

CONTINUATION FROM THE PRESENTATION

Example 5

- (a) Refuse should be deposited in the receptacle provided.
- (b) Put your rubbish in the bin, Jilly.
- (c) Please tender exact fare and state destination.
- (d) Give me the right money and tell me where you're going.

Exercise 4

- (a) Identify the linguistic features which distinguish (c) and (d) in example 5 above. What levels of linguistic analysis does the variation involve?
- (b) What non-linguistic and social factors are likely to account for the different ways of saying the same thing illustrated in example 5?

Example 6

In northern Norway, there is a village, Hemnesberget, which has become famous among sociolinguists because the language used by the villagers was described in great detail by two sociolinguists, Blom and Gumperz, in the late 1960s. Blom and Gumperz reported that the Hemnesberget villagers knew and used two distinct kinds of Norwegian: firstly, the local dialect, Ranamål (*Rana* is the district, *mål* is the Norwegian word for 'language'), and secondly, the standard dialect or standard Norwegian, Bokmål (literally 'book-language'). Bokmål was used by the teachers in school, it was the language of the textbooks and, after a little exposure, it was the kind of Norwegian that the pupils used to discuss school topics in school too. Bokmål was used in church services and sermons. It was used when people went into the local government offices to transact official business. It was used on radio and television. And it was used to strangers and visitors from outside Hemnesberget. So what did that leave for Ranamål?

Ranamål was the kind of Norwegian that people used to speak to their family, friends and neighbours most of the time. As the local dialect, it signalled membership in the local speech community. People used Ranamål to each other at breakfast, to local shopkeepers when buying their newspapers and vegetables, to the mechanic in the local garage, and to the local people they met in the street. A local person who used Bokmål to buy petrol would be regarded as 'stuck up' or 'putting on airs'.²

Example 7

In a mountain village, Sauris, in north-east Italy, a sociolinguist, Denison, reported in 1971 that the adults were all trilingual. Before 1866, the village had been part of the Austrian empire, and its villagers all spoke German. In the late 1960s, they still used a German dialect in the home, and to neighbours and fellow villagers. They also used the regional language Friulian with people from the surrounding area outside the village, and the young men, in particular, tended to use it to each other in the pub. These men had gone to secondary school together in Ampezzo, a nearby town, and Friulian had become for them a language of friendship and solidarity. Italian was the language people used to talk to those from beyond the region, and for reading and writing. Because their village was now part of Italy, Italian was the language of the church and the school.

Exercise 5

How many varieties (languages, dialects, styles) do you use on a normal weekday?

Consider which variety you use

- in your home
- at school/college/university
- at the shops
- in a coffee bar

Do you ever use more than one variety in the same social context? If so why?