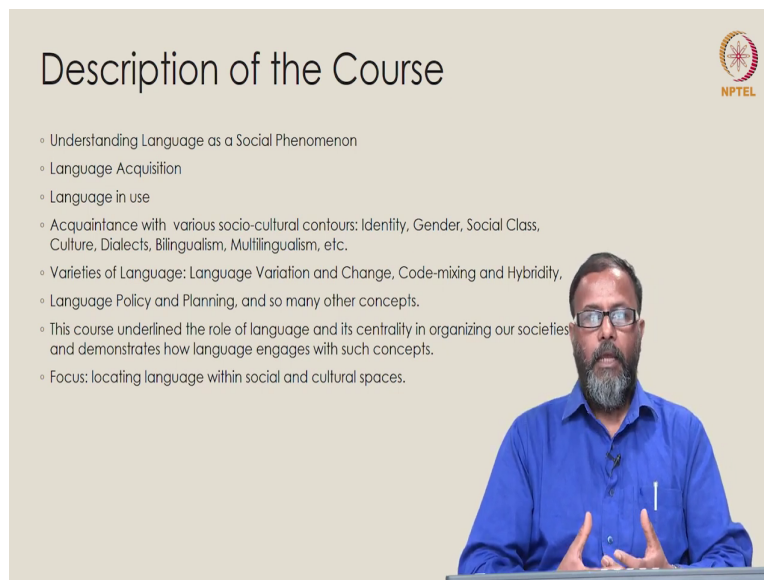


**Fundamental Concepts in Sociolinguistics**  
**Professor Doctor Om Prakash**  
**School of Humanities and Social Sciences**  
**Gautam Buddha University, Greater Noida, UP-201312**  
**Review and Concluding Remarks**

Welcome to class. Today we have come to the conclusion of the course. And we will take a very quick review of what we did in the course, out of these twelve modules what we did in the course. And, themes and ideas concepts covered in the course. What was the mandate of the course? Why did we design this course, and what is expected of you, out of this course after successfully completing this course. So, we will review and have some concluding remarks about the course in fundamental concepts of sociolinguistics.

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The slide is titled "Description of the Course" and features the NPTEL logo in the top right corner. It contains a bulleted list of course topics. In the bottom right corner, there is a video inset showing Professor Om Prakash, a man with a beard and glasses wearing a blue shirt, speaking and gesturing with his hands.

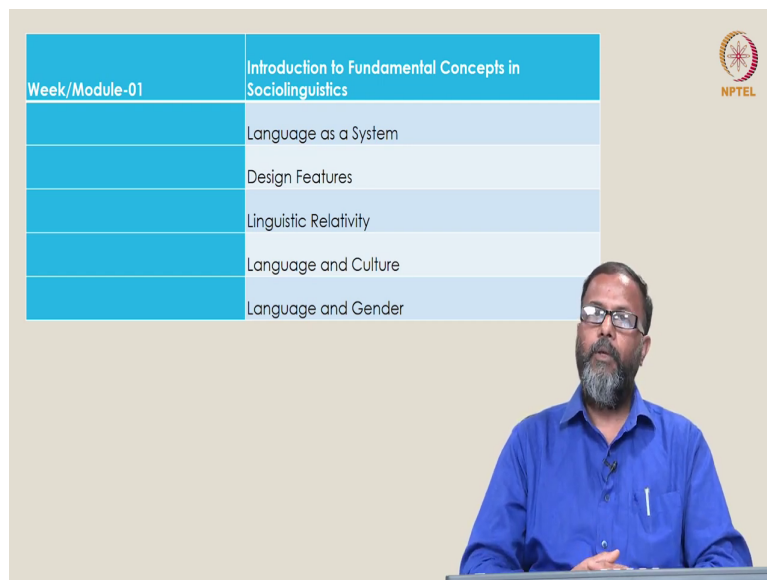
- Understanding Language as a Social Phenomenon
- Language Acquisition
- Language in use
- Acquaintance with various socio-cultural contours: Identity, Gender, Social Class, Culture, Dialects, Bilingualism, Multilingualism, etc.
- Varieties of Language: Language Variation and Change, Code-mixing and Hybridity,
- Language Policy and Planning, and so many other concepts.
- This course underlined the role of language and its centrality in organizing our societies and demonstrates how language engages with such concepts.
- Focus: locating language within social and cultural spaces.

As you recall in our introduction video, we talked about a broad mandate of the course. The course is about fundamental concepts in sociolinguistics. So, during this journey of twelve weeks and twelve modules, you might have noticed that we tried to touch upon all important concepts. The mandate of the course was to make you familiar with significant themes in sociolinguistics. Languages are a beautiful phenomenon, a social phenomenon, we talked about property language as phenomenon, properties phenomenon. We talked about the acquisition process, how language comes to us. We also in various discussions, we talked about language in use, in action.

We had various socio-cultural contours and the indexes we talked about. How language interacts with other social indexes like how language interacts with other social index like

gender, like class like reason like age, we talked about variety of language in terms of language, dialect, register, style, lingua franca, pidgin, creole, we talked about language contact. So, this course outlined all major themes and topics relevant in sociolinguistics, however, it does not claim that we have covered entire range of sociolinguistics, we try to focus on some aspects of it, some themes of it and also try to survey the emergence and development of the field. So, we tried to locate language in a socio-cultural space, language as a phenomenon and language in action.

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Week/Module-01	Introduction to Fundamental Concepts in Sociolinguistics
	Language as a System
	Design Features
	Linguistic Relativity
	Language and Culture
	Language and Gender

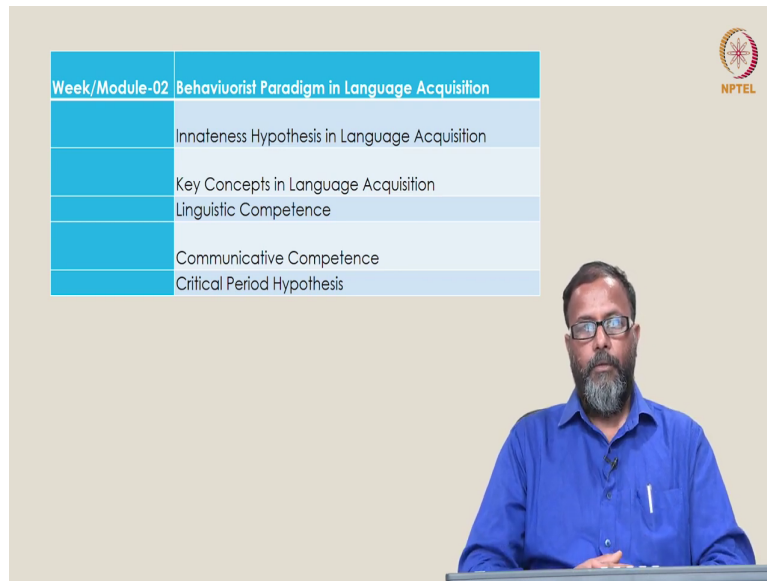
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Very quickly, we will see how did we go about it. So, in week one, module one, we talked about the idea called sociolinguistics, the sub-discipline of linguistics, and how sociolinguistics is the interface of language and society. We talked about language as a system, a complete system, a complex system, a beautiful underlying system and it has multiple subsystems within it. So, systems like phonology, morphology, syntax, semantics, and pragmatics. These all systems which are in perfect balance and all systems together constitute language as a complex system. These systems in their own right are a complete system. So, we talked about phonology which talks about, structure of sound and sound patterns of language. Morphology combination of sounds, or meaningful combination of sounds. Then we talked about a meaningful combination of these words into long strings of sentences and then how meaning is derived out of the structure and how we understand. In semantics, we learned about meaning, derivation of meaning, how it is derived, interpreted and at the level of pragmatics, we learned how utterances, sentences, expressions are interpreted in real world situations. So, these five levels we talked about, five levels of

representation we talked about. Then we talked about design features of human language by Charles Hockett, sixteen features we talked about and in detail, we tried to establish how human language and communication systems are different, sophisticated and so significant compared to other communication systems in the entire animal kingdom.

Then, we talked about language and culture, language and gender and we also tried to understand linguistic relativity, how language influences our thought, our cognition process, we talked about the Sapir-Whorf hypothesis, critically examined the Sapir-Whorf hypothesis. We talked about a relationship between language and culture, how language encodes the culture, our shared memories, our shared history, our shared collective, social history. So, language becomes instrumental in asserting our identity, how we form and construct identity and we talked about language and gender, how language encodes gender, how language is represented in gender, sexism, and language. So, this was the overall fundamental preliminary understanding of language as a phenomenon, characteristics of language, language and culture, society and gender. This was week one module one and I hope that you understand these preliminary ideas and concepts. For detailed understanding, you can again go back to module one and all these videos.

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Week/Module-02	Behaviorist Paradigm in Language Acquisition
	Innateness Hypothesis in Language Acquisition
	Key Concepts in Language Acquisition
	Linguistic Competence
	Communicative Competence
	Critical Period Hypothesis

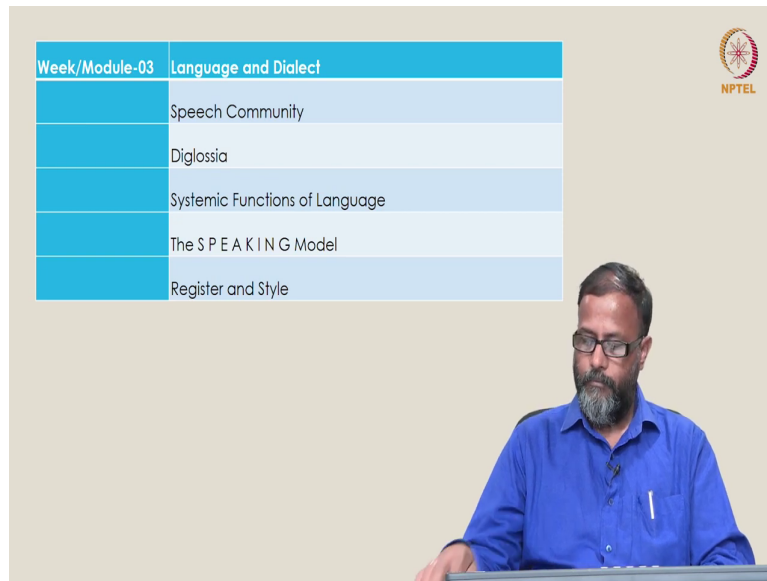
Then we move to how language comes to us. So, in module two, week two, we move to how language comes to us. How do we acquire language? How does a human child acquire language effortlessly without any visible effort, it becomes a child's play. We also know that as an adult, it becomes challenging for us to acquire and learn a language, right? So, what are the explanations, what are the theoretical implications, what are the theoretical positions to understand acquisition of language, I will talk about two important theoretical positions in language acquisition, one was behaviorist tradition. And we knew that behaviorist approach was presented as a conclusive presentation in the work by B.F. Skinner published in 1957, known as Verbal Behavior, which relied on fundamental tenets of behaviorism depending on explanation.

Depended on the externally perceptible linguistic behavior in terms of stimulus response chain, operant conditioning, the idea of tabula rasa, that human child is born with tabula rasa, a blank slate nothing, no preconceived notion and knowledge about the world and about the language at the time of birth, positive reinforcement, negative reinforcement and habit formation. So, we have looked at language as part of total human behavior, linguistic behavior, part of total human behavior. We also talked about how Chomsky criticized this approach, and came up with a mentalism or genetic paradigm. He postulates two important hypotheses, linguistic nativism and innateness hypothesis. And, in order to support his innateness hypothesis, he comes up with two notions Language Acquisition Device LED and Universal Grammar. So, the idea of tabula rasa is done away with in the Chomskyan paradigm.

And what you see, a human child is born with a language acquisition device that enables the child to pick up any language, to learn any language, to acquire any language effortlessly, because the child has all underlined universal, underlying universal principles of language that governs human language at its disposal, and child acquires a language from the primary linguistic data that triggers this mechanism and the child learns in terms of hypothesis testing, and it becomes easy for a child to learn so easily. And he talked about linguistic competence. So, in ideal speakers, and listener situations, where the knowledge of language is not restricted by the memory loss or any other external factors, it is tacit and innate. Then we looked at key concepts in language acquisition and all these smaller concepts like tabula rasa, operant conditioning, stimulus response chain, like in reinforcement, like LAD language acquisition device, like universal grammar, poverty of stimulus rate, and all such concepts are discussed in our lecture on key concepts in language acquisition.

Then we talked about a counter argument by Dell Hymes who countered the Chomskyan idea of linguistic competence by saying that the language structures are learned in terms of their functions in the socio-cultural space. And he merges the two distinctions and calls it communicative competence. We had discussion in detail about communicative competence plus, then we talked about the critical period hypothesis, the idea that why it so difficult to learn a language at grownup age and why acquisition of language becomes so easy for a child is discussed in critical period hypothesis that refers to a biological window period and a threshold before which all these underlying tacit principles are available to the child to set the parameters. And once the parameters are set, the rules cease to be and that threshold is by the time we reach the age of puberty, these rules cease to be and we construct and create our own grammar in that particular target language. So, the critical period hypothesis refers to that biological period, that biological window and for details you can watch this video.

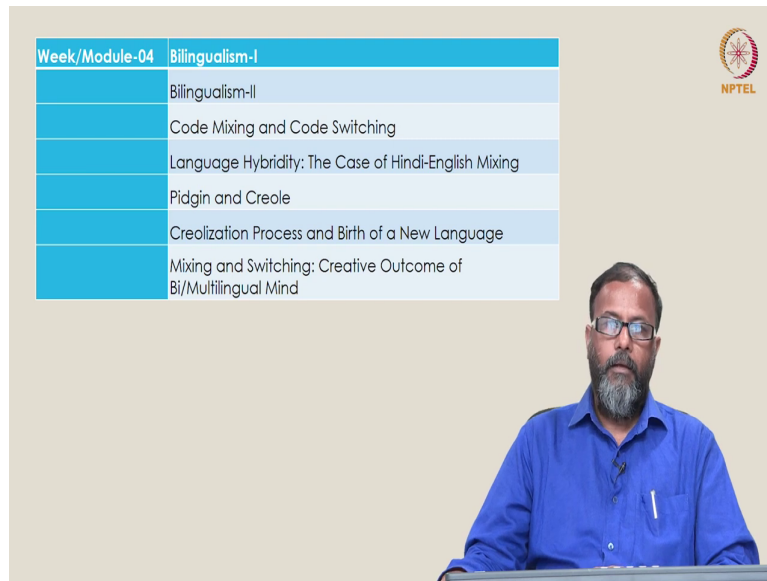
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Moving on. After that, we came in the third module in the third week. We talked about language in society, we talked about the speech community, we talked about a typical social linguistic situation where two languages exist together and the speech community stratifies one language over the other in terms of functions and use.

Ferguson calls it diglossia, where two languages, (( ))(13:38) where two languages are functional for different social functions, one language is chosen over the other for different functions in the society and societies, bilingual society. Then, we will talk about systemic functions of language by Emeka Halliday as a counter narrative tool as a counter theory to Chomskyan tradition. Then, we talked about ethnography of communication and the speaking model, S P E A K I N G, all these letters in the word is speaking, this is an acronym, all it stands for different contexts and elements of communication. This was proposed by Dell Hymes in ethnography of communication. They talked about other varieties like register and style of language, where register is domain specific, purpose specific, and a style is a level of formality that we assign casual, non-casual, formal, highly formal, non-formal. So, this variety we talked about in module three. For more understanding and details and reinforcement, you can go back and watch these videos again.

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Week/Module-04	Bilingualism-I
	Bilingualism-II
	Code Mixing and Code Switching
	Language Hybridity: The Case of Hindi-English Mixing
	Pidgin and Creole
	Creolization Process and Birth of a New Language
	Mixing and Switching: Creative Outcome of Bi/Multilingual Mind

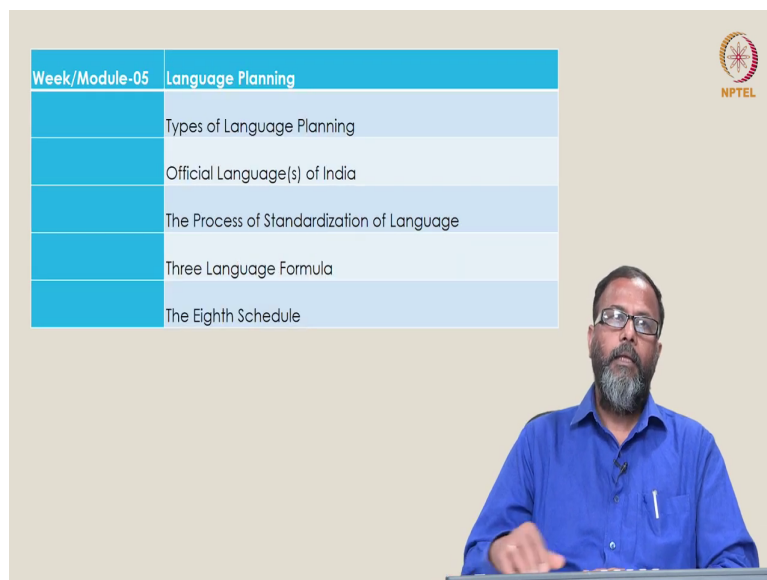
Moving on to the fourth module, and fourth week, we talked about manifestations. So, bilingualism and the idea of bilingual mind, language and use. How a single user, individual user uses two or more varieties of language or languages, with equal ease and how this enables the person to draw from rich linguistic repertoire and resources available.

And as a consequence of bilingualism, we saw the tendency of code mixing and code switching where the individual user uses two different languages to achieve maximum communicability. We looked at the patterns of mixing and we looked at the motivations of mixing, we talked about language hybridity and I give an example of Hindi English mixing, but it happens with all languages like Punjabi English mixing, or Tamil English mixing, or you can have any two languages which are in contact for a longer time, so stay in contact, they are hybrids. They become hybrid because the borrowing and mixing go in both the directions, it is a bi directional process. Then, we talked about the cause and effect of long contact Pidgin and Creole. Globalization as the birth of a new language. So, we learned that when two communities come in contact, because of trade relations, because of colonial history, because of some war and migration, it happens that two communities come together where no language is common, and they are required to fulfill their communication needs. And for that, a new rudimentary code is developed, where vocabulary and words are drawn from one variety and structures are drawn from the other variety, other language and a third language, a kind of restricted code emerges. So, very rudimentary restricted code emerges, which fulfills a very limited communication needs of that community.

But over a period of time, the functions are extended, and these pidgins are extended, they become extended pidgin with enriched vocabulary and complex syntactic structures, and a pattern emerging out of it, and then subsequent generations start acquiring this extended pidgin, as mother tongue, and the moment this extended pidgin becomes mother tongue of any subsequent generation, it is called Creole. And then later on, we have the process of rationalization and the process of decolonization and this is how a new language is born. And if you look at the colonial history of the world, you might find a lot of European languages-based creoles like English based creoles, French based creoles, so there are examples and they are all around the world. In India also you have Assamese based creole like Assamese and Naga called Nagamese.

Then, we move to mixing and switching, which is a creative outcome of a bilingual multilingual mind, which is not seen as a deficit hypothesis, which is not seen as a deficit of linguistic resource, but it should be seen as an augmentation of two resources or multiple resources the user may have at his or her disposal to use. So, this is what we learned in week four, module four. And for details, you can go back and watch these videos again.

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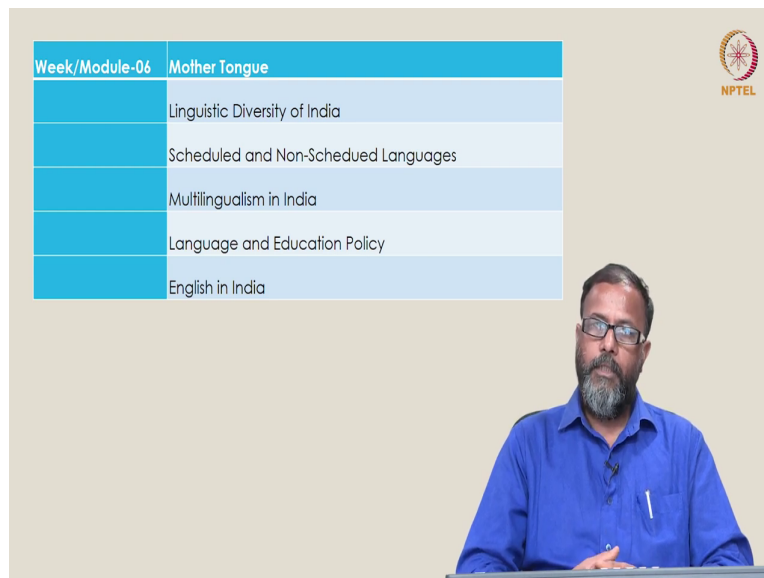
Week/Module-05	Language Planning
	Types of Language Planning
	Official Language(s) of India
	The Process of Standardization of Language
	Three Language Formula
	The Eighth Schedule

Then in module five, week five, we talked about language planning and language policy. Planning and policy was very important. In the post-colonial world in the second half of the 20th century, we see the post-colonial world with multiple nations and countries getting freedom from colonial forces and a linguistic situation chaotic and they are struggling to straighten out the linguistic policies, language policies and planning. We learned language



planning as a concept, we learned types of language planning, we learned process of language planning, we learnt about official language, we learned about Indian context and Indian situation where we had three language formula and we also learned about a constitutional provision that promotes multilingual fabric of the country known as the eighth schedule which lists a number of languages as official languages.

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Week/Module-06	Mother Tongue
	Linguistic Diversity of India
	Scheduled and Non-Scheduled Languages
	Multilingualism in India
	Language and Education Policy
	English in India

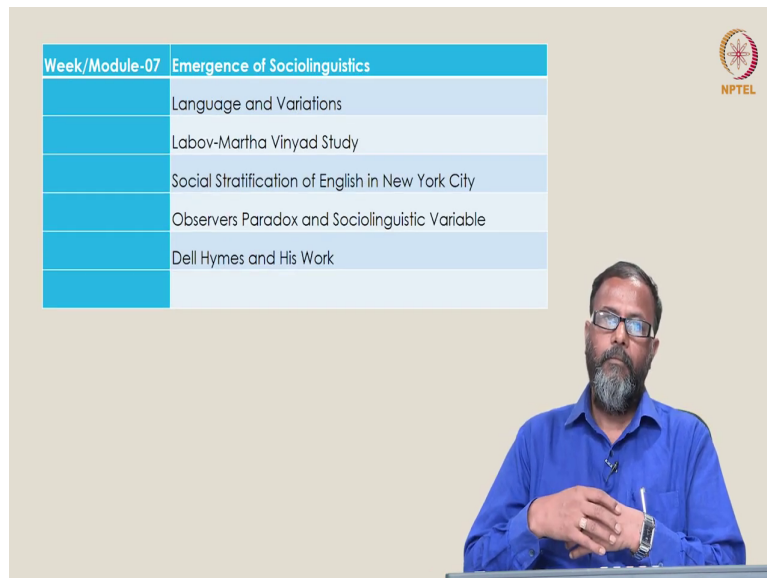
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Moving on, in module six, we talked about mother tongue, native language, mother tongue, first language, so many nomenclature available. So, what is mother tongue? And, claimed mother tongues in Indian context in the society and we refer to census data 2011 we learnt about linguistic diversity of India, India is such a diverse country with multi-ethnic, multi-racial, multilingual with practices and multiple families like Indo-Aryan family, the Dravidian family, Austroasiatic family, Semito-Hemitic, Tibeto-Burmese family. So, all this family we studied, we also studied scheduled and non-scheduled languages of India. Scheduled languages are those languages listed in the Constitution of India in its eighth schedule as official languages and others which are fighting and demanding their inclusion. We also learned the phenomenon of multilingualism in India and its deflection in the Indian education system.

So, we talked about language and education policy with reference to official languages of India with reference to 1968 National Policy on education, 1986 National Policy on education then 2020 NEP, National Education Policy and other subsequent developments regarding that. And finally, in this module we talked about the arrival and negotiation of English in the

Indian linguistic ecology and how English arrived in India as a language of traders, settled here and became one of the most important languages of this Indian linguistic ecology. And for more details, you can always watch this video. And for enforcement, you can review these videos and watch them again.

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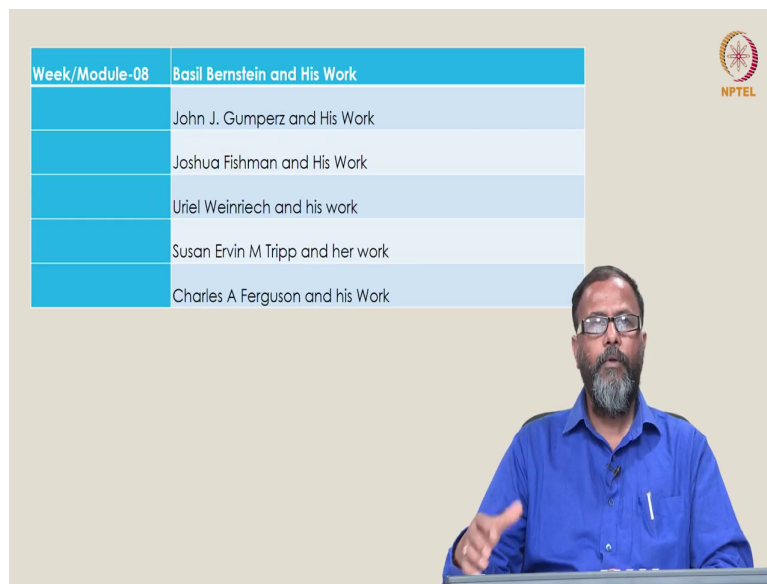


Week/Module-07	Emergence of Sociolinguistics
	Language and Variations
	Labov-Martha Vinyad Study
	Social Stratification of English in New York City
	Observers Paradox and Sociolinguistic Variable
	Dell Hymes and His Work

In module seven we talked about the emergence of sociolinguistics, modern sociolinguistics, in the 1960s and the process. We talked about language and variation. And we talked about major works and founding fathers of sociolinguistics, starting with William Labov and the very celebrated Martha Vineyard Island's study. We also talked about social stratification of English in New York City again done by William Labov.

And two very significant concepts that we need to understand are observers' paradox and sociolinguistics variables. Then we talked about Dell Hymes and his contribution in shaping this newly emerged discipline. We talked about communicative competence, we talked about ethnography of communication, and we talked about the speaking model by Dell Hymes in this course. You can always go back and watch these videos again.

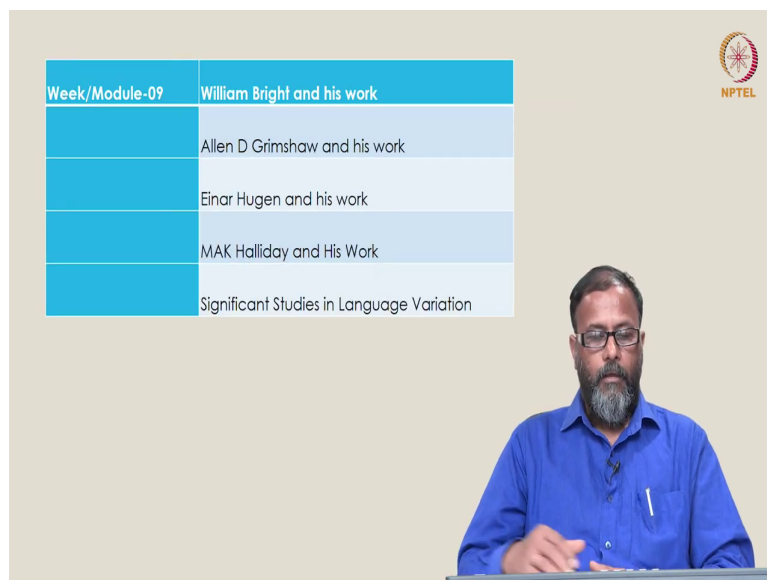
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Week/Module-08	Basil Bernstein and His Work
	John J. Gumperz and His Work
	Joshua Fishman and His Work
	Uriel Weinreich and his work
	Susan Ervin M Tripp and her work
	Charles A Ferguson and his Work

Moving on, we continued with our survey with founding fathers and the important pillars who gave shape to this discipline. And among them, we talked about Basal Bernstein, we talked about John J. Gumperz, international sociolinguistics that he talked about. We talked about Joshua Fishman sociology of language. Susan Ervin Tripp and her work, Charles Ferguson and very celebrated work diglossia in his context and his work.

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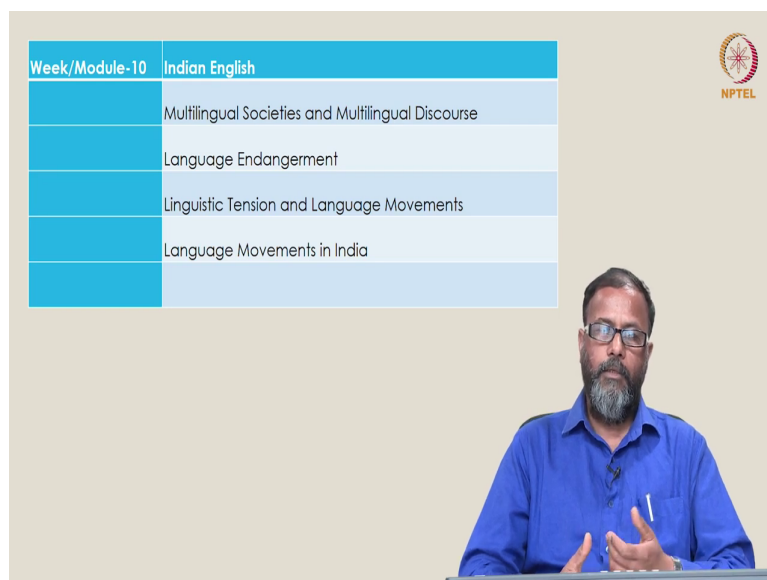
Week/Module-09	William Bright and his work
	Allen D Grimshaw and his work
	Einar Hugen and his work
	MAK Halliday and His Work
	Significant Studies in Language Variation

Our server continued in module nine as well. And we talked about William Wright and his work who studied languages of and culture in California. And so many other Native American languages, we talked about Allen Grimshaw, Einar Haugen who is also credited for linguistic ecology, the term he coined and the concept he talked about language planning and

policy Norwegian language it evolved and that gave birth through a lot of other subsequent arguments and publications and works. We talked about systemic drama and systemic functions of language of MAK, MAK Halliday and his work. We also surveyed important variation studies in week nine starting from William Labov's, Martha Vineyard Island study coming to linguistic certification of English in social certification of English in New York City again done by William Labov, then Norwich study, then Detroit study, then Belfast study and Cardiff study by Copland.

So, a survey of all the significant variation studies we have done in week nine module nine, you can always go back and watch them again for clarity and understanding.

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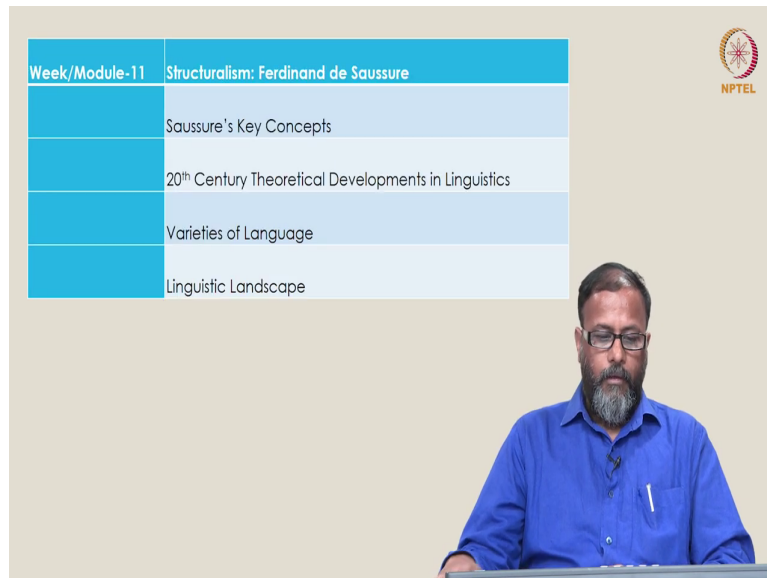
Week/Module-10	Indian English
	Multilingual Societies and Multilingual Discourse
	Language Endangerment
	Linguistic Tension and Language Movements
	Language Movements in India

Moving on in module ten, we talked about Indian English. So, when we talk about English in India. English has been, it has grown here, it arrived as a language of traders as the foreign language, but, over centuries, it has settled here negotiating with other Indian languages and has occupied because of our colonial history, it occupies a higher position. So, it gets super messy over the rest of the Indian languages, it becomes a marker of our identity and tool for upward social mobility. And we have discussed various issues related to it. In the domain of influence, how Indian race has become a language of trade, commerce, science and technology administration and parliamentary affairs.

We talked about multilingual societies and multilingual discourses, we talked about endangered languages in India and endangered languages all over the world, the idea of endangerment of languages, how language becomes extinct. We talked about linguistic

tension and linguistic movement, language movement across the world, citing various examples from Quebec, for example, (( ))(27:25) to the case of Bangladesh erstwhile Pakistan and also we talked about language movements and linguistic undercurrents in Indian context.

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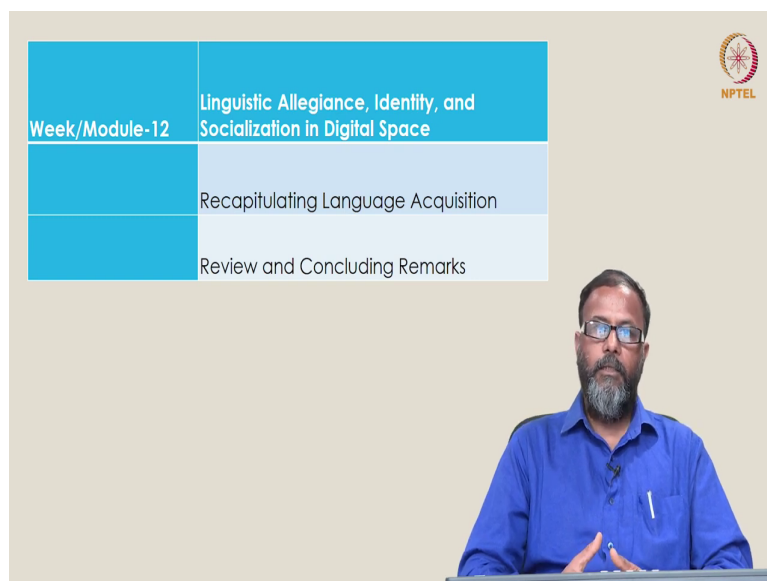
Moving on, in module eleven, week eleven we talked about 20th century departure from the past in linguistic studies and language sciences, where the first quarter of the century is marked with the work and approach of Ferdinand de Saussure, who is also called father of modern linguistics, and founder of a structuralist theory and paradigm.

We talked about key concepts of Saussure like sign signifier, signified like langue and parole like syntagm and paradigm, like synchrony and diachrony, internal and external linguistics. So many concepts which laid the foundation for emergence of a new theoretical approach known as structuralism. And we also surveyed structuralism and why it is established and spread all over. We also talked about European structuralism and its major thrust. We talked about American structuralism and its fundamental characteristics. And we surveyed the theoretical developments in the 20th century, so almost 100 years of history where we see the first half of the 20th century is dominated by structuralists and a structuralism as a paradigm.

And by 19, mid 1950s, we see another paradigm coming up, the genetic paradigm and the Chomskyan paradigm with subsequent, reviews and changes in the paradigm. We talked about a variety of language and tried to dispel some concepts about language, dialect, sociolect, regional dialect, register, style, lingua franca and so on.

We had a detailed discussion about the linguistic landscape and also how the works by Landry and Bourhis made a difference and people started working on the linguistic landscape in multilingual societies. Linguistic landscape refers to a location or region, an area where we see language in visual terms, in terms of signages, symbols, names of the streets, buildings. So, how you find languages present in the public space. And that also talks about the multilingual character of the region of the society of the culture you are targeting. So, we talked about the linguistic landscape, a newly emerged and evolving subdiscipline within sociolinguistics.

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Week/Module-12	Linguistic Allegiance, Identity, and Socialization in Digital Space
	Recapitulating Language Acquisition
	Review and Concluding Remarks

And finally, we are here today, in the last week of the module, that is the twelfth module, last week of the module, twelfth module. And there we talked about linguistic elegance, identity and socialization in digital space. This is a very important phenomenon. It is also emerging as a sub-discipline in sociolinguistics, where we are trying to understand the language and its use in digital space.

So, the Internet has brought a lot of changes in technological advancement and revolution. What started as a technological revolution has changed into a social revolution. The way we socialize, the way we interact, the way we share, the way we assert the way we construct our identity, everything has changed, because society is under a fresh digital configuration, what Manuel calls, Castells call it, a networked society. So, we are into the information age, and how language is changing in digital space, we also had a very quick look at the presence of Indian languages in the digital space. And we also established that the scope is high and the

situation is not very grim as it is portrayed, because the presence of Indian languages is growing at the rate of 18 percent whereas English is growing at 3 percent in the Indian digital space. It may be argued that not all Indian languages are getting space on the internet and digital space. But the primary responsibility lies with the community who is promoting and making their own language felt present in the digital space. Then finally, we recalculated the idea of language acquisition theories and concepts.

And today, we are going to conclude this course with this video. So, I firmly believe that the goal with which we started this course, the discussions that we had during the course, and the questions that you posted on the forum, and also your active participation in our live sessions, must have helped you understand these fundamental concepts. And as you may please, you can take up any of these issues for your further studies, advanced studies, and you can go deeper into such issues. But, one thing is for sure, that now we understand the language that we speak. It is such a beautiful phenomenon. It comes to us so naturally that we hardly realize the complexity of it. And the beauty is that we acquire it effortlessly in our childhood. And, language is not simply a means of communication, and tool for communication, but it goes much beyond that. It transcends the limit of time and space and it identifies and defines who we are as a person, it determines our identity and it helps us organize groups and communities.

Hope to connect with you very soon, with some more ideas and advanced ideas somewhere else on some other occasion. But you have the forum and context, we will stay in touch. And I would love to answer your queries and questions. So, with this, we come to the conclusion of this course. And I hope that this course has created much desired curiosity and interest in this field. And all of you will pursue your quest in this direction, and come up with some new ideas, fresh ideas and perspectives. So, with this, thank you very much for joining this course, being with me, interacting with me, and making me learn more, along with your own learning. Thank you very much. God bless you.