

7<sup>th</sup> May

## \* Chapter-14 : Disadvantage

\* We'll look into 2 basic varieties:-

1) lower working classes in England and America.

2) African American English (AAE).

and how these 2 varieties affect kids, educational life and identity consexualization.

## \* Bernstein's Theory :-

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↳ culture affects language.

↳ He believes that there is a relationship between culture and language, both affect each other. But, he believes that the effect of culture on language is greater than the effect of language on culture.

⇒ when somebody grows in a disadvantaged environment, then his reality will be disadvantaged. However, if somebody grows up in an advantaged environment, then he will grow up advantaged.

↳ ex: a family that speak only English with their kids in Palestine, when these kids start going to school, they will face few problems with those who don't know English.



\* According to Bernstein, we have 2 forms of language:-

### 1) elaborated code.

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- ↳ the formal code, a standard form of the language.
- ↳ reflects grammar, syntax, vocabulary use, pronunciation, good sentences...
- ↳ employs coordinators; conjunctions, adjectives and adverbs.
- ↳ includes the pronoun (I), why?
- it reflects self esteem and knowledge.
- ↳ reflects hierarchy (دلیل) between reasons and outcomes.

ex: I was sick, as a result I didn't go to work.

### 2) restricted code.

- ↳ very informal, short sentences.
- ↳ few conjunctions, adverbs, adjectives...
- ↳ little subordination.
- ↳ dislocated presentation of information: no relatedness (quite often) between ~~reasons~~ causes and events, say an information in the wrong context. No logical analysis in relating something to something else.
- ↳ employ the pronoun (You), why?
- it reflects that (I) don't know, but someone else knows less self confidence and knowledge.
- ↳ they use confounding: mixing up topics that logically don't mix.
- ↳ reflects intimate relationship.



\*elaborated  $\begin{cases} \nearrow \text{high.} \\ \searrow \text{middle.} \end{cases}$  } more educated.

\*restricted  $\rightarrow$  lower working class  $\begin{cases} \nearrow \text{UK.} \\ \searrow \text{US.} \end{cases}$

$\rightarrow$  African American English  $\rightarrow$  US.

- children grow up hearing only the restricted form,  
once they start education, they are faced with a gap.  
ex. Dr. Wad only teaches us sociolinguistics, not syntax or  
grammar. So if the student don't know that then it's his/her  
problem.

\*lower working class  $\begin{cases} \nearrow \text{upper.} \\ \searrow \text{lower.} \end{cases}$

(comes in-between elaborated and restricted).

\*hiatus: gap P.360

lowide gap between reality and the educational system.

\*Bernstein looks into 2 basic kinds of families:-

(1) Position-oriented family :-

P.360

$\rightarrow$  You put in a position, not because you chose to, but  
because you have to, there's someone else that decides  
for you.

$\rightarrow$  implicit, indirect (won't say "no" directly).

$\rightarrow$  the language is close, physical contact between members.

$\rightarrow$  lack individuality.

$\rightarrow$  share the same ideology about any topic they'll discuss.



## ② Person-oriented family:-

P-360

↳ more explicit.

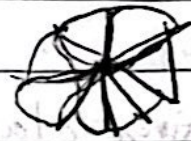
↳ more context free - means I don't have to talk about the same subjects as the others. I talk whatever I want and I don't care if you want to listen or not.

↳ strong sense of self atonomy independence.

\* We have 2 basic social networks in the world of Sociolinguistics:-

### 1) Close social networks. (dense)

↳ for position-oriented families



↳ when everybody knows everybody.

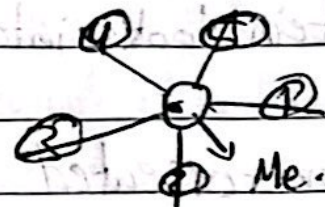
↳ people are tied in more than one relation.

ex. he's my <sup>①</sup> neighbor, and my <sup>②</sup> co-worker, my <sup>③</sup> classmate and married <sup>④</sup> to my sister. → same person.

↳ same topics, language (implicit).

### 2) Open social networks (loose).

↳ tied to each one independently/separately.



↳ different topics discussed

↳ This is my co-worker, so we only talk about work.

This is the shopkeeper so we only talk about that.

A doctor, only talk about medical topics.

\* Person-oriented reflects more variation.

\* Societies are the number (1) responsible for all of this  
According to Bernstein.



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\* Whose responsible for this socialization process of the different classes in England and America?

A: Mothers.

\* Bernstein divides mothers into 2 categories:- P 361

1) Lower-working class mothers.

2) Middle-class mothers.

\* Bernstein believes that there are differences in the socialization process between the lower-working class mothers and the middle class mothers. And how their interaction language affects the identity conceptualization (self) of their children.

\* He noticed that there are certain sociolinguistic differences between lower-working classes and the middle-class mothers.

⇒ He found that:-

\* Lower-class mothers:-

↳ use commands. ⇒ sit down, don't talk.

↳ rely on their positional authority. I'm your mother I can take control.

↳ use authoritative figures. If you do this, I'll tell your father.

[invocation: use of /sister].

↳ they don't give any moral lessons of anything that is being said.

don't swim! Why? Because I said so.

↳ don't give much assistance to their children when doing any task.

they don't share experiences with their children, they leave them alone.



As a result, lower-working class children get frustrated out of the tasks they have to do. Which for them doesn't go with the actual life.

ex: [ain't] AAE use them all the time to negate, but in fact there's differences between (I can't) and (I shouldn't) for example. So a mother (if she would) help her kid to differentiate. But they don't help their kids, so kids become frustrated.

↳ more tense punishment.

↳ more likely to employ Coercion ⇒ to make someone do something by force.

### \* Middle-class mothers:-

↳ employ language to discuss cause and effect. As they communicate with their kids.

ex: If you do this, ~~that~~ this will happen.

↳ when they negotiate things, they usually indicate the moral principles and lessons, for doing or not doing something. ex: what's good about doing this is ① ② ③...

↳ they encourage verbal interaction.

↳ tend to answer difficult questions.

↳ the language that they use usually induces desired behavior. physical and verbal: excellent, you're very good.

↳ use the language to instruct and help.

↳ they point out the consequences of what their children do. don't swim alone? Why? because you're not a good swimmer.

induces = results in



- ↳ they don't force kids to do anything they don't want to.
- ↳ they help their kids with school stuff.

✶ Bernstein believes that: the social class system in England and America doesn't give the lower-class members access to the elaborated form/code.

- ⇒ so the only code available to them is the restricted, the restricted code limits its members in general, and the kids in particular from intellectual abilities. No mental analyzation to draw connections between causes and effects.
- ⇒ so the kids are not given the chance, which limits their intellectual abilities to form the language. So as the result, the language around them will affect their reality.
- ex: if one of the parent told their kid "he's stupid", he'll believe that.

✶ Bernstein's theory and ideology isn't 100% agreed on. There are some points of criticism that Bernstein faced when he published his research.

⇒ Some Criticism points: P. 362

✶ Bernstein generalizes, to make it more comprehensive. (1)

↳ His research was more on the low-working class.

upper. [he generalizes, the sociolinguistics aspects used here]

working class → middle } are better than here, -

↳ lower ⇒ his research was here.



② He produces stereotypes/stereo typical images.  
 ↳ in the image that: the lower-working class mothers have these norms; they don't help their childrens force them use their own position to control their kids...  
 ⇒ So he has made some people believe in these stereotypes.  
 ⇒ so automatically from this stereotypical image, the lower-working class mothers are not as good as the middle-class ones. But that's not the cases because some lower-working class mothers would take care of their kids more than the middle-class ones.

③ Some people believe that he has produced (fallacy).  
 ↳ means his argument seems to be circular, he tells about something, and then goes back to the beginning?  
 ↳ and within this circulation, there's fallacy = false conceptions, not fully true

④ Many sociolinguists say there's no relatedness between using or not using adjectives and intellectuality (according to the elaborated and restricted codes).  
 ⇒ so some sociolinguists say, you can't judge somebody's language by looking into the number of adj and adv that they use.  
 "What has intellectuality to do with using or not using adj and adv?"  
 ⇒ they say we should look at quality not quantity.



- Other researchers has found that: Middle-class children are more inhibited than working-class children.
- \* inhibited = fear. verbally and sociolinguistically.
- ⇒ They don't have the courage to speak and express themselves.
- \* According to Bernstein, Middle-class children can express themselves. But other researchers have found the opposite (some middle-class children are inhibited).

- \* Black English (African American English AAE).
- \* Black English Vernacular (BEV).
- \* Negro Speech, Negro English      \* Ebonics

- \* its system is Uniform, means it has a system to it.
- \* little reminder: Portugeese started hunting down African men and women, they captured them and kept them in forts. In those forts, those African people needed to find a way to communicate, that made a pidgin.
- \* Pidgins mostly die as long as the purpose is fulfilled.
- But what happened here is that those African slaves were actually sent to different parts of the world. As those African people stayed together, they started to have children. Those children growing up in that particular environment didn't have the chance except to learn the language they heard from their parents (mothers especially), so they grew up speaking that particular language form which is pidgin.



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⇒ They got to USA, there they were bought as slaves, were not given any chance to communicate and above all the white men made distance between them and the African slaves.

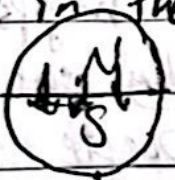
⇒ Those slaves were on plantation, were bought from different linguistic backgrounds. The purpose of that is because those masters didn't want the slaves to communicate. This was another burden (sue) for those slaves.

They were seen as animals, work all the time and no chance to learn the language of the plantation where they kept on.

⇒ They were not given the chance to improve the pidgin they created, but they started picking up words, adding the words they learnt in the USA to that system they already had (pidginized system).

### \* The Civil War:

↳ was between North United States and the South between white people themselves. People in the North didn't like what was happening in the South, so they called for delectoration of slaves. But people in the South didn't respond because they had farms that needed those slaves to work on.

which made a conflict. The North WON.  slaves.

as they won, African Americans were liberated.

However, they weren't welcomed in the North.

"you're free, but don't come up north".



\* Going back to the South to discuss [AAE], the "slaves" lived in different parts in the south, different states. And then they went up north and lived in different states. The space between these states and different areas, but there are many similarities between these different forms of [AAE].

⇒ Why do we have these similarities?

↳ 2 basic reasons:-

- 1) Immigration from the south to the north. They learned that pidginized form in the south, and when they went up north and weren't welcomed by the white north people, they kept using the same form.
- 2) Segregation (separation) & long-standing racial segregation. Lasted for a very long time. Language differences in the USA are along color lines, the color decides.

\* (AAE) has some basic language features/characteristics:-

1) Phonological / phonetic: A. Labiodentals.

↳ the sounds  $\theta$  and  $\delta$  as in (thing / this).

• / $\theta$ / thing → quite often produced as /t/ and /d/

• / $\delta$ / this → /t/ and /d/.

• bath → produced as f → baf / bæf/.

• brother → as v → brover / brɪvə /.



\* White people regardless of how low, uneducated they are, they don't use (AAE) features.

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B. Devoicing final voiced stops.

⇒ kid = kit      ⇒ big = bit      ⇒ cup = cap  
to make the final voiced stops as being voiceless.

C. Deletion of final stops all together (voiced and voiceless).

test = tes      desk = des  
tests = teses

D. Deletion of /r/ sound (r):

sofa ⇒ /sɒfə/ = /sɒf/

linda ⇒ /lɪndə/ = /lɪnd/.

in the USA, deletion of the (r) sound is a sign of high class. So lower-class people (mostly women) tend to imitate middle and high classes.

So they think when they delete or add an imaginary (r) like in (linda) which becomes (lindr) that they're imitating right but it's not.

E. Deletion of /l/ sound.

cold ⇒ cod ⇒ co (deletion of final stops).

bowl ⇒ bow ⇒ bo



F. Vowel nasalization:-

room /rū̃m/.

9. /aɪ/ + /əʊ/ :-

→ ɪ ʊ

pronounced as monophthongs (they are diphthongs).

= /aɪ/ 4:

raise

father /fɑ:ðə/ → /fɑ:ðə/.

2) Syntax:-

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A. the deletion of verb "to-be". [am, is, are...]

ex. you bad ⇒ you are bad.

He good ⇒ He is good.

B. Deletion of auxiliaries: if an (aux) can be shortened, then it can be deleted.

\* He is eaten ⇒ He has eaten ⇒ He eaten

\* She is singing ⇒ She s singing ⇒ She singing

\* AAE have their own syntax.

C. Deletion of 3<sup>rd</sup> person "s".

\* He plays ⇒ He play.

D. The use of embedded structure/sentences.

This is AAE

\* Where does he live? ⇒ [She wants to know] where does he live.

\* you can't have a sentence ⇒ where he lives. ✓

...within another sentence.



- They delete the auxiliary when they ask a question.

\* Where does he live?  $\longrightarrow$  Where he live?  
x

E. They use (ain't) for all negative auxiliaries, modals.

\* I ain't go nowhere. double negative (n- + neg. affix)  
very salient (clear) aspect in AAE.

F. The use of (done) and (been) a lot.

\* I done work.      \* I been done.

- The use of (nobody) and (nothing) with the negative.

\* I ain't done nothing.      \* I ain't see nobody.

G. The use of the pronoun (them) for "they and their".

\* Different theories as to why we have (AAE):- P. 365

↳ Kurath and McDavid's view:-

\* They believe that (AAE) is a variety of the Eng. language but it has more African aspects to it.

\* They also believe that the creation (AAE) is not English it's African and comes from pidgin.

\* One of the theories says that, in South America, white people themselves didn't speak good English. That bad English was reflected on (AAE). (not a very strong theory).



- \* Another theory says that (AAE) also affected white people.
- \* (AAE) is creolized variety of the Eng. language.
- \* proponents of this theory (against) say that: there are considerable differences between (AAE) and the standard English.
- \* Third view is by Laboth :- P.366
  - ↳ He believes that (AAE) is as thriving as any other language/variety of the Eng. language.
  - \* He is WITH (AAE).
  - \* He says that: regardless of the different varieties of (AAE) that is in NY, Texas, California and Florida.
  - There are systematic relationships between them.
  - (The south came up to the north story).

### \* Consequences for Education :- P.367

- \* Bernstein believes that: the kind of language African American children use and socialized with, builds a wide gap between the actual everyday life and the educational system.
- This gap makes it hard for (AA children) to follow with.
- Eventually, they drop out from schools.
- \* a very racist theory, started back in the 60's and early 70's.
- They believed, those scholars and educators, that this language has negative effects on the intellectuality of (AA children).



So that results as those children don't have the mental ability in learning and educating.

\* Teach children how to use Polar antonyms/negatives.  
 ↳ the use of (not). I ain't no boy.  
 This ain't no cheap.

when in reality, there are antonyms.

\* so they wanted to teach them logical thinking.

\* Labour completely was against teaching kids how to think logically, and how to produce good English, because he is with the (AAE) variety.

\* He says that (AAE) is a very systematic language, it just needs some qualifications.

\* Approaches/Solutions:-

1) to eradicate: as to completely remove (AAE), ~~and~~ replace it with standard Eng., so that children will become socially better. This was resisted, because (AAE) carry long history (identity).

2) Utopean Theory: looks at (AAE) as a good variety.

\* End of Chapter 14 - \*