



University of Glasgow

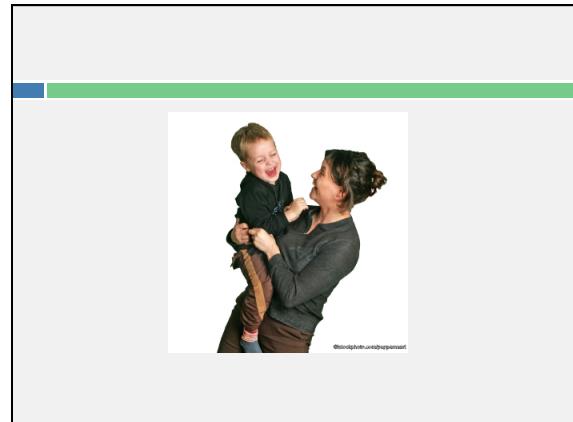
**1S
2D**

E·S·R·C
ECONOMIC & SOCIAL RESEARCH COUNCIL

*They style you up, your mum and dad:
from preschool to preadolescence in
the acquisition of sociolinguistic
norms*

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LVCCE | York | February 2015



- 'Linguistic variation is transmitted to children as stylistic differentiation on the formal/informal dimension...'
- ...Formal speech variants are associated by children with instruction and punishment, informal speech with intimacy and fun'
- (Labov 2001:437)

ESRC RES-000-22-0447

□ Caregiver, Community and Child in the Acquisition of Variable Dialect Features

Buckie

- 29 caregiver/child pairs
- 2;10-4;2
- recorded in everyday interaction

Lucy 3;3 years old

I'm gan in here. Dinn go in the washin' machine. **How? How?** How? Eh fit you mean how? **How? How can I nae go in the washin' machine?** Cos it'll maybe go- get switch on. And then you'll be stuck in it. And you'll droon! **Fit?** You'll droon. I'll go awa', won't I? You'll be lookin' far your- your Lois is at, won't you? Uhuh. And you winna ken far to get to my clothes, will you? No I'll be greetin'. I'll be gleetin' an' a'. Bet you. If you got stuck in 'ere. That wouldna be very nice, would it? **Nuh. I'd be missin' Liam and Amy and Nicola, wouldn't I?** Uhuh. Missin' a' your friends. Was you havin' fun ower at Nicola's the day? **But I could phone the bobbies.** Could you? **I could phone the bobbies.** Oh. Kick the bobbies- kick the washin' machine, so they can get me oat. Aye. **That's a good idea.** It is. They can kick 'at bit and 'at bit. And they can get me out!

- Smith, Durham & Fortune 2007
- Smith, Durham & Fortune 2009
- Smith, Durham & Richards 2013

Caregiver, community & variable



Caregiver speech

- | | different to community | same as community |
|--|--------------------------|--------------------------|
| lexical variables | <input type="checkbox"/> | <input type="checkbox"/> |
| lexically conditioned phonological variables | <input type="checkbox"/> | <input type="checkbox"/> |
| morphosyntactic variables | <input type="checkbox"/> | <input type="checkbox"/> |

- caregiverese

- socially salient variables

Preschool ~ preadolescent

Preschoolers

Preadolescents

5-way comparison

- Community ~ community
- Caregiver ~ child
- Child ~ caregiver
- Preadolescent ~ insider
- Preadolescent ~ outsider

5-way comparison

Comparison	Value
community to community	~90
caregiver to child	~35
child to caregiver	~20
pread to insider	~80
pread to outsider	~60

ESRC ES/K000861/1

- One speaker, two dialects: bidialectalism across the generations in a Scottish community

16 preadolescents

girls	boys
<ul style="list-style-type: none"> • Lucy • Becky • Marie • Jade • Elizabeth • Ginny • Kerry • Jennifer 	<ul style="list-style-type: none"> • Jake • Oliver • Kevin • Gareth • Max • Luke • Dan • Ricky

3

Lucy 12 years old

I like to like experiment and I've-- she like makes me follow athing that I've got to do and athin'. Oh right. Like I like to change things, nae like the normal way. Aye. See like even finn I'm with my pals and athing-- like I like doing athin' different like-- see in this photo-- wait here 'til I'll get rid of a' this messages so you can see it. Like they're a' wearin' the leggings and the disco pants and the crop tops and that and then I'm wearin' a skirt-- Aye. And my hair's different fae all them and athing and I'm wearin' heels and they're all wearin' trainin-- Aye. Trainers. Like I like to be different fae abody else bu- That's good though, you're a individual. Aye. Mm mm. I dinna like copying folk. No. You just like to do it yoursel'. Aye.

insider

outsider



Gillian (12 years old) with insider

□ She aieways gives me easter eggs every year and she kens fitt kind of easter egg I like, like I like a One Direction ain with like a mug and athing Mhmm and then fann I finally opened it on easter I noticed inside she'd put like a loom band actually inside the chocolate so she'd like smashed a hole in the chocolate put it back in then like wrapped it back up in tin foil and then I phoned my cousin, I was like "Abby is-- is this yours? Did you drop it in the chocolate or somethin?" she was like "No it's for you" and I was like "Oh thank you" 'cause like I'd aieways wanted a loom bracelet and then I finally got ain.

Gillian with outsider

□ Em fann me and Gemma like went to school today, I walked in em like to the library to her sittin' on the chair with black boots on, black leggings on, she had no glasses on but she needs glasses but she can see without them she had her hood up like a little bit so her fringe was still showing and then she had like black mascara on, black eyeliner, black eye shadow, black lipstick and I was just like "Gemma what is wrong with you?" and she was just like "I'm acting like a goth, don't judge" and I was just like "I'm going to judge"

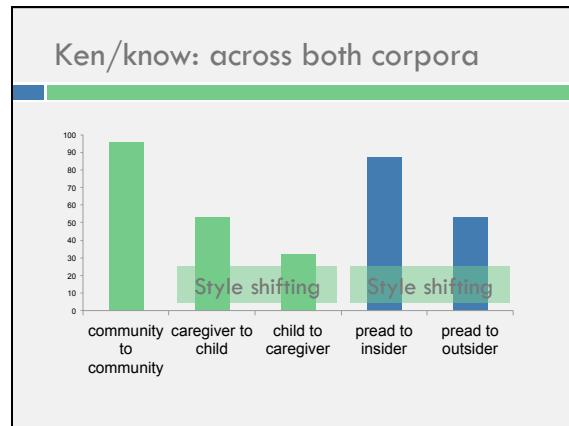
Analysis

- lexical
- phonological
- morphosyntactic

- Vernacular versus standard

ken vs know

Ken fitt ken means? " It's like **know**. (Jill, 12)

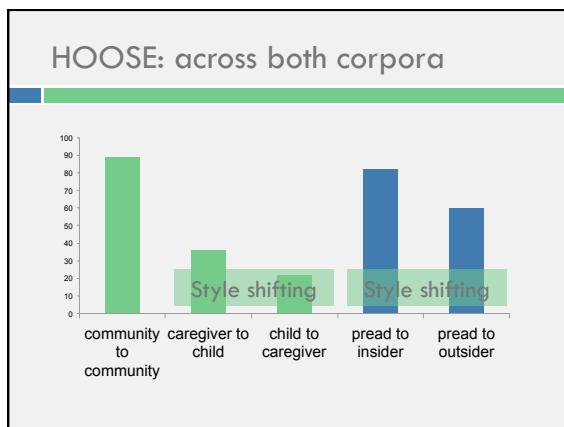


Phonological: hoose vs house

We got knocked o[u:t] in the second r[ʌt]nd. (Ricky, 13)

Lexical item

- house
- down
- town
- out
- outside
- hour
- about
- now (adverb)
- Thousand
- round
- around
- ...



Morphosyntactic: plural existentials

- There are** clouds outside....**there's** ghosts in there (Dillon, 3)
- There's** nae a lot of quines my age go. (Beverley, 12)



- 'children begin their language development with the pattern transmitted to them by their female caretakers, and any further changes are built on or added to that pattern.' (Labov 2001:437)

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- 'At some stage of socialization....children learn that variants favoured in informal speech are associated with lower social status in the wider community' (Labov 2001:437)

stylistic
↓
social

The sociolinguistic monitor

- Labov 1993, 2008
- 'members of the speech community evaluate the surface form of language but not more abstract structural features'.

Thanks to....

- Sophie Holmes-Elliott
- Mercedes Durham
- Beth Ralston
- Ellie Sutherland
- ...and the organising committee here at York.

03/03/2015

