

Contents

Introduction 1

1 The Deficit Hypothesis: Bernstein's assumptions on the correlation between speech and socialization 4

- 1.1 Groundwork and orientation 4
- 1.2 Theoretical conception 8
 - 1.2.1 Basic idea 8
 - 1.2.2 Basic concepts 9
 - 1.2.3 Three levels of analysis 11
 - 1.2.4 Bernstein's sources 13
- 1.3 Origin of the speech codes and their social background 15
 - 1.3.1 The process of socialization 15
 - 1.3.2 Language and social role 18
 - 1.3.3 Language and school 19
- 1.4 Characteristics and predictability of the speech codes 19
 - 1.4.1 Linguistic characteristics 20
 - Excursus: Lexical and syntactic predictability of the speech codes* 22
 - 1.4.2 Psychological correlates of the speech codes 24
 - 1.4.3 Social correlates 25
- 1.5 Catalogue of speech-code determinants 26
- 1.6 Summary 27

2 Empirical verification of the Deficit Hypothesis: normative investigations into the correlation between speech and socialization 29

- 2.1 Correlation between social class, intelligence and speech behaviour 30
- 2.2 Investigations into the intellectual capabilities of lower-class children 34
 - 2.2.1 The work of Gray and Klaus 34
 - 2.2.2 The investigations of Robinson and Creed 35
 - 2.2.3 Deutsch's investigation 38
- 2.3 Analyses of class-specific speech behaviour 42
 - 2.3.1 Lower-class speech as discussed by Schatzmann and Strauss 42
 - 2.3.2 Templin's investigation 43
 - 2.3.3 Loban's long-term survey 46
 - 2.3.4 Bernstein's investigation 49

- 2.3.5 Hawkins's pronoun analysis 54
Excursus: The nominal group in Halliday 54
- 2.3.6 Oevermann's investigation 58
- 2.3.7 Robinson's investigation 64
- 2.4 Empirical material on socialization processes specific to social class 66
 - 2.4.1 The analysis of Bernstein and Henderson 67
 - 2.4.2 The empirical data of Hess and Shipman 68
- 2.5 Further development of Bernstein's theoretical conception 75
- 2.6 Summary 77
- 3 Social consequences of the Deficit Hypothesis: function and evaluation 79**
 - 3.1 An example of compensatory education: the speech programme of Bereiter and Engelmann 79
 - 3.2 Reasons for the controversy about the Deficit Hypothesis 85
 - 3.3 Criticism of the measurements of intellectual ability 88
 - 3.3.1 Four myths concerning the intelligence test 88
 - 3.3.2 Self-teaching activity of the child and cognitive universals 90
 - 3.4 Linguistic critique 91
 - 3.4.1 Code definition 91
 - 3.4.2 Linguistic parameters 92
 - 3.4.3 Theoretical bias and effects of the Deficit Hypothesis 93
 - 3.5 Marxist critique 96
 - 3.5.1 Sociolinguistics as bourgeois elitist knowledge 96
 - 3.5.2 The social stratification model and role theory 97
 - 3.5.3 The function of compensatory education 99
 - 3.6 Summary 100
- 4 The Variability Concept: basic ideas and tradition 102**
 - 4.1 Deficit Hypothesis v. Variability Concept 102
 - 4.2 Some basic concepts 105
 - 4.3 The linguistic tradition 111
 - 4.3.1 Structuralism 112
 - 4.3.2 Dialectology 115
 - 4.3.3 Languages in contact 117
 - 4.4 The anthropological tradition 121
 - 4.5 Four areas of research relevant to sociolinguistics 123
 - 4.5.1 Speech variation 124
 - 4.5.2 Linguistic change 124
 - 4.5.3 Language acquisition 125
 - 4.5.4 Social communication 125
 - 4.6 Summary 125

- 5 Theoretical concepts of speech variation in the framework of the Variability Concept 127**
 - 5.1 Sociolinguistics—the genesis of a new branch of science 127
 - 5.2 Sociolinguistic data within a theory of grammar 132
 - 5.2.1 Variable rules 134
 - 5.2.2 Contingency grammar 143
 - 5.2.3 Coexistent grammars 147
 - 5.2.4 Implicational analysis 151
 - 5.2.5 Speech acts 159
 - 5.2.6 Marxist sociolinguistics 160
 - 5.3 Functional and interactional approach 161
 - 5.3.1 Communicative competence 162
 - 5.3.2 Components of situational and interactional speech behaviour 165
 - 5.3.3 Sociolinguistic rules 168
 - 5.4 Special descriptive problems: bilingualism and multilingualism 170
 - 5.4.1 Isolated disciplinary approach v. interdisciplinary theory 171
 - 5.4.2 Bilingualism and diglossia 176
 - 5.4.3 Language retention v. language loss 178
 - 5.4.4 Language attitudes 181
 - 5.4.5 Multilingualism 183
 - 5.5 Summary 184
- 6 Sociolinguistic competence of speakers: correlative and functional studies 187**
 - 6.1 Methodology of empirical linguistic investigations 187
 - 6.1.1 Relation between theory and methodology in linguistics 188
 - 6.1.2 Social categories and collection of linguistic data 189
 - 6.1.3 The Observer's Paradox and its solution 191
 - 6.2 Correlative studies 195
 - 6.2.1 First empirical investigations into speech variation 195
 - 6.2.2 Class-specific speech forms in New York City 197
 - 6.2.3 Phonological variation of bilingual Puerto Ricans 203
 - 6.2.4 Speech behaviour of Blacks in Detroit 205
 - 6.2.5 Standard/Non-Standard dimension of English-speaking Texans 207
 - 6.2.6 Non-standard English of Blacks and Puerto Ricans in New York 210
 - 6.3 Functional studies 224
 - 6.3.1 Group interactions of Norwegian speakers 224
 - 6.3.2 Code shifting of bilingual speakers 225
 - 6.3.3 Ritual insults 226
 - 6.3.4 Stories of personal experiences 229
 - 6.4 Language and social structure 235
 - 6.4.1 Reflection of social structure in speech behaviour 235
 - 6.4.2 Determination of social behaviour by speech behaviour 237

- 6.4.3 Determination of speech behaviour by social structure 237
- 6.4.4 Interaction of speech behaviour and social behaviour 238
- 6.5 Summary 238
- 7 **Applied sociolinguistics in the USA: the Variability Concept and its ghetto specialist 240**
 - 7.1 Sociopolitical background to educational programmes in Black ghettos 241
 - 7.2 New strategies for training pacification specialists 244
 - 7.2.1 Structural conflict 245
 - 7.2.2 Functional conflict 246
 - 7.3 Ideology and symptom correction 248

Annotated bibliography 251

Index 295