**Lesson 04:Topics of Sociolinguistics -part 02-**

 **1-Society and Language Determinants:**

In every society there are factors that determine language use. The determinants of language use in a society are the factors that determine acceptable linguistic forms in a given society. The language in use in some situations is not appropriate in some others. Since language does not occur in a vacuum, it is made possible through the basic requirements in a given society. Apart from the general societal requirements, there is also language use required in certain situations of professional touch. In certain situations requiring professional touch or[[1]](#footnote-2) vocational appeal, there are linguistic requirements for such situations.

For instance, in a school environment, it is expected that the teacher should be careful in his language use since he has learners all around

him, because they may learn all that he says or does; therefore any linguistic aberration by the teacher may be copied as appropriate by the learners.[[2]](#footnote-3)

**2-DIALECTS :**

Every language is a composite of dialects. Banjarese language comprises, at least, two dialects: Banjar Hulu and Banjar Kuala dialects. Although we may not say that one dialect is better than that of another, there is an assumption that one of the dialects is regarded as a prestigious one. It seems that Banjar Kuala dialect is viewed as the prestigious dialect. This assumption is based on the fact that a speaker of Banjar Hulu dialect feels ashamed when using his dialect in the environment of Banjar Kuala speech community. Moreover, the speakers of Banjar Kuala dialect often laugh at those who speak in Banjar Hulu dialect. Furthermore, Javanese language is often divided into some dialects: Surabaya, Solo-Yogya, Banyumas dialects. Solo-Yogya dialect is viewed as the prestigious one. The prestigious dialect is often referred to as one that is used by political leaders and the upper socioeconomic classes; it is the dialect used for literature or printed documents; it is taught in the schools; it is used by the military; and it is propagated by the mass media. When a dialect is regarded as a prestigious one, it is often identified as a dominant dialect. [[3]](#footnote-4)

This type of dialect is often called the standard dialect. London dialect is the most dominant one in English speech community .In a speech community, there must be, what we call, standard dialect, namely, a dialect that is used by many speakers of the speech community. In Indonesia, we recognize, what is called by, Bahasa Indonesia Baku. In England, British English speech communities determine, what they call, Received Pronunciation (RP). In States Sates, English American speech communities introduce, what we know as, Standard American English (SAE). A dialect taught to nonnative speakers is a standard one.[[4]](#footnote-5)

**3-Bilingualism:**

Bilingualism is the ability to master the use of two languages. Although bilingualism is relatively rare among native speakers of English, in many parts of the world, it is the standard rather than the exception. For example, more than half the population of Papua New Guinea is functionally competent in both an indigenous language and *Tok Pisin*.

People in many parts of the country have mastered two or more indigenous languages. Bilingualism often involves different degrees of competence in the languages involved. A person may control one

language better than another, or a person might have mastered the different languages better for different purposes, using one language for speaking, for example, and another for writing.

Even if someone is highly proficient in two languages, his so-called communicative competence or ability may not be as balanced. [[5]](#footnote-6)

**4-MULTILINGUALISM :**

Multilingualism can be defined in different ways but basically it refers to the ability to use more than two languages. A basic distinction when discussing bilingualism and multilingualism is between the individual and societal level. At the individual level, bilingualism and multilingualism refer to the speaker‘s competence to use two or more languages. At the societal level the terms bilingualism and multilingualism refer to to the use of two or more languages in a speech community and it does not necessary imply that all the speakers in that community are competent in more than one language. Meanwhile, multilingualism is identified by the prefix multi- which means ―many‖. It can be said here that multilingualism is the situation where more than two languages are used by a particular society. Singapore is one of the countries where multilingual situation exists. It has been noted that four official languages are used there: Malay, Tamil, Mandarin, and English language.

Language use may occur in using of single language and two or more languages. Those two types of language use may bring about some consequences of both linguistic and sociocultural phenomena. The idea of language use with a single language seems only to be illustrated theoretically. This is because in a sociolinguistic perspective related to multilingualism in society, the single language use is very difficult to do. This may only be done in an official speech by a government leader based on a written text. The facts in the community show that we often encounter, or even we do, the phenomenon of codeswitching. The single language use can only happen when all members of the speech community are monolingual speakers.[[6]](#footnote-7)

**5-Language and gender:**

There is reason to believe that the interactional achievement is not equally distributed between the sexes. Children learn to distinguish between gender-related differences in speech at an early age. Sex-related differences both in topic preference and in the use of linguistic forms are present in conversations among school-age children. Boys also tend to speak more than girls and to use more nonstandard forms. There is also evidence that language input models the sex-related differences in speech. Parents tend to provide different speech models for boys and girls, and mothers and fathers interact differently with them. Moreover, there is evidence that sex differentiation in speech styles is strengthened in single-sex peer groups.

An important question is how power relations reflected in conversations between men and women can be challenged and transformed in education. Teachers are able to influence the right to speak and the questions of when, where, and how much. By focusing on the distribution of speaking time and the allocation of turns, the teacher can discuss power relations among participants which contribute to defining their role in the interaction . [[7]](#footnote-8)

**6-LANGUAGE DEATH AND LOSS :**

When all the people who speak a language die, the language dies with them. When a language dies gradually, as opposed to all its speakers being wiped out by massacre epidemic, the process is similar to that of language shift. The functions of the language are taken over in one domain after anther by another language. As the domains in which speakers use the language shrink, the speakers of the dying language become gradually less proficient in it.

Languages represent vast storehouses of human knowledge. Some of languages are not written down, but live only in the memories and cultural practices of human communities – groups of people who over millennia have devised unique systems of survival in difficult circumstances. Human languages are catalogs of plants, animals, insects, people‘s stories, weather patterns, diseases, social paradigms, songs, jokes, aphorisms, strategies for war and peace, practices of trade and negotiation.

Simple understandings of language death noted from the language shifting is that when the speakers leave their mother tongue and use other language, the mother tongue, slowly or quickly disappear. Campbell (1994 described the language death as “the loss of a language due to gradual shift to the dominant language in language contact situations”. There are four types of language death from Mesthrie and Leap (1995

1. 1. Gradual death: gradual replacement due to language shift
2. 2. Sudden death: rapid extinction, e.g. Tasmanian
3. 3. Radical Death: due to severe political repression, e.g. the massacre of thousand Indian in El Salvador
4. 4. Bottom-to-top death: not used in conversation, but survives in special use e.g. religion or folk songs. [[8]](#footnote-9)
1. Anthony C. Oha et all, :**COURSE TITLE:INTRODUCTION TO SOCIOLINGUISTICS**  , NATIONAL OPEN UNIVERSITY OF NIGERIA , 2010, P17 [↑](#footnote-ref-2)
2. Anthony C. Oha et all, :**COURSE TITLE:INTRODUCTION TO SOCIOLINGUISTICS**  , NATIONAL OPEN UNIVERSITY OF NIGERIA , 2010, P32 [↑](#footnote-ref-3)
3. **BUKU AJAR**: **SOCIOLINGUISTICS**, Riinawati, M.Pd.,P05 [↑](#footnote-ref-4)
4. **BUKU AJAR**: **SOCIOLINGUISTICS**, Riinawati, M.Pd.,P05 [↑](#footnote-ref-5)
5. Anthony C. Oha et all, :**COURSE TITLE:INTRODUCTION TO SOCIOLINGUISTICS**  , NATIONAL OPEN UNIVERSITY OF NIGERIA , 2010, P126 [↑](#footnote-ref-6)
6. **BUKU AJAR**: **SOCIOLINGUISTICS**, Riinawati, M.Pd.,P10 [↑](#footnote-ref-7)
7. LUDO VERHOEVEN : **Sociolinguistics and Education** , Edited by: Florian Coulmas, 1998,, p09 [↑](#footnote-ref-8)
8. **BUKU AJAR**: **SOCIOLINGUISTICS**, Riinawati, M.Pd.,P19 [↑](#footnote-ref-9)