

## CONCLUSIONS

### 1. Sociolinguistic competence

Review the concepts of *linguistic competence* and *linguistic performance*;  
 Comment on Chomsky's asocial view on language;  
 Relate the approaches by Hymes and Labov to Chomsky's view. } Lecture #1

#### 1.1 MULTILINGUAL SPEECH COMMUNITIES

*The realizations of sociolinguistic competence was examined from the perspectives of*

SECTION 1 { Language use in multilingual communities (Lecture #2);  
 Generational differences in speech communities (Lecture #3);  
 The relative status and function of different languages in multilingual communities (Lecture #4 and #5);  
 The development of pidgins, creoles and lingua francas (Lecture #4);  
 Status at the macro level: national and official languages (Lecture #5).

#### 1.2 LANGUAGE VARIATION: FOCUS ON USERS

*Sociolinguistic competence in monolingual communities – the linguistic choice of the individual was examined from the perspectives of*

SECTION 2 { The relevance of regional and social dialects (Lecture #6);  
 Gender and age (Lecture #7);  
 Ethnicity and social networks (Lecture #8);  
 Social factors contributing to language change: the importance of linguistic variations (i) over time, (ii) in physical space, and (iii) socially (Lecture #9).

### 1.3 LANGUAGE VARIATION: FOCUS ON USES

*Based on the effects of social context on the form of language, sociolinguistic competence was examined from the perspectives of*

- SECTION 3 {
- Speech styles in different social contexts (Lecture #10);
  - Speech functions, politeness and cross-cultural communication (Lecture #11);
  - Gender, politeness and stereotypes (Lecture #12);
  - The relationship between language and cognition (Lecture #13);
  - The speakers ability to participate in discourse in varying social contexts (Lecture # 14);
  - The relevance of social status to language attitudes (Lecture #15).

## 2. Sociolinguistic universals

Research objective: to identify common patterns in different speech communities.

Generalizations → universal tendencies!

Study the four generalization statements on p. 450.

Specific universals:

Sociolinguists identified *three specific universals*, relating to

- (i) linking the solidarity and status/power dimensions;
- (ii) linking the status/power dimension to the formality dimension;
- (iii) the functions of language in relation to the solidarity and status/power dimensions.

Study the three sociolinguistic universals (p. 450).

Are they *absolute* or are they *tendencies*?

Factors to be considered:

- Language change;
- Linguistic features representing different styles; but not necessarily different social classes;
- The relevance of positive and negative politeness cross-culturally.

*In identifying universal tendencies, sociolinguists contribute to knowledge relating to the relationship between language and society.*

