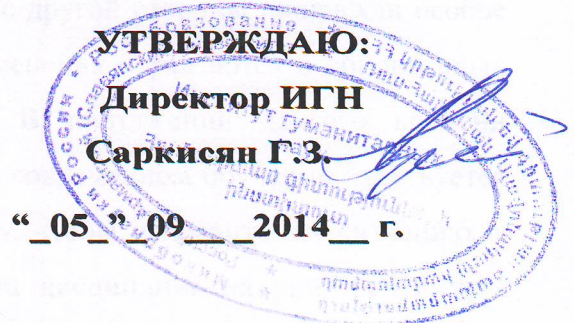


**ГОУ ВПО РОССИЙСКО-АРМЯНСКИЙ (СЛАВЯНСКИЙ)  
УНИВЕРСИТЕТ**

Составлен в соответствии с  
государственными требованиями к  
минимуму содержания и уровню  
подготовки выпускников по  
направлению Лингвистика и  
Положением «Об УМКД РАУ».



**Институт гуманитарных наук**

**Кафедра:** Теории языка и межкультурной коммуникации

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**УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС**

**Дисциплина:** Б1.В.ДВ.4.1 Социолингвистика (английский)

**Направление:** 45.03.02 Лингвистика

**Зав. кафедрой**

**Симонян А.А.**

## **1. Аннотация**

Социальные изменения в конце 1980-х и в начале 1990-х годов с одной стороны дали возможность изучить язык как социальное явление, но с другой стороны привлекли особое внимание ученых и лингвистов, так как эти самые изменения отражаются в обновленных формах языка и вербального поведения человека. В протяжении долгого времени социолингвистические исследования были запрещены и в современном обучении чувствуется очень серьезная методологическая проблема. И поэтому, чтобы исправить эту ситуацию, в настоящее время во всем мире активно изучается эта дисциплина на университетском уровне. Социолингвистика очень быстро развивающаяся сфера в лингвистических исследованиях. Одна из важнейших черт данной программы является комбинирование методологии и практики социолингвистических исследований.

## **2. Содержание**

### **2.1 Цель и задачи дисциплины:**

**Цель дисциплины:** Целью курса «Социолингвистика» является формирование системы знаний о развитии социологии как раздела языкознания; изучение использования языка в различных социальных группах для выявления живого механизма языкового варьирования; овладение знаниями о социальных условиях, среде и сферах существования основных форм языка и его употребления; развитие навыков анализа ситуаций общения и типовых отношений между участниками коммуникации.

**Задачи дисциплины:** Сформулировать основные понятия социолингвистики; изучить связь языка и общества; раскрыть взаимосвязь, взаимовлияние и взаимодействие языка и культуры; распознать вариации языка на всех уровнях; выявить корреляцию личности и культуры на основе языковых вариаций; исследовать подходы и идеологии, а также образовательные, политические и социальные последствия социолингвистических факторов; развить у студентов культурную восприимчивость; научить составлять социолингвистический портрет личности (группы); ознакомить с анализом коммуникативной ситуации в условиях межкультурного общения.

## **2.2. Требования к уровню освоения дисциплины**

Данная дисциплина направлена на развитие следующих компетенций:

### **1. общепрофессиональные компетенции (ОПК):**

владением базовыми навыками сбора и анализа языковых и литературных фактов, филологического анализа и интерпретации текста (ОПК-4);

свободным владением основным изучаемым языком в его литературной форме, базовыми методами и приемами различных типов устной и письменной коммуникации на данном языке (ОПК-5);

способностью решать стандартные задачи профессиональной деятельности на основе информационной и библиографической культуры с применением информационно-коммуникационных технологий и с учетом основных требований информационной безопасности (ОПК-6);

способностью свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации (ОПК-7);

владением особенностями официального, нейтрального и неофициального регистров общения (ОПК-8);

готовностью преодолевать влияние стереотипов и осуществлять межкультурный диалог в общей и профессиональной сферах общения (ОПК-9);

способностью использовать этикетные формулы в устной и письменной коммуникации (ОПК 10);

### **2. профессиональные компетенции (ПК):**

готовность и умение вести диалог, переписку, переговоры на иностранном языке в рамках уровня поставленных задач (ПК-5);

владение техниками установления профессиональных контактов и развития профессионального общения, в том числе на иностранных языках (ПК-7);

владением методикой подготовки к выполнению перевода, включая в справочной, специальной литературе и компьютерных сетях (ПК-8);

владением основными способами достижения эквивалентности в переводе и способностью применять основные приемы перевода (ПК-9);

владением этикой устного перевода (ПК-14);

владением международным этикетом и правилами поведения переводчика в различных ситуациях устного перевода (сопровождение туристической группы,

обеспечение деловых переговоров, обеспечение переговоров официальных делегаций) (ПК-15);

владением необходимыми интеракционными и контекстными знаниями, позволяющими преодолевать влияние стереотипов и адаптироваться к изменяющимся условиям при контакте с представителями различных культур (ПК-16);

способностью моделировать возможные ситуации общения между представителями различных культур и социумов (ПК-17);

владением нормами этикета, принятыми в различных ситуациях межкультурного общения (сопровождение деловых переговоров, обеспечение переговоров официальных делегации) (ПК-18);

владением методами формального и когнитивного моделирования естественного языка и методами создания метаязыков (ПК-20).

В рамках данного курса студенты должны ознакомиться со специальной литературой. В ходе изучения нового материала предусмотрено повторение и углубление знаний студентов в области теории и практики социолингвистики. Очень большое значение имеет самостоятельная работа студента над отдельными темами, а также проведение индивидуальных локальных исследований на основе теории по социолингвистике.

По истечении времени обучения, отведенного на данный курс (72 аудиторных часа):

### **2.3. Трудоемкость учебной дисциплины**

**Таблица трудоемкости дисциплин и видов учебной работы**

Виды учебной работы	Всего, в академических часах	Распределение по семестрам			
		Семестр 8	Лекции	Семинар	Самостоятельная работа
1	2	3	4	5	6
<b>1. Общая трудоемкость изучения дисциплины по семестрам, в т. ч.:</b>	<b>72</b>	<b>72</b>	<b>18</b>	<b>18</b>	<b>36</b>
1.1. Аудиторные занятия, в т. ч.:					

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1.1.1.	Лекции	<b>17</b>	18			
1.1.2.	Практические занятия, в т. ч.					
1.1.2.1.	Обсуждение прикладных проектов					
1.1.2.2.	Кейсы					
1.1.2.3.	Деловые игры, тренинги					
1.1.2.4.	Контрольные работы(за счет семинарских)	<b>2</b>	2			
1.1.2.5.	Другое (указать)					
1.1.3.	Семинары	<b>18</b>	18			
1.1.4.	Лабораторные работы					
1.1.5.	Другие виды (указать)					
1.2.	Самостоятельная работа, в т. ч.:	<b>36</b>	36			
1.2.1.	Подготовка к экзаменам					
1.2.2.	Другие виды самостоятельной работы, в т.ч. (Указать)					
1.2.2.1.	Письменные дом. Задания					
1.2.2.2.	Курсовые работы					
1.2.2.3.	Эссе и рефераты					
1.2.2.4.	Другое (указать)					
1.3.	Консультации					
Итоговый контроль (Экзамен, Зачет, диф. зачет – указать)			<b>За-чет</b>			

2.3.2 Объем дисциплины и виды учебной работы

Разделы и темы дисциплины	Всего (ак. часов)	Лекции (ак. часов)	Практ. Занятия (ак. часов)	Семина- ры (ак. часов)	Лабор. (ак. часов)	Другие виды занятий (ак. часов)
<b>1</b>	<b>2</b>	<b>18</b>		<b>18</b>	<b>2</b>	
<b>1. Introduction</b> Knowledge of Language; Variation; Scientific Investigation; Language and Society; Sociolinguistics and the Sociology of Language; Methodological Concerns.	<b>2</b>	<b>1</b>		<b>1</b>		
<b>2. Language and Communities. Languages, Dialects and Varieties.</b> Language and Dialect; Regional Dialects; Social Dialects; Styles, Registers and Beliefs.	<b>2</b>	<b>1</b>		<b>1</b>		
<b>3. Pidgins and Creoles</b> Lingua Francas; Definitions; Origins; From Pidgin to Creole.	<b>2</b>	<b>1</b>		<b>1</b>		
<b>4. Codes</b> Diglossia; Bilingualism and Multilingualism; Code Switching; Code Mixing.	<b>2</b>	<b>1</b>		<b>1</b>		
<b>5. Speech Communities</b> Definitions; Intersecting Communities; Networks and Repertoires.	<b>2</b>	<b>1</b>		<b>1</b>		
<b>6. Language Variation</b> Regional Variation; Linguistic and Social Variation; Data Collection and Analysis.	<b>2</b>	<b>1</b>		<b>1</b>		
<b>7. Some Findings and Issues</b>	<b>2</b>	<b>1</b>		<b>1</b>		

An Early Study; New York City; A Variety of Studies; Controversies.						
<b>8. Change</b> Traditional View; Changes in Progress; The Process of Change.	<b>2</b>	<b>1</b>		<b>1</b>		
<b>9. Words and Culture</b> Kinship; Taxonomies; Color; Prototypes; Taboo and Euphemism.	<b>2</b>	<b>1</b>		<b>1</b>		
<b>10. Ethnographies</b> Varieties of Talk; The Ethnography of Speaking.	<b>2</b>	<b>1</b>		<b>1</b>		
<b>11. Solidarity and Politeness (1)</b> Tu and Vous; Address Terms; Politeness.	<b>2</b>	<b>1</b>		<b>1</b>		
<b>12. Solidarity and Politeness (2)</b> Functions of Speech; Grice's Cooperative Principles and Maxims.	<b>2</b>	<b>1</b>		<b>1</b>		
<b>13. Talk and Action</b> Speech Acts; Cooperation; Conversation.	<b>2</b>	<b>1</b>		<b>1</b>		
<b>14. Gender</b> Differences, Possible Explanation.	<b>2</b>	<b>1</b>		<b>1</b>		
<b>15. Disadvantage</b> Codes Again; Consequences for Education.	<b>2</b>	<b>1</b>		<b>1</b>		
<b>16. Planning (1)</b> Issues; A Variety of Situations. Winners and Losers.	<b>2</b>	<b>1</b>		<b>1</b>		
<b>17. Planning (2)</b> Language Policy	<b>3</b>	<b>2</b>		<b>1</b>		
<i>Промежуточный контроль</i>	<b>2</b>					
<b>ИТОГО</b>	<b>36</b>	<b>18</b>		<b>16</b>		

2.3.3 Содержание разделов и тем дисциплины

<p><b>Тема 1.</b></p>	<p><b>Introduction.</b> Any discussion of the relationship between language and society, or of the various functions of language in society, should begin with some attempt to define each of these terms. Let us say that a <i>society</i> is any group of people who are drawn together for a certain purpose or purposes. By such a definition ‘society’ becomes a very comprehensive concept, but we will soon see how useful such a comprehensive view is because of the very different kinds of societies we must consider in the course of the various discussions that follow. We may attempt an equally comprehensive definition of language: a <i>language</i> is what the members of a particular society speak. However, as we will see, speech in almost any society can take many very different forms, and just what forms we should choose to discuss when we attempt to describe the language of a society may prove to be a contentious matter. Sometimes too a society may be plurilingual; that is, many speakers may use more than one language, however we define language. We should also note that our definitions of language and society are not independent: the definition of language includes in it a reference to society.</p>
<p><b>Тема 2.</b></p>	<p><b>Language and Communities. Languages, Dialects and Varieties.</b> In the given part we will look at many ways in which language and society are related. The possible relationships have long intrigued investigators. Indeed, if we look back at the history of linguistics it is rare to find investigations of any language which are entirely cut off from concurrent investigations of the history of that language, or of its regional and/or social distributions, or of its relationship to objects, ideas, events, and actual speakers and listeners in the ‘real’ world. That is one of the reasons why a number of linguists have found Chomsky’s social view of linguistic theorizing to be a rather sterile type of activity, since it explicitly rejects any concern for the relationship between a language and those who use it.</p>
<p><b>Тема 3.</b></p>	<p><b>Pidgins and Creoles.</b> Among the many languages of the world are a few often assigned to a somewhat marginal position: the various lingua francas, pidgins, and creoles. To the best of our knowledge all have existed since time immemorial, but, in comparison with what we know about many ‘fully fledged’ languages, we know comparatively little about them. There is a paucity of historical records; the history of serious study of such languages goes back only a few decades; and, because of the circumstances of their use, they have often been regarded as being of little intrinsic value or interest. Until recently, pidgins and creoles have generally been viewed as uninteresting linguistic phenomena,</p>



	<p>being notable mainly for linguistic features they have been said to ‘lack,’ e.g., articles, the copula, and grammatical inflections, rather than those they possess, and those who speak them have often been treated with disdain, even contempt.</p>
<b>Тема 4.</b>	<p><b>Codes.</b> It is possible to refer to a language or a variety of a language as a <i>code</i>. The term is useful because it is neutral. Terms like <i>dialect</i>, <i>language</i>, <i>style</i>, <i>standard language</i>, <i>pidgin</i>, and <i>creole</i> are inclined to arouse emotions. In contrast, the ‘neutral’ term <i>code</i>, taken from information theory, can be used to refer to any kind of system that two or more people employ for communication. (It can actually be used for a system used by a single person, as when someone devises a private code to protect certain secrets.) All of the above, then, are codes by this, admittedly loose, definition. What is interesting is the factors that govern the choice of a particular code on a particular occasion. Why do people choose to use one code rather than another, what brings about shifts from one code to another, and why do they occasionally prefer to use a code formed from two other codes by switching back and forth between the two or even mixing them?</p>
<b>Тема 5.</b>	<p><b>Speech Communities.</b> Language is both an individual possession and a social possession. We would expect, therefore, that certain individuals would behave linguistically like other individuals: they might be said to speak the same language or the same dialect or the same variety, i.e., to employ the same code, and in that respect to be members of the same <i>speech community</i>, a term probably derived from the German <i>Sprachgemeinschaft</i>. Indeed, much work in sociolinguistics is based on the assumption that it is possible to use the concept of ‘speech community’ without much difficulty. Hudson (1996, p. 29) rejects that view: ‘our sociolinguistic world is not organized in terms of objective “speech communities,” even though we like to think subjectively in terms of communities or social types such as “Londoner” and “American.” This means that the search for a “true” definition of the speech community, or for the “true” boundaries around some speech community, is just a wild goose chase.’ We will indeed discover that just as it is difficult to define such terms as <i>language</i>, <i>dialect</i>, and <i>variety</i>, it is also difficult to define <i>speech community</i>, and for many of the same reasons. That difficulty, however, will not prevent us from using the term: the concept has proved to be invaluable in sociolinguistic work in spite of a certain ‘fuzziness’ as to its precise characteristics. It remains so even if we decide that a speech community is no more than some kind of social group whose speech characteristics are of interest and can be described in a coherent manner.</p>
<b>Тема 6.</b>	<p><b>Language Variation.</b> Languages vary in many ways. One way of characterizing certain variations is to say that speakers of a particular languagesometimes speak different</p>

	<p>dialects of that language. Although I have already noted how difficult it is to define <i>dialect</i>, we may still find it useful to use the term in our work in sociolinguistics, and even to extend its use from studies of regional variation to those of social variation. In this way it would be possible to talk about both <i>regional dialects</i> and <i>social dialects</i> of a language. Just as a regional dialect marks off the residents of one region from those of other regions, a social dialect would be a variety associated with a specific social class or group, marking that class or group off from other classes or groups. However, if this further differentiation of varieties is to be successful, it will require us to be able to find linguistic features which are associated with differences in classes or groups and, of course, to define what we mean by these latter terms.</p>
<p><b>Тема 7.</b></p>	<p><b>Some Findings and Issues.</b> Having looked briefly at some of the problems investigators face in using the concept of the ‘linguistic variable’ to examine linguistic variation in society, we can now turn to some representative quantitative studies. We will look at only a few, and then at only certain of their findings; to deal with all such studies at length would require several book-length treatments. We will comment on various parts of the studies selected to show something of the range of concerns that investigators have had and to indicate the kinds of problems they have faced. We will also look at certain claims that have been made concerning the relevance these studies have to achieving a better understanding of the structure of language and of its acquisition and use.</p>
<p><b>Тема 8.</b></p>	<p><b>Change.</b> Recent work in sociolinguistics has raised once again a long-standing question: can linguistic change be observed while it is actually occurring? In modern linguistics the answer to that question has usually been a resounding negative. Following the example of two of the founders of the modern discipline, Saussure (1959) and Bloomfield (1933), most linguists have maintained that change itself cannot be observed; all that we can possibly hope to observe are the consequences of change. The important consequences are those that make some kind of difference to the structure of a language. At any particular time, it certainly may be possible for linguists to observe variation in language, but that variation is of little importance. Such variation must be ascribed either to dialect mixture, that is, to a situation in which two or more systems have a degree of overlap, or to free variation, that is, to unprincipled or random variation. Linguists therefore attached little or no theoretical importance to variation. Only in recent decades have some of them seen in it a possible key to understanding how languages change.</p>
<p><b>Тема 9.</b></p>	<p><b>Words and Culture.</b> The exact nature of the relationship between language and culture</p>

	<p>has fascinated, and continues to fascinate, people from a wide variety of backgrounds. That there should be some kind of relationship between the sounds, words, and syntax of a language and the ways in which speakers of that language experience the world and behave in it seems so obvious as to be a truism. It would appear that the only problem is deciding the nature of the relationship and finding suitable ways to demonstrate it. But, as we will see, what is ‘obvious’ need not necessarily be ‘true’: the sun does not rotate around the earth, nor is the earth at the center of the universe! When we do try to specify any such relationship, we run into problems that are no less formidable than those just mentioned: we may be misled by the ‘obvious.’ In this chapter we will look at various ways in which language and culture have been said to be related. As we will see, some of the resulting claims are unprovable, others are intriguing, but only one or two are potentially of great interest.</p>
<p><b>Тема 10.</b></p>	<p><b>Ethnographies.</b> Speech is used in different ways among different groups of people. As we will see, each group has its own norms of linguistic behavior. A particular group may not encourage talking for the sake of talking, and members of such a group may appear to be quite taciturn to outsiders who relish talk, or they may feel overwhelmed by the demands made on them if those others insist on talking. In contrast, in another group talk may be encouraged to the extent that it may even appear to be quite disorderly to an observer who has internalized a different set of ‘rules’ for the conduct of talk.</p>
<p><b>Тема 11.</b> <b>Тема 12.</b></p>	<p><b>Solidarity and Politeness.</b> When we speak, we must constantly make choices of many different kinds: what we want to say, how we want to say it, and the specific sentence types, words, and sounds that best unite the <i>what</i> with the <i>how</i>. How we say something is at least as important as what we say; in fact, the content and the form are quite inseparable, being but two facets of the same object. One way of looking at this relationship is to examine a few specific aspects of communication: namely, pronominal choice between <i>tu</i> and <i>vous</i> forms in languages that require a choice; the use of naming and address terms; and the employment of politeness markers. In each case we will see that certain linguistic choices a speaker makes indicate the social relationship that the speaker perceives to exist between him or her and the listener or listeners. Moreover, in many cases it is impossible to avoid making such choices in the actual ‘packaging’ of messages. We will also see that languages vary considerably in this respect, at least in regard to those aspects we will examine.</p>
<p><b>Тема 13.</b></p>	<p><b>Talk and Action.</b> In speaking to one another, we make use of sentences, or, to be more precise, utterances. We can attempt to classify these utterances in any one of a variety of ways. We can try to classify them by length, e.g., by counting the number of words in</p>

	<p>each utterance, but that appears to be of little interest except to those who believe that shorter utterances are more easily understood than longer ones. We can try to classify them by grammatical structure along a number of dimensions, e.g., their clausal type and complexity: active – passive; statement – question – request – exclamatory; various combinations of these; and so on. We may even try to work out a semantic or logical structure for each utterance. But it is also possible to attempt a classification in terms of what sentences do, i.e., to take a ‘functional’ approach, but one that goes somewhat beyond consideration of such functions as stating, questioning, requesting, and exclaiming. In recent years a number of philosophers have had interesting things to say about what utterances do as well as mean, observing that part of the total meaning is this very doing.</p>
<p><b>Тема 14.</b></p>	<p><b>Gender.</b> A major topic in sociolinguistics is the connection, if any, between the structures vocabularies, and ways of using particular languages and the social roles of the men and women who speak these languages. Do the men and women who speak a particular language use it in different ways? If they do, do these differences arise from the structure of that language, which would therefore be one kind of confirmation of the Whorfian hypothesis (chapter 9), or, alternatively, do any differences that exist simply reflect the ways in which the sexes relate to each other in that society, whatever the reason? May it be possible to describe a particular language as ‘sexist,’ or should we reserve such a description for those who use that language? If the answer to either question is affirmative, what could and should be done?</p>
<p><b>Тема 15.</b></p>	<p><b>Disadvantage.</b> Each language exists in a number of different varieties, and individuals vary in their language use according to occasion. Not every individual will necessarily command the same range of varieties as every other person. Throughout the total linguistic community there will be a considerable overlap, a situation which seems necessary if there is to be good communication. However, such differences may exist within the total community that the variety (or varieties) spoken by one group may be quite unlike the variety (or varieties) spoken by some other group, while both groups may still be said to be speaking the <i>same</i> language.</p>
<p><b>Тема 16.</b> <b>Тема 17.</b></p>	<p><b>Planning.</b> As a final topic it is worth turning attention to some of the numerous attempts that have been made to change a particular variety of a language, or a particular language, or some aspect of how either of these functions in society. Such changes are usually described as instances of <i>language planning</i>. According to Weinstein (1980, p. 56), ‘Language planning is a government authorized, longterm, sustained, and conscious effort to alter a language’s function in a society for the purpose of solving</p>

	<p>communication problems.’ It may involve assessing resources, complex decision-making, the assignment of different functions to different languages or varieties of a language in a community, and the commitment of valuable resources. As we will see, language planning can take a variety of forms and produce many different kinds of results. It is also not without its controversies. Language planning has become part of modern nation-building because a noticeable trend in the modern world is to make language and nation synonymous.</p>
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### Приложение 5.

#### Распределение весов по видам контролей

Формы контролей	Веса форм текущих контролей в результирующих оценках текущих контролей			Веса форм промежуточных контролей в оценках промежуточных контролей			Веса оценок промежуточных контролей и результирующих оценок текущих контролей в итоговых оценках промежуточных контролей			Веса итоговых оценок промежуточных контролей в результирующей оценке промежуточных контролей	Веса результирующей оценки промежуточных контролей и оценки итогового контроля в результирующей оценке итогового контроля
	M1 <sup>1</sup>	M2	M3	M1	M2	M3	M1	M2	M3		
Вид учебной работы/контроля											
Контрольная работа						1					
Тест											
Устный опрос			1								
Лабораторные работы											
Письменные домашние задания											
Реферат											
Эссе											
Другие формы (Указать)											
Другие формы (Указать)											
Веса результирующих оценок текущих контролей в итоговых оценках промежуточных контролей									0,5		

<sup>1</sup> Учебный Модуль

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Веса оценок промежуточных контролей в итоговых оценках промежуточных контролей									0,5		
Вес итоговой оценки 1-го промежуточного контроля в результирующей оценке промежуточных контролей											
Вес итоговой оценки 2-го промежуточного контроля в результирующей оценке промежуточных контролей											
Вес итоговой оценки 3-го промежуточного контроля в результирующей оценке промежуточных контролей										1	
Вес результирующей оценки промежуточных контролей в результирующей оценке итогового контроля											1
<b>Экзамен/зачет (оценка итогового контроля)</b>											0
	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$	$\Sigma = 1$

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