## Contents

| List<br>List<br>Tra<br>Pre<br>Pre<br>Pre | nscript<br>face to<br>face to<br>face to | ages   | xii<br>xiv<br>xv<br>xvi<br>xvii<br>xix<br>xxi                      |
|--|--|--|--|
|  |  | dgements   | XXV  |
| 1  | 1.1<br>1.2<br>1.3<br>1.4<br>1.5<br>1.6   | •  | 1<br>1<br>2<br>3<br>3<br>5<br>6<br>7<br>11<br>13<br>16<br>17<br>18 |
| 2  | 2.1<br>2.2<br>2.3                        | Introduction Language as a system of representation 2.2.1 Different kinds of language 2.2.2 Signs and structure The Sapir-Whorf hypothesis 2.3.1 Linguistic diversity 2.3.2 Dyirbal 2.3.3 Linguistic relativism and determinism 2.3.4 Colour | 20<br>20<br>21<br>22<br>24<br>26<br>26<br>27<br>28                 |

## VIII CONTENTS

|   | 2.4<br>2.5          | One language many worlds A model for analysing language                                  | 31<br>35             |
|---|---------------------|--|----------------------|
|   | 2.6<br>2.7<br>Furth | 2.5.1 Transitivity 'Political correctness' Summary er reading                            | 36<br>38<br>40<br>40 |
| 3 | Lang                | uage and politics  | 42                   |
|   | 3.1                 | Introduction .   | 42                   |
|   | 3.2<br>3.3          | What is 'politics'? Politics and ideology  | 43<br>43             |
|   | 3.4                 | Three persuasive strategies  | 45<br>45             |
|   | 3.5                 | Grass roots politics: introducing more linguistic tools                                  | 45                   |
|   |                     | 3.5.1 Contrasts  | 46                   |
|   |                     | 3.5.2 Three part lists and parallelism   | 46                   |
|   |                     | <ul><li>3.5.3 Pronouns</li><li>3.5.4 Presupposition</li></ul>                            | 49<br>49             |
|   |                     | <ul><li>3.5.4 Presupposition</li><li>3.5.5 Metaphor and intertextuality</li></ul>        | 49<br>50             |
|   | 3.6                 | Words and weapons: the politics of war   | 51                   |
|   |                     | 3.6.1 Toys and ideology  | 54                   |
|   | 3.7                 | Extending metaphor   | 55                   |
|   | 0.0                 | 3.7.1 Student as customer  | 57                   |
|   | 3.8                 | Silly citizenship 3.8.1 'That's just my opinion!'  | 59<br>60             |
|   | 3.9                 | Summary  | 62                   |
|   |                     | er reading   | 62                   |
| 4 | Lang                | uage and the media   | 63                   |
|   | 4.1                 | Introduction   | 63                   |
|   | 4.2                 | Mass media   | 64                   |
|   | 4.3                 | Manufacture of consent   | 64<br>65             |
|   | 4.4                 | 4.3.1 Filtering the facts Semantic unity   | 69                   |
|   |                     | 4.4.1 Strategic communication  | 70                   |
|   | 4.5                 | News values  | 72                   |
|   |                     | 4.5.1 Actors and events  | 72                   |
|   | 4.6                 | Experts and the news   | 74                   |
|   | 4.7                 | News online  | 77<br>79             |
|   | 4.8                 | 4.7.1 Presenting news on the internet  New ways of 'doing' news: Twitter and the citizen | 19                   |
|   | 1.0                 | journalist   | 82                   |
|   | 4.9                 | Summary  | 85                   |
|   | Furth               | er reading   | 85                   |
| 5 | _                   | uistic landscapes  | 86                   |
|   | 5.1                 | Introduction   | 86                   |
|   | 5.2                 | Defining the linguistic landscape 5.2.1 Space and meaning                                | 86<br>90             |
|   |                     | J.Z.1 SDace and meaning  | 90                   |

|   |       |  | CONTENTS    | IX |
|---|-------|--|-------------|----|
|   |       | 5.2.2 Different kinds of signs                   | 92          |    |
|   |       | 5.2.3 Top down and bottom up as a continuum      | 93          |    |
|   | 5.3   | Signs and multilingualism and power              | 96          |    |
|   |       | 5.3.1 Invisible language                         | 97          |    |
|   | 5.4   | Signs and ideology                               | 99          |    |
|   | 5.5   | Transgressive signs: graffiti                    | 101         |    |
|   | 5.6   | Online landscapes                                | 102         |    |
|   |       | 5.6.1 YouTube                                    | 102         |    |
|   |       | 5.6.2 Twitter                                    | 104         |    |
|   |       | 5.6.3 Memes                                      | 105         |    |
|   | 5.7   | Summary  | 107         |    |
|   | Furth | er reading                                       | 107         |    |
| 6 | Lang  | uage and gender                                  | 108         |    |
|   | 6.1   | Introduction                                     | 108         |    |
|   | 6.2   | What is gender?                                  | 108         |    |
|   | 6.3   | Inequality at the lexical level                  | 110         |    |
|   |       | 6.3.1 Marked terms                               | 110         |    |
|   |       | 6.3.2 'Generic' he                               | 111         |    |
|   |       | 6.3.3 Sexism in word order                       | 112         |    |
|   | C 4   | 6.3.4 Semantic derogation                        | 115         |    |
|   | 6.4   | Differences in language use: doing being a womar | n or<br>116 |    |
|   |       | a man 6.4.1 Tag guestions                        | 117         |    |
|   | 6.5   | 6.4.1 Tag questions Gossip                       | 118         |    |
|   | 0.0   | 6.5.1 Gossip and men                             | 120         |    |
|   |       | 6.5.2 Features of men's talk                     | 122         |    |
|   | 6.6   | Gender and power                                 | 123         |    |
|   | 0.0   | 6.6.1 Do women talk more than men?               | 124         |    |
|   |       | 6.6.2 Silence is golden                          | 126         |    |
|   | 6.7   | Gendered talk: performing identity               | 126         |    |
|   |       | 6.7.1 'Dude'                                     | 126         |    |
|   |       | 6.7.2 Local ideologies: gender and sexuality     | 128         |    |
|   | 6.8   | Summary  | 130         |    |
|   | Furth | ner reading                                      | 130         |    |
| 7 | Land  | juage and ethnicity                              | 132         |    |
| - | 7.1   | Introduction                                     | 132         |    |
|   | 7.2   | What do we mean by 'ethnicity'?                  | 133         |    |
|   | 7.3   | Ethnicity, the nation state and multilingualism  | 134         |    |
|   | 7.4   | Racism and representations of ethnicity          | 135         |    |
|   |       | 7.4.1 Reclaiming terms                           | 136         |    |
|   | 7.5   | Ethnolect  | 137         |    |
|   |       | 7.5.1 'Wogspeak'                                 | 137         |    |
|   |       | 7.5.2 African American English                   | 139         |    |
|   | 7.6   | Ethnicity and identity                           | 141         |    |
|   |       | 7.6.1 Lumbee English                             | 141         |    |
|   |       | 7.6.2 Gang identity                              | 143         |    |

## X CONTENTS

| 146<br>148<br>149<br>149<br>150 |
|---------------------------------|
| 149<br>149                      |
| 149                             |
|                                 |
| 150                             |
|                                 |
| 151<br>153                      |
| 155                             |
| 155                             |
| 157                             |
| 157                             |
| 158                             |
| 159                             |
| 159                             |
| 160                             |
| 161                             |
| 161                             |
| 162                             |
| 164                             |
| 166                             |
| 167                             |
| 168                             |
| 169                             |
| 171                             |
| 173                             |
| 175                             |
| 176                             |
| 176                             |
| 177                             |
| 177                             |
| 177<br>179                      |
| 180                             |
| 181                             |
| 182                             |
| 183                             |
| 183                             |
| 184                             |
| 187                             |
| 188                             |
| 190                             |
| 191                             |
| 193                             |
| 194                             |
| 196                             |
|                                 |

|                           |  |  | CONTENTS  | ΧI |
|---------------------------|--|--|---|----|
|                           | 9.9<br>Furthe  | Summary<br>r reading   | 196<br>197  |    |
| 10                        | 10.1<br>10.2<br>10.3<br>10.4<br>10.5<br>10.6<br>10.7<br>10.8 | Introduction What does global English mean? Learning English 10.3.1 Two models 10.3.2 'Lingua franca core' Inside the inner circle 'Singlish' Indian English Pidgins and creoles Linguistic marketplace 10.8.1 Call centres and English Linguistic imperialism | 198 198 199 202 202 206 207 208 210 211 213 214 214                       |    |
|                           | 10.11  | What do language varieties mean in the global context?  10.10.1 Discourse in advertising and linguistic landscapes Summary or reading  | 217<br>218<br>219<br>219  |    |
| 11                        | 11.2<br>11.3<br>11.4   | Introduction Things to bear in mind with data collection 11.2.1 What is data? 11.2.2 Transcribing 11.2.3 Data analysis Projects Research resources 11.4.1 Where to find published research 11.4.2 Other resources er reading                                   | 220<br>220<br>221<br>221<br>221<br>222<br>223<br>230<br>230<br>230<br>231 |    |
| Glossary References Index |  | 233<br>241<br>258  |   |    |