8.3.1 Language used to talk to children Adolescent life stage 8.4.1 What teenagers do? 8.4.2 Multiple negation 8.4.3 'Like' as a discourse marker 8.4.4 Computer-mediated communication	183 185 185 186 187 187
	8.2 8.3 8.4	What do we mean by age? Early life stage 8.3.1 Language used to talk to children Adolescent life stage 8.4.1 What teenagers do? 8.4.2 Multiple negation 8.4.3 'Like' as a discourse marker 8.4.4 Computer-mediated communication and adolescents	183 185 185 186 187 187 188
	8.2 8.3 8.4	What do we mean by age? Early life stage 8.3.1 Language used to talk to children Adolescent life stage 8.4.1 What teenagers do? 8.4.2 Multiple negation 8.4.3 'Like' as a discourse marker 8.4.4 Computer-mediated communication and adolescents Middle life stage	183 185 185 186 187 187 188
	8.2 8.3 8.4	What do we mean by age? Early life stage 8.3.1 Language used to talk to children Adolescent life stage 8.4.1 What teenagers do? 8.4.2 Multiple negation 8.4.3 'Like' as a discourse marker 8.4.4 Computer-mediated communication and adolescents Middle life stage Later life stage	183 185 185 186 187 187 188
	8.2 8.3 8.4	What do we mean by age? Early life stage 8.3.1 Language used to talk to children Adolescent life stage 8.4.1 What teenagers do? 8.4.2 Multiple negation 8.4.3 'Like' as a discourse marker 8.4.4 Computer-mediated communication and adolescents Middle life stage Later life stage 8.6.1 Representations of older people	183 185 185 186 187 187 188 190 194 194
	8.2 8.3 8.4	What do we mean by age? Early life stage 8.3.1 Language used to talk to children Adolescent life stage 8.4.1 What teenagers do? 8.4.2 Multiple negation 8.4.3 'Like' as a discourse marker 8.4.4 Computer-mediated communication and adolescents Middle life stage Later life stage 8.6.1 Representations of older people 8.6.2 Self-representation of older people	183 185 185 186 187 187 188 190 194 194 195 196
	8.2 8.3 8.4	What do we mean by age? Early life stage 8.3.1 Language used to talk to children Adolescent life stage 8.4.1 What teenagers do? 8.4.2 Multiple negation 8.4.3 'Like' as a discourse marker 8.4.4 Computer-mediated communication and adolescents Middle life stage Later life stage 8.6.1 Representations of older people 8.6.2 Self-representation of older people 8.6.3 Language used to talk to older people	183 185 185 186 187 187 188 190 194 194 195 196 197
	8.2 8.3 8.4	What do we mean by age? Early life stage 8.3.1 Language used to talk to children Adolescent life stage 8.4.1 What teenagers do? 8.4.2 Multiple negation 8.4.3 'Like' as a discourse marker 8.4.4 Computer-mediated communication and adolescents Middle life stage Later life stage 8.6.1 Representations of older people 8.6.2 Self-representation of older people 8.6.3 Language used to talk to older people 8.6.4 Construction of age in a travel agency	183 185 185 186 187 187 188 190 194 194 195 196 197 199
	8.2 8.3 8.4 8.5 8.6	What do we mean by age? Early life stage 8.3.1 Language used to talk to children Adolescent life stage 8.4.1 What teenagers do? 8.4.2 Multiple negation 8.4.3 'Like' as a discourse marker 8.4.4 Computer-mediated communication and adolescents Middle life stage Later life stage 8.6.1 Representations of older people 8.6.2 Self-representation of older people 8.6.3 Language used to talk to older people 8.6.4 Construction of age in a travel agency 8.6.5 Learning to use the internet	183 185 185 186 187 187 188 190 194 194 195 196 197 199 201
	8.2 8.3 8.4 8.5 8.6	What do we mean by age? Early life stage 8.3.1 Language used to talk to children Adolescent life stage 8.4.1 What teenagers do? 8.4.2 Multiple negation 8.4.3 'Like' as a discourse marker 8.4.4 Computer-mediated communication and adolescents Middle life stage Later life stage 8.6.1 Representations of older people 8.6.2 Self-representation of older people 8.6.3 Language used to talk to older people 8.6.4 Construction of age in a travel agency 8.6.5 Learning to use the internet The creep of ageism	183 185 185 186 187 187 188 190 194 194 195 196 197 199 201 204
	8.2 8.3 8.4 8.5 8.6	What do we mean by age? Early life stage 8.3.1 Language used to talk to children Adolescent life stage 8.4.1 What teenagers do? 8.4.2 Multiple negation 8.4.3 'Like' as a discourse marker 8.4.4 Computer-mediated communication and adolescents Middle life stage Later life stage 8.6.1 Representations of older people 8.6.2 Self-representation of older people 8.6.3 Language used to talk to older people 8.6.4 Construction of age in a travel agency 8.6.5 Learning to use the internet	183 185 185 186 187 187 188 190 194 194 195 196 197 199 201

9 Language, class and symbolic capital	208
9.1 Introduction	208
9.2 What is social class?	208
9.3 Attitudes to class	210
9.3.1 Social class as other	210
9.3.2 'Chavspeak'	211
9.3.3 Representations of social class	212
9.3.4 Pittsburghese	213
9.4 Linguistic variation	214
9.4.1 New York City	214
9.4.2 Norwich	215
9.4.3 Glasgow	218
9.4.4 London	220
9.5 Intersection of social class and other variables	221
9.6 Social networks	221
9.7 Communities of practice	223
9.8 Symbolic capital	224
9.9 Revising the British social class model	225
9.9.1 Power and access to symbolic capital	228
9.10 Summary	228
Further reading	229
10 Global Englishes	230
10.1 Introduction	230
10.2 What does global English mean?	231
10.3 Learning English	234
10.3.1 Two models	234
10.3.2 'Lingua franca core'	238
10.4 Inside the inner circle	239
10.5 'Singlish'	240
10.6 Indian English	242
10.7 Pidgins and creoles	243
Total Tagino and Grooted	
O .	944
10.8 Linguistic marketplace	244 245
10.8 Linguistic marketplace 10.8.1 Call centres and English	245
10.8 Linguistic marketplace 10.8.1 Call centres and English 10.9 Linguistic imperialism	
10.8 Linguistic marketplace 10.8.1 Call centres and English 10.9 Linguistic imperialism 10.10 What do language varieties mean in the	245 247
10.8 Linguistic marketplace 10.8.1 Call centres and English 10.9 Linguistic imperialism 10.10 What do language varieties mean in the global context?	245 247 249
 10.8 Linguistic marketplace 10.8.1 Call centres and English 10.9 Linguistic imperialism 10.10 What do language varieties mean in the global context? 10.10.1 Repertoires 	245 247 249 250
10.8 Linguistic marketplace 10.8.1 Call centres and English 10.9 Linguistic imperialism 10.10 What do language varieties mean in the global context? 10.10.1 Repertoires 10.10.2 Discourse in advertising and linguistic	245 247 249 250
 10.8 Linguistic marketplace 10.8.1 Call centres and English 10.9 Linguistic imperialism 10.10 What do language varieties mean in the global context? 10.10.1 Repertoires 	245 247 249 250

XII CONTENTS

11 Pr	ojects	255
11	.1 Introduction	255
11	.2 Things to bear in mind with data collection	256
	11.2.1 What is data?	256
	11.2.2 Transcribing	257
	11.2.3 Data analysis	257
11	.3 Projects	258
11	.4 Research resources	263
	11.4.1 Where to find published research	263
	11.4.2 Other resources	264
Fu	rther reading	264
Glossa Refere Index		265 273 296