Class 3
Study Design

Variationist vs. Critical Sociolinguistics

Applied Sociolinguistics & Critical Discourse Analysis

Reading

Mayr - Power, discourse and institutions

CDA analyses texts and interactions, but it does not *start* from texts and interactions. It starts rather from social issues and problems, problems which face people in their social lives, issues which are taken up within sociology, political science and/or cultural studies.

Power and discourse

1. Lakoff (1973, pp. 50–2) says that, in each of the following pairs, it is quite clear which utterance is used only by females:

1a. Oh dear, you've put the peanut butter in the refrigerator again.
1b. Shit, you've put the peanut butter in the refrigerator again.
2a. What a terrific idea!
2b. What a divine idea!

What is your opinion? How do you explain any difference in usage?

2. When do you use the words *boy(s)* and *girl(s)* to refer to members of your own sex or of the other sex? Are there any uses of these words that you hear but refuse to employ yourself? Why? Has this always been the case? If not, why not?

Power and discourse

3. How do you use the words *lady* and *woman*? Do you ever use combinations such as *lady doctor* or *woman executive*? Do you use *cleaning lady*, *cleaning woman*, or some other term? Are *lady* and *woman* synonymous?

4. Whereas a young man may sometimes be referred to as a *stud*, *dude*, or *guy*, a young woman may be referred to as a *broad*, *chick*, *dame*, *doll*, *fox*, or *dog*. You might know some other terms too. Are there any fairly clear semantic differences between the two sets? If there are, what would you say they indicate?

5. How do you address men and women who hold equivalent positions? Do you make any kind of distinction by gender? How do such people address you? Is there a difference according to whether they are male or female? Do they address someone of the same age as yourself but of different gender in the same manner?

Power and discourse

6. Check the etymologies of the following words: *lady*, *lord*, *woman*, *female*, *spinster*, *witch*, *housewife*. Any conclusions?

7. What are your views of proposed new words like *chairperson*, *anchor-person*, *spokesperson*, *craftsperson*, *personslaughter*, *personhandle*, and *personhood*?

8. In March, 1991, Mayor David Dinkins of New York City referred to military personnel returning from the Gulf War as 'our heroes and sheroes.' Any comment?

9. Are words like *masterpiece*, *masterful*, *mastery*, and *to master* sexist?

10. Sex and grammatical gender are different. What do the following French words refer to: *la sentinelle*, *un mannequin*, *la recrue*, and *un laideron*?

2. Language policy

- Diglossia - Loi Toubon

- Discursive power - Arabic in French schools

Discussion...

Project 1.

Topic: Grammatical variation and language attitude

Method: Questionnaires and grammaticality tests

This will be a group project

Each person will work individually and then we will compile the results

Study Design - Variables & Variation!!!!

DV – object of study/ what you will predict

IV – what you believe to explain the object of study

RV – things that may effect your results but are not relevant to the study
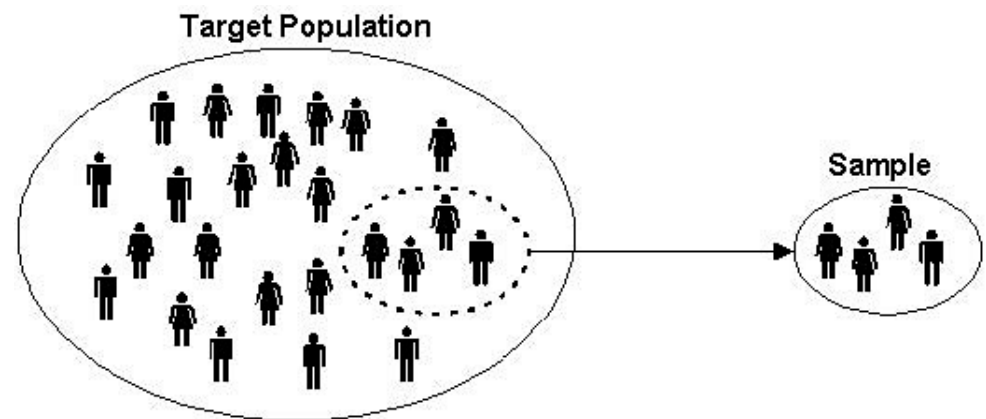
in other words

DV – question

IV – hypothesis

RV – noise

Study Design – Sample & Population

In your study,

    - what is your population?

    - what will be your sample?

Target Population

Sample

Study Design – Significance vs. Percentages

Statistics ≠ "statistiques" – les faux amis!

Study Design – Significance vs. Percentages
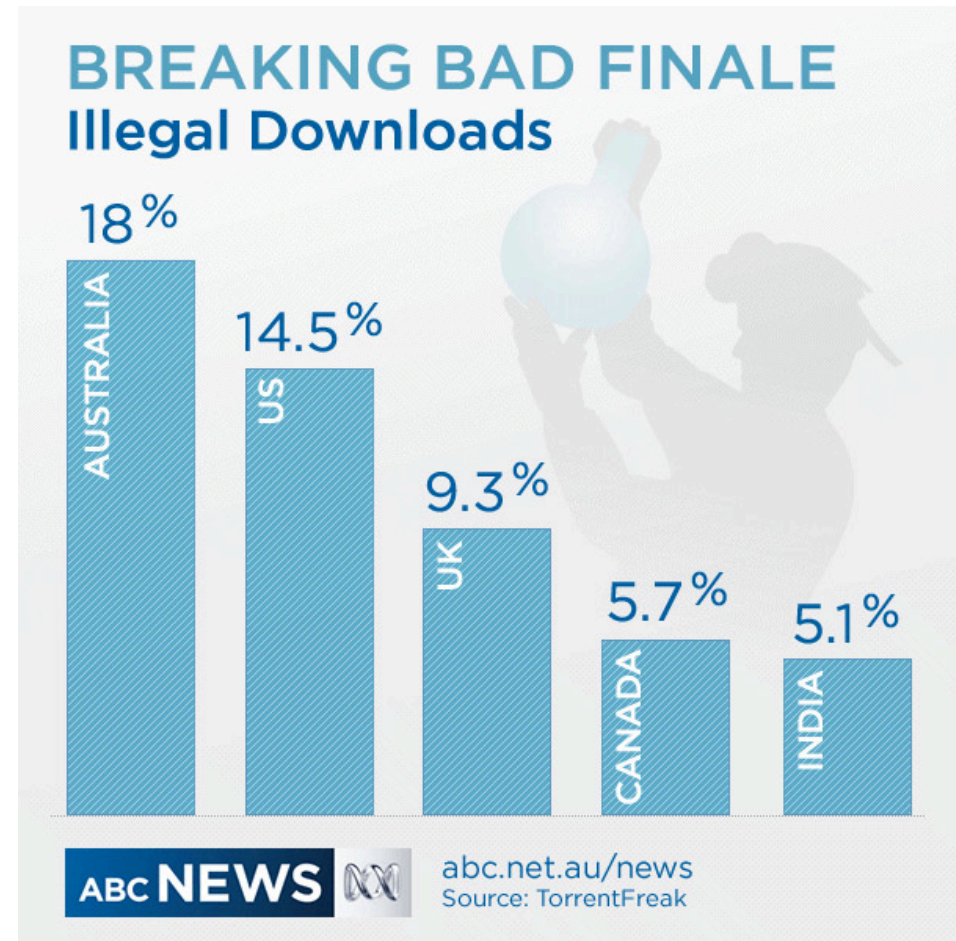
Counts

Percentages

Proportions

vs.

Statistics

Significance

P-values!!!!

alpha levels

p < 0.05 -   Social

p < 0.01 -   Natural

p < 0.001   Medicine

Project 1.

Grammatical variation and language attitude

Topic: Grammatical variation and language attitude

Method: Questionnaires and grammaticality tests

Step 1.   Define research questions (whole group)

Step 2.   Compose questionnaires (whole group)

Step 3.   Pilot questionnaires (individual)

Step 4.   Collect data (individual)

Step 5.   Collate data (whole group)

Step 6.   Interpret results (individuals)

Variation in French

Let's think of some examples of variation!

être / habiter à / sur / 0

Continuer à / de

merci à / merci de

station / arret de bus

bien à vous / cordialement

le lieu que / où j'habite

Grammaticality tests, Likert Scales and Questionnaires

A Likert scale is a scale where informants rank a subjective response

Do you think Juncker is a good president?

Circle the appropriate number where 1 is totally agree and 7 totally disagree

1   2   3   4   5   6   7

pretty simple stuff

The problem is fillers and getting information

about the respondents....

Let's work on one