



Sociolinguistics: Identity, Network, and Attitude

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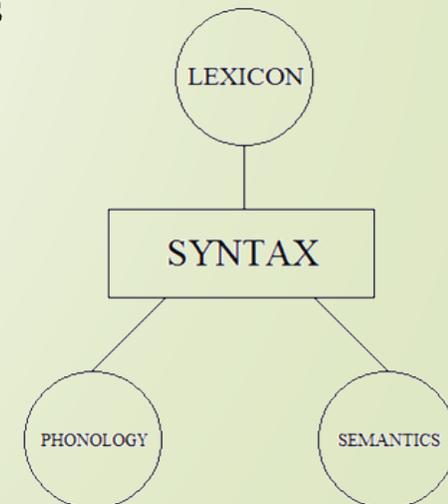
HAS RECENS 02/06/2018

I. Landscape of present linguistics



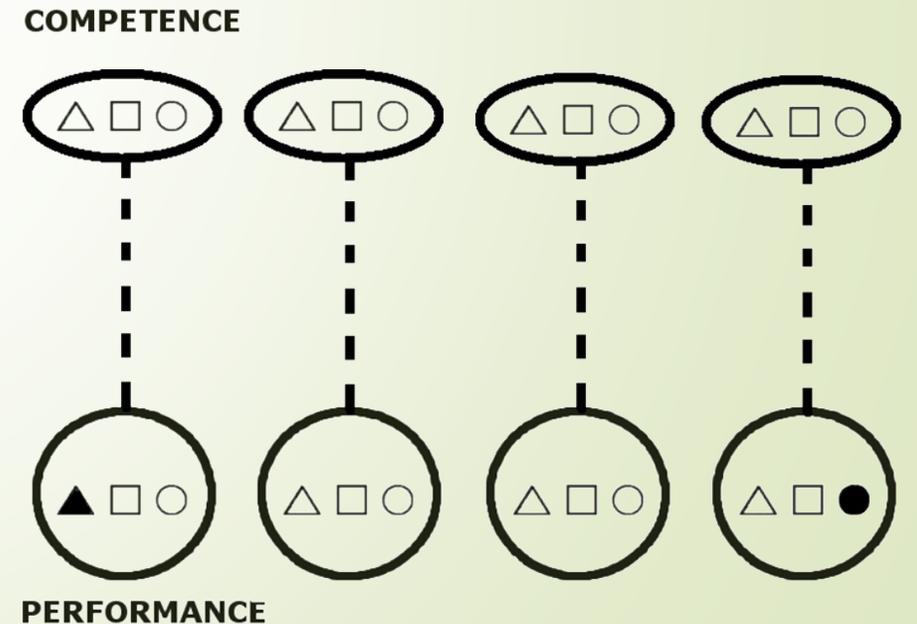
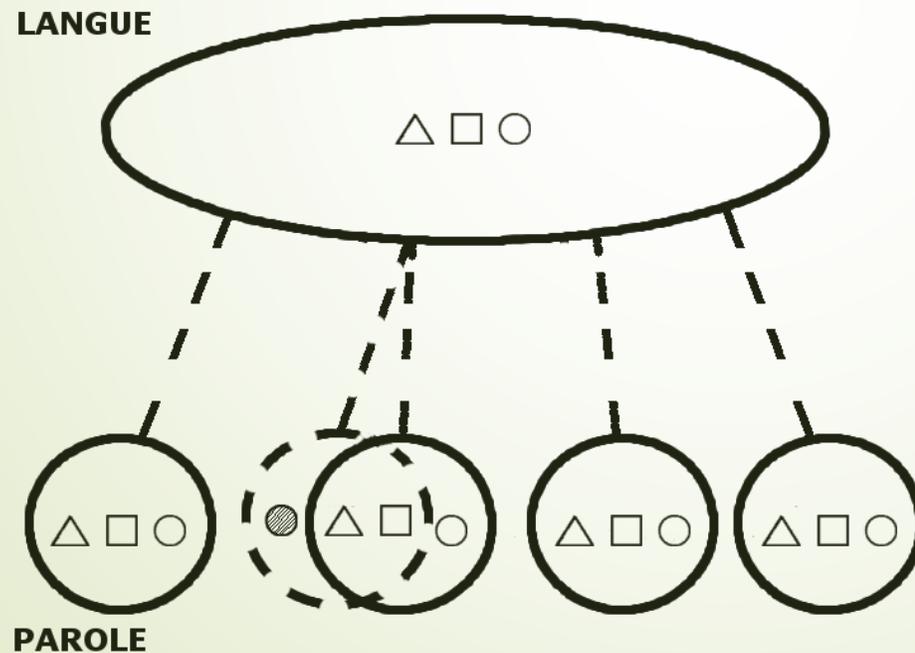
- ▶ Structuralism (de Saussure; Bloomfield)
 - ▶ Rules of "collective" language
 - ▶ Structure of synchronic units
 - ▶ Paradigmatic and associative relations
 - ▶ Hierarchical structure of subsystems
 - ▶ Descriptivism
- ▶ Formal linguistics (Chomsky)
 - ▶ Rules of "internal" language
 - ▶ Universal Grammar
 - ▶ Principles and parameters
 - ▶ Encapsulated modules governed by the Syntax
 - ▶ Modeling

Sentences
↑
Syntagmas
↑
Words
↑
Morphemes
↑
Phonemes



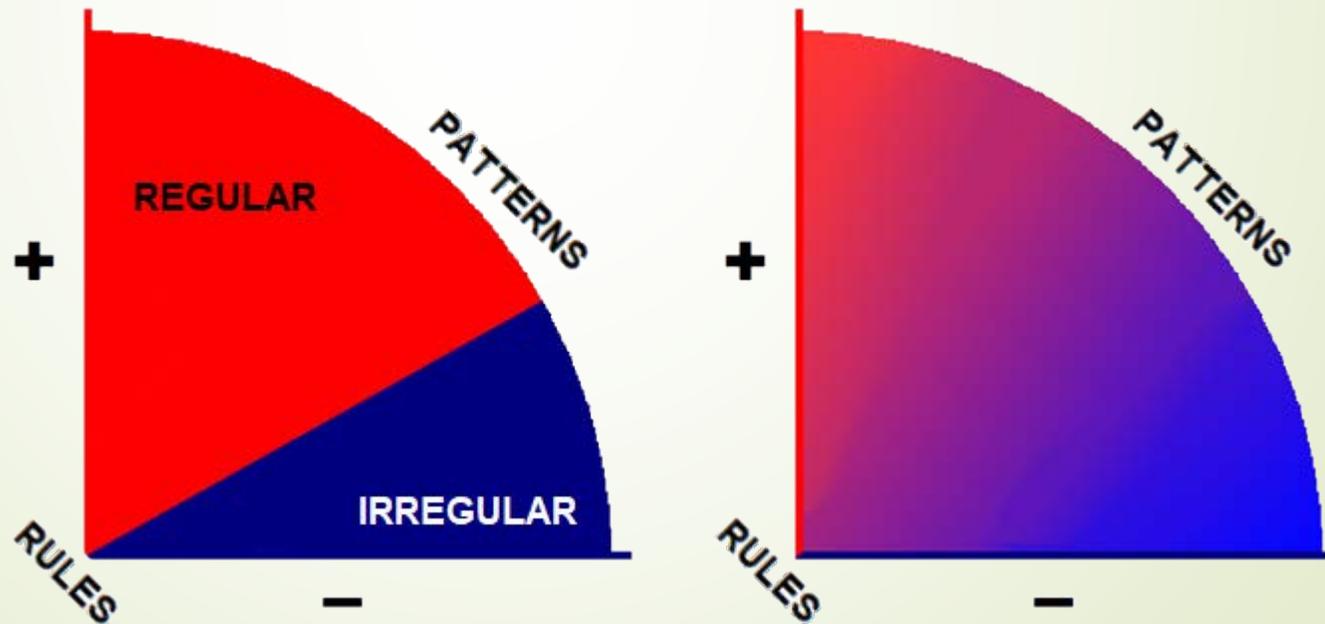
I.1. Theory and method in the mainstream schools of linguistics

- ▶ “Hardcore” linguistics:
 - ▶ Dichotomies: Problems of changes and heterogeneity
 - ▶ No data collection



I.1. Theory and method in the mainstream schools of linguistics

- ▶ “Hardcore” linguistics:
 - ▶ Rules (regularity): problems of exceptions / analogies / minor rules / lexical units (irregularity)



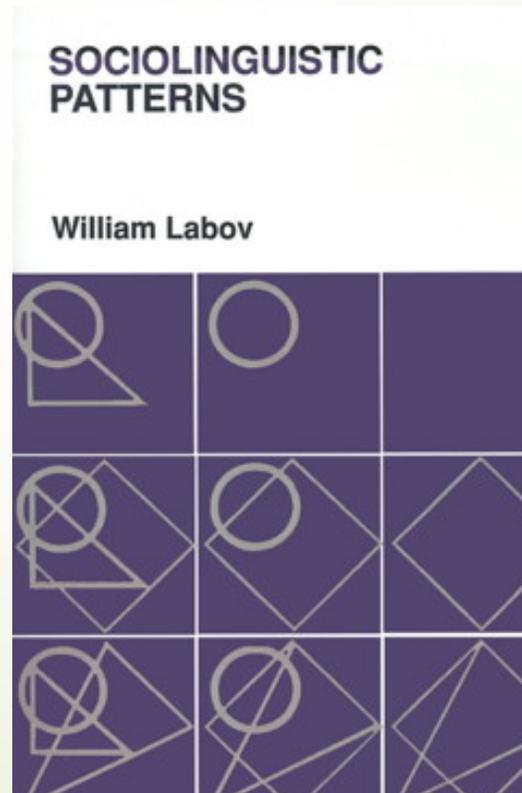
I.2. Theory and method in sociolinguistics

- ▶ Two, merely different kinds of sociolinguistics
 - ▶ “Soft” linguistics, i.e. in harmony with the “hardcore” linguistics
 - ▶ Issues of language in use
 - ▶ More than “soft” linguistics, i.e. in conflict with the “hardcore” linguistics
 - ▶ Approach to language
 - ▶ Labovian/secular linguistics



I.2. Theory and method in sociolinguistics

- ▶ “I have resisted the term *sociolinguistics* for many years, since it implies that there can be a successful linguistic theory and practice which is not social.” (Labov 1972)

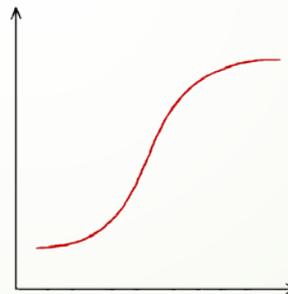


I.2. Theory and method in sociolinguistics

- Focus on variation: heterogeneity and change

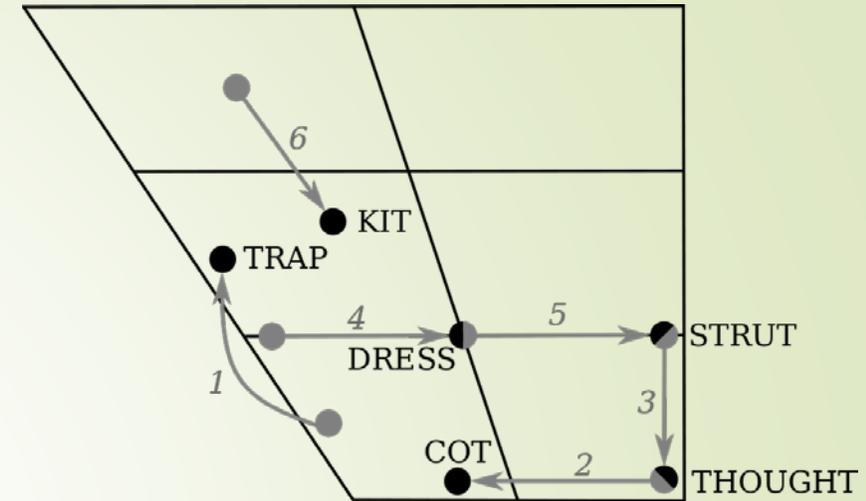
- Inherent variation (Labov, Weinreich, U. & Herzog 1968)

- Probabilistic orderliness
- Orderly heterogeneity
- Statistical changes
- Chain shifts
- S-curve



- Linguistic variables (Labov 1972)

- Class and/or style stratification
- Changes from below or above
- Indicator, marker, stereotype

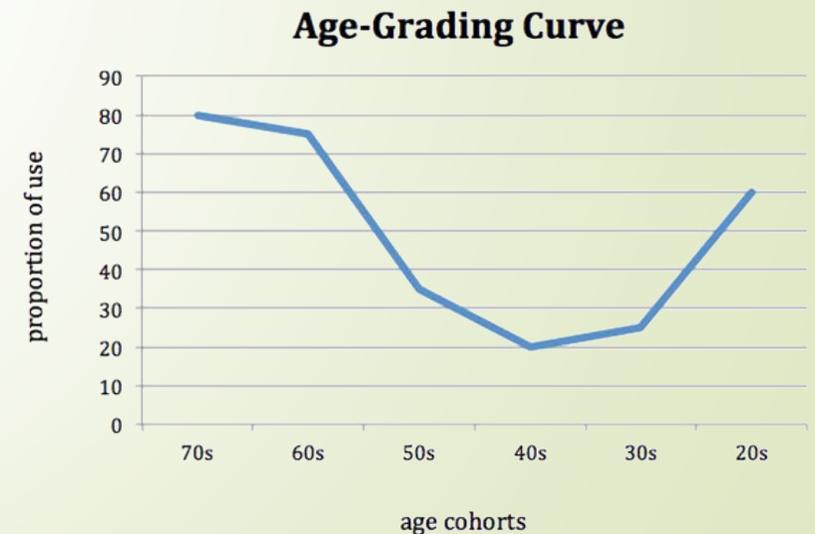
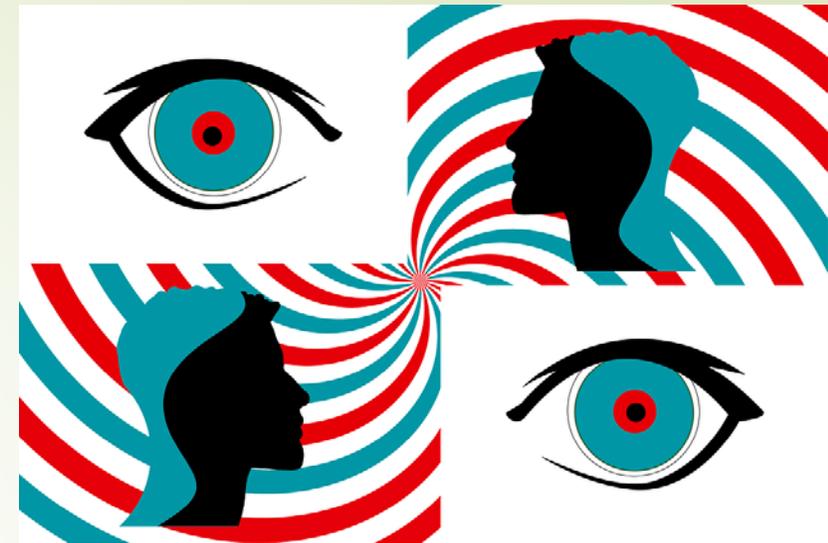


https://commons.wikimedia.org/wiki/File:Northern_Cities_shift.svg
 based on image in Labov, Ash and Boberg (1997),
 "A national map of the regional dialects of American English,
 retrieved 10.04.2010, with Cc-by-sa-3.0

	Indicator	Marker	Stereotype
Social stratification	+	+	+
Style stratification	-	+	+
Awareness / social comment	-	-	+

I.2. Theory and method in sociolinguistics

- ▶ Focus on field-work
 - ▶ Data collection & statistics (Varbrul, GoldVarb by Cedergren & Sankoff 1974)
 - ▶ Vernacular, but not obviously from NORM informants (Chambers)
- ▶ Observer's paradox:
 - ▶ "What linguists want to do is to observe the way in which people speak when they are not being observed" (Labov)
- ▶ Participant observation
- ▶ Rapid, anonymous interviews
- ▶ Real-time studies
- ▶ Apparent-time studies
 - ▶ Age-grading
- ▶ Uniformitarianism (Lyell's principle)



II. Main field-work based findings in sociolinguistics

- ▶ American achievements
 - ▶ The “Martha’s Vineyard” study (Labov 1961)
 - ▶ Vowels as markers of being a native Vineyarder / a tourist
 - ▶ The “New York City” study (Labov 1966)
 - ▶ /r/-s as markers of belonging to a certain social class
 - ▶ Three department stores with customers from three classes:
 - ▶ Sacks (UMC)
 - ▶ Macy’s (LMC)
 - ▶ S. Klein (WC)



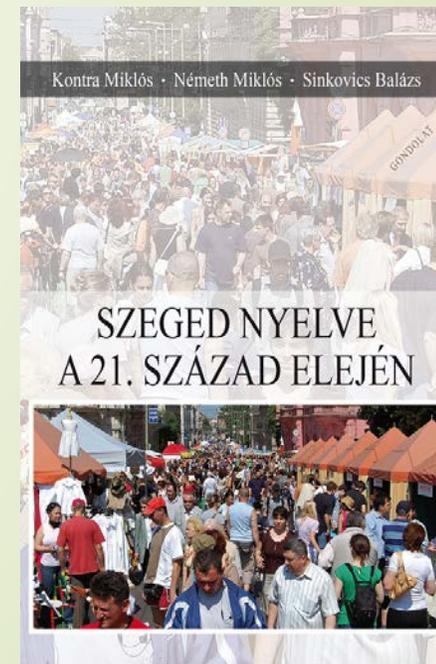
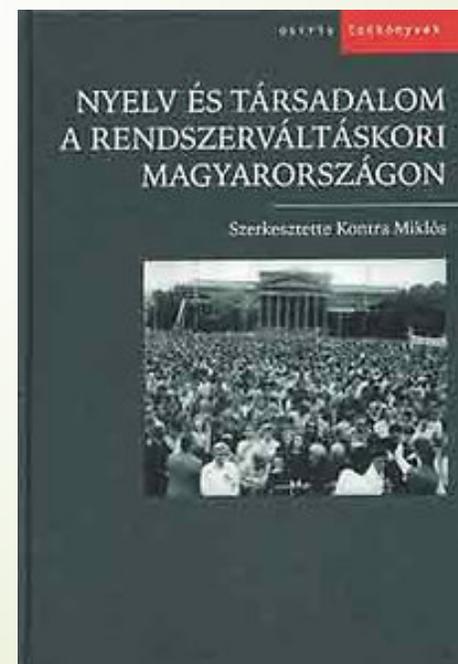
II. Main field-work based findings in sociolinguistics

➤ Hungarian achievements

- BUSZI = “Budapest Sociolinguistic Interview” (Kontra et al. 1987–1989)
- MNSZV = “Hungarian National Sociolinguistic Investigation” (Kontra et al. 1988)
- SZÖSZI = “Szeged Sociolinguistic Interview” (Kontra et al. 2012–2016)



The screenshot shows the homepage of the BUSZI website. The main heading is "BUSZI" in green. Below it, there is a navigation menu with links: FŐOLDAL, A BUSZI-RÓL, KUTATNI SZERETNÉM A BUSZI-T, KERESŐPROGRAMOK, LETÖLTÉS, KAPCSOLAT, FÓRUM, and HÍREK. A sidebar on the left contains a "Navigáció" section with links to "A BUSZI-ról", "Az interjúk felépítése", "A BUSZI munkatársai", "A BUSZI-2 technikai feldolgozása", "Kutatni szeretném a BUSZI-t", "Keresőprogramok", "Letöltés", "Kapcsolat", "Fórum", and "Hírek". Below this is a "Keresés" section with a search bar and a "Haladó keresés" button. At the bottom left, there is a calendar for January 2018, with the 30th highlighted. The main content area features a section titled "BUSZI" with a description: "A Budapesti Szociolingvisztikai Interjú (BUSZI) nagyszabású felmérés, amely megbízható adatokat és elemzéseket szolgáltat a magyar nyelv Budapesten beszélt változatairól." It mentions that in 1987-89, 250 interviews were conducted, and in 2012-16, 200 were conducted. Below this is a section titled "A BUSZI céljai" with four points: 1. To provide a detailed description of the language used in Budapest. 2. To investigate the sociolinguistic situation in Budapest. 3. To investigate the relationship between the language used and the social context. 4. To investigate the relationship between the language used and the age of the speakers. At the bottom, there is a section titled "A BUSZI változatai" with a sub-section for "BUSZI-2" mentioning that in 1987, the BUSZI-2 variant was developed.



II.1. Social identity

- Kis, T.: "Hungarian Slang" (<http://mnytud.arts.unideb.hu/szleng/index.php>)
- Kis, T.: "Slang Research" series



Magyar SZLENG

hungarian slang

Tanulmányok, szótárak, könyvek a magyar szleng témaköréből

A szlengdalakat összeállította és gondozta: **Kis Tamás**

Alapismeretek a szlengről

„A szleng olyan csoportnyelv (szociolektus), mely kis létszámú, sok időt együtt töltő, azonos foglalkozású vagy érdeklődési körű csoportokban születik, és fontos társas szerepet tölt be ezekben a közösségekben: erősíti az összetartozás érzését, és elkülöníti az adott közösséget a többitől. (Az a felfogás, mely szerint szleng a modern nagyvárosok – elsősorban fiatal férfiak által beszélt – alacsony szintű népi nyelve, melynek szókincse jelentős részben a tolvajnyelvből származik, még manapság is elég elterjedt vélekedés, bár a modern szlengkutatásban már meghaladottnak számít.)...”

A szleng Kis Tamás készítette, eddigi legteljesebb összefoglaló áttekintését ➔ [itt érheti el](#)

További áttekintések

- ➔ [a tolvajnyelvről,](#)
- ➔ [az ifjúsági nyelvről,](#)
- ➔ [a diákszlengről \(diáknyelvről\),](#)
- ➔ [a fattyúnyelvről.](#)

Google Egyéni Kereső
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→ **Alapozás**

- Alapismeretek a szlengről
- Bibliográfia
- A Szlengkutatás könyvsorozat

→ **Tudomány**

- Szótárak, könyvek, önálló munkák
- Tanulmányok, cikkek
- Ismertetések
- Szlengkutatás a világban

→ **Diákmunkák**

- Diákköri és szakdolgozatok
- Egyéb diákdolgozatok



II.1. Social identity

bikacsők

nyomja a kétszáz kilót! Az emelet -ja: Az adott szinten a legerősebb ember. **3. Bikából:** Erőből, ész nélkül; **izomból.** *Gondolkodj, ne akarj mindent bikából megoldani!*

4. Prostituált kitarzott szeretője, illetve nő védelemért, pénzért prostituáltként dolgoztató férfi; **májer.** **5. ritk** Homoszexuális kapcsolatban a férfi szerepű személy (aki akár több szeretőből álló „háremet tart”). *Én vagyok a bika, ezek az én teheneim!* [*bika* ’nemileg erős és gátlástalan férfi’]. — **basa, emberbaszó, gabika, kandúr, kanibaba, riporter.** Vö. **köcsög, ratyi.**

bikacsők fn Gumibot; **kolbász.**

bikatej fn *Rég* Feketekávé, cikóriakávé; **kofi.**

bikavér fn *Rég* Embervérből készült hagymás sült vér mint étel. (Vki karján megvágják az eret, és süthagymára locsolják. Régen gyakori volt a börtönökben, a testépítők azt mondták: „A karom érdekében mindent megeszek.” Tökölön és a szegedi **Csillag** börtönben is divat volt.)

bikaviadal fn *gúny* Homoszexuális „háremtartók” (**bikák**) verekedése homoszexuális partnereik miatt.

bikcsi fn Bicska, kés; **bugyli.** [*bicska, bicsak* ’zsebkés’].

biléta fn LSD-vel átítatott bélyeg (kábitószér); **bélyeg.**

bili fn *Rég* Tányérsapka.

biliárd *Egylyukas ~: ritk* Homoszexuá-

bíróság

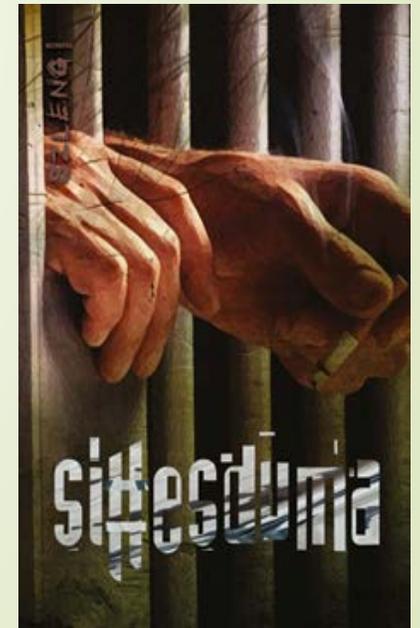
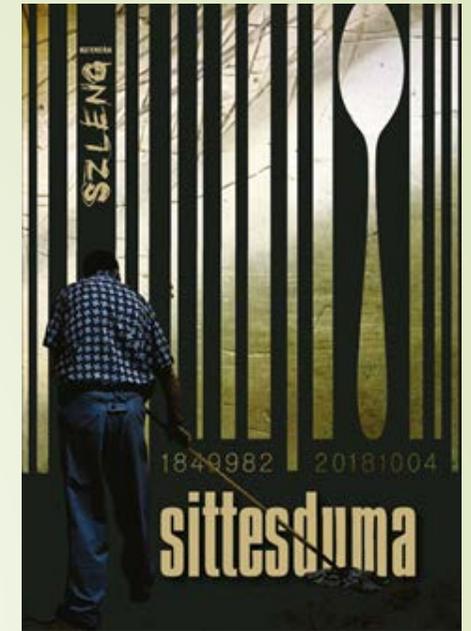
módon (pl. rézdrót, vmilyen kis fémdoboz, cérna, elem felhasználásával) a börtönben, amikor még tiltva volt a rádiózás a zárkában. (Csak a Kossuth rádiót fogta. 1990-ben engedélyezték a „civil” rádiókészülék használatát.) — **bindzsura, kimzsi.** **2.** Rádiókészülék. **3.** A központi rádió a börtönben. Vö. **hadovaláda.**

bindzsura fn *ritk* Házilag barkácsolt rádió; **bindzsi.**

biokamera fn *gúny* Besúgó; **vamzer.** *Na nézd már! Biokamerátok is van? Ki rakta rátok ezt a vamzert?*

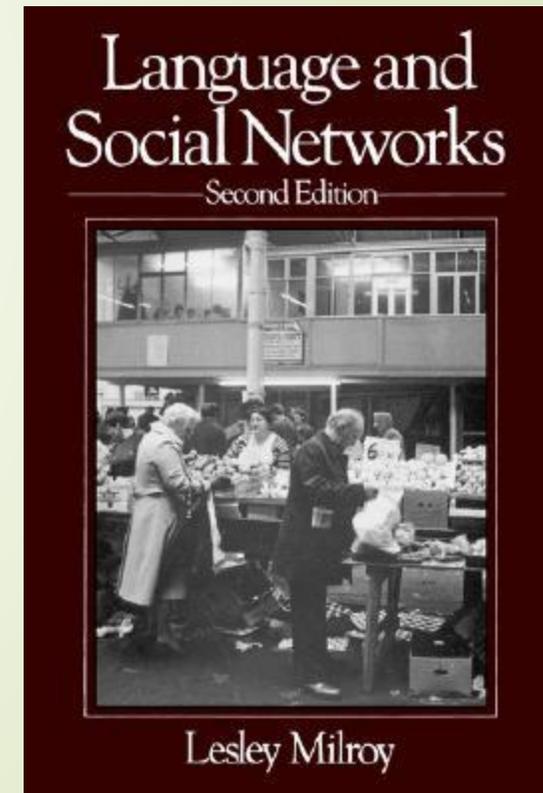


bír ts ige Szeret, kedvel; **kamel.** *Biri:* Szeret(em). *Csi biri:* Nem szeret(em). **Szj:** (Válasz olyan ember kérésére, akit kedvelnek, amikor olyat kér, amit másoknak nem (szívesen) tennénk meg (pl. ha cigarettát kérnek, átadás előtt ezt mondják):) *Tudod mit bírok benned? Semmit! De azt nagyon!* Csak azért, mert kedvellek! Csak neked



II.2. Social networks

- ▶ The “Belfast” study (Milroy, J. & Milroy, L. 1978)
 - ▶ Three working class communities:
 - ▶ Ballymacarrett, the Hammer, and the Clonard
 - ▶ “Web of ties”:
 - ▶ density, member closeness centrality, multiplexity, and orders
- ▶ Social network theory
 - ▶ Strong ties: the “Detroit” study (Eckert 1989)
 - ▶ Weak ties: the “Belfast” (Milroy, J. & Milroy, L. 1978) and the “Harlem” study (Labov 1966)



III. Socio-cognitive linguistics

- Interaction of social networks & connectionist minds



Debreceni Egyetem Magyar Nyelvtudományi Tanszék
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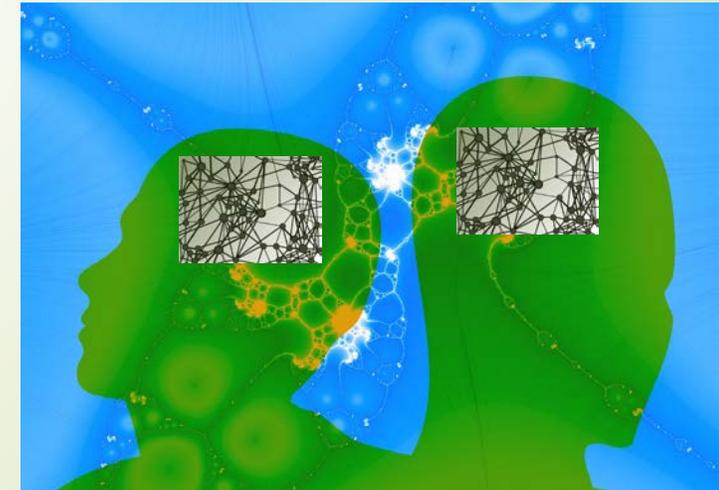
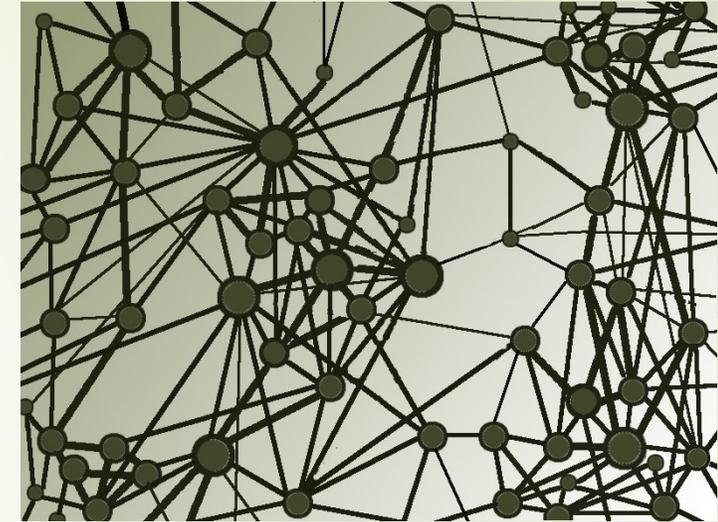
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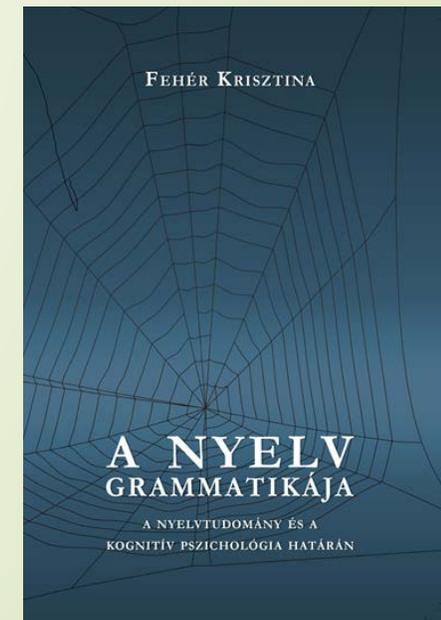
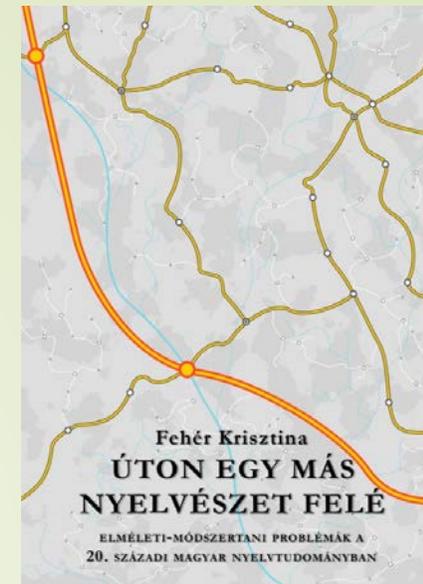
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III.1. Socio-cognitive grammar of language

- ▶ Theory of grammar is missing from “soft” linguistics
- ▶ Modeling of grammar in the frame of socio-cognitive approach
- ▶ Making interdisciplinary metaanalyses of two “debates”
 - ▶ Rules vs. analogies in linguistics (the phylogeny of language)
 - ▶ Algebraic vs. statistical learning in cognitive psychology (the ontogeny of language)
- ▶ Probabilistic network model of grammar
- ▶ New research project on attitude



III.2. Language attitude



- ▶ Personal reports on teachers' attitude towards standard/regional ~ vernacular varieties of Hungarian in the school (Sándor 2014)
 - ▶ "When I am not at home, I am always trying to speak avoiding the words with ö (i.e. [ø]) not to make a mistake even accidentally. So when I am speaking I think like „ok, so in the next sentence I should not say »On Friday I will go (i.e. *mögyök* [møjøk]) home« but rather »On Friday I will travel (i.e. *utazom* [utøzom]) home«"
 - ▶ "At home we all use *nák* (i.e. [na:k]), so does everybody in the village. It was not a problem in the primary school, the teacher did not reflect anything on it. Then I went to secondary school, and there I was often corrected. It was a really bad experience because earlier I had never taken it as a mistake. My mother also uses it."
 - ▶ "In the first years of the elementary school, we were running around in the break, and one of the children said something with *suksük* (i.e. [jukjyk]). The teacher went to him and hit him on the nape."
 - ▶ "In the first years of the elementary school, we had a custom. If somebody didn't use the correct form of a word, he got a big, red paper tongue on a string put around his neck, and he had to wear it until somebody else did the same."

III.2. Language attitude



- ▶ Subjective Reaction Test / Matched Guise Technique (MGT)
 - ▶ Designed by Lambert (Lambert et al. 1960)
 - ▶ Measuring attitude towards English and French in Montreal among university students
 - ▶ MGT first in Hungary almost 40 years later (Sándor, Langman & Pléh 1998, cf. Fodor & Huszár 1999)
 - ▶ Naming MGT in Hungarian as 'Agent Investigation' in a literal translation
 - ▶ Attitude towards standard and regional Hungarian among university students
 - ▶ MGT to measure the relative attitudes towards two regional dialects of Hungarian (Hanyiszkó 2012)
 - ▶ Attitude towards their own regional dialect and another one among students from secondary schools
 - ▶ MGT to measure the relative attitudes towards three degrees of density of certain traits from a regional dialect of Hungarian (Kontra, Németh & Sinkovics 2016)
 - ▶ Attitude towards nine varieties of their own regional dialect among adults



III.2. Language attitude



- ▶ A misalignment between sociolinguistics and cognitive psychology
 - ▶ Sociolinguistics: language attitude of adults and teenagers
 - ▶ Cognitive psychology: linguistic preferences of infants
- ▶ Understudied: how do linguistic preferences / attitudes evolve?
 - ▶ Original preference for maternal voice, "motherese", mother tongue
 - ▶ Development of sensitivity and reorganization: "overt" and "covert" prestige

III.2. Language attitude



- ▶ The “Magic Box” study (Rosenthal 1974)
 - ▶ Using an MGT among pre-school children to reveal attitude towards Standard English (SE) and “Black English” (“BE”)
 - ▶ Steve (SE): “Hi. My name is Steve. I go to school here in Washington. I have a nice present for you. It’s really fun to play with. In fact, I’d bet that no one has ever given you a present this nice. Can you guess what it is? Here, I’ll give you some clues. It has about five colors and it will last you for a long time. My friend has one. He plays with it all the time. He likes it a lot. You’re going to take this present, aren’t you?”
 - ▶ Kenneth (“BE”): “Hi. My name Kenneth. I go school here in Washington. I got nice present. You’ll like this a lot. It nice and fun to play with. Bet you can’t guess what it is. I give you a clue. It got about five color. You ain’t never got a present like before. You play with it a long time. My friend, he got one. He play with it all the time. He like it a whole lot. You gonna take this present, ain’t you?”

III.2. Language attitude



- ▶ The “Magic Box” study (Rosenthal 1974)
 - ▶ Slight preference for SE
 - ▶ “I like him cause he sound nice (pointing to S.). I don’t like him (pointing to K.).” (BM 5.8)
 - ▶ “Cause Steve talks nicer and he looks better.” (AF 5.6)
 - ▶ “Cause Kenneth is a black guy and I like black boys.” (AM 5.2)
 - ▶ “Cause Kenneth talks better. He talks cool.” (AM 5.11)
 - ▶ “Kenneth talks silly. My daddy doesn’t talk like that.” (AM 3.3)
 - ▶ “Cause Steve is good. Kenneth is so bad, cause he broke my Mickey Mouse.” (AF 3.3)

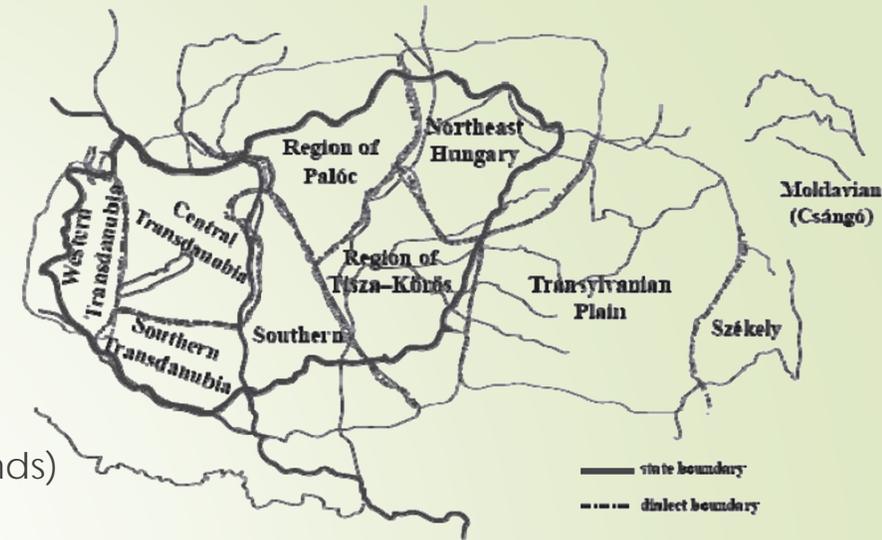
III.2. Language attitude



- ▶ MGT on Austrian Bavarian and Austrian Standard of German among children of 3-11 (Kaiser & Kasberger 2016)
 - ▶ No clear pattern before 7, clear preference for standard between 7-9, and decreasing preference of that between 9-10
 - ▶ Slight preference for the variety mainly used at home, especially among younger
 - ▶ Confirming results of other experiments on languages, but Standard German in Switzerland
- ▶ No equivalent data at all for Hungarian standard and regional dialects, not even for accented Hungarian
 - ▶ B1: "Are you from abroad, too?"
B2: "Yes, I am. And (proudly) I came from a very far place!"
B1: "I know. You are from Germany."
B2: (quite surprised) "How do you know?"
B1: "I have a cousin from Germany. He talks just like you."

III.2. Language attitude

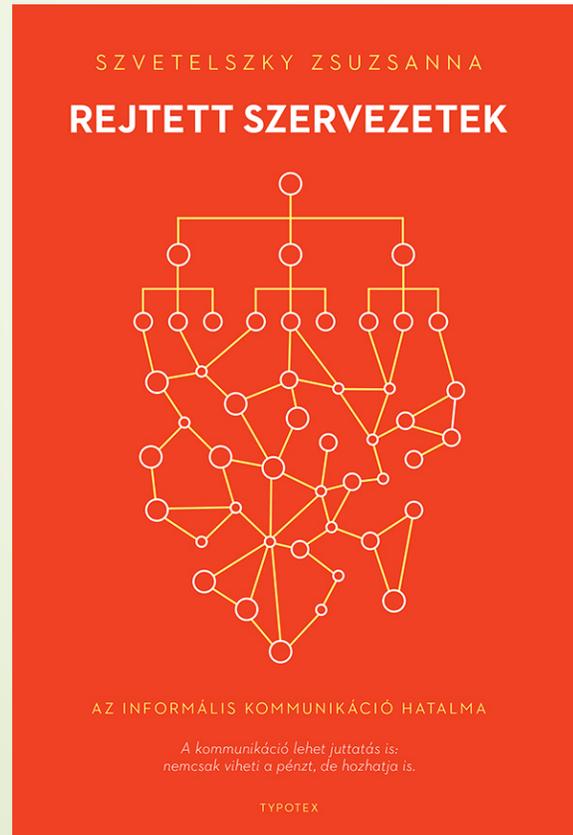
- ▶ A long-term research plan of a
 - ▶ 3-part investigation:
 - ▶ Differentiation task for children (identifying friends)
 - ▶ MGT for children (listening tales)
 - ▶ Interviews with children, their teachers and parents
 - ▶ Participants:
 - ▶ Age of 5-10
 - ▶ Monolinguals vs. bilinguals here and abroad
 - ▶ Speakers of the standard (or a near-standard) variety vs. those of a regional dialect
 - ▶ Stimuli:
 - ▶ Standard variety vs. their regional dialect or a “foreign” one vs. accented Hungarian
 - ▶ Extra – only for bilinguals: standard / regional / accented Hungarian vs. standard/regional/accented varieties of their other native language
 - ▶ Conditions: with different degrees / types of being dialectal or accented



(Alberti-Laczkó eds. 2018: xvii, with Creative Commons License CC BY NC)

Afterword

- A hidden link between us in the social network – revealed





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