Name: _____ **Date:** _____

1 Match each sociolinguistic concept with its meaning.

1 pluricentric language	____	a unjust inference about a person from language use
2 codification	____	b reduction of marked regional differences through contact
3 enregisterment	____	c belief that one institutional variety is inherently superior
4 indexicality	____	d language with several recognised standard centres
5 style-shifting	____	e social meaning associated with a linguistic feature
6 linguistic profiling	____	f process by which a way of speaking becomes socially recognisable
7 dialect levelling	____	g selecting features differently across contexts
8 standard-language ideology	____	h recording norms in dictionaries, grammars and style guides

2 Complete the sociolinguistic collocations.

codified | dialect | indexical | linguistic | pluricentric | register | standard | style

1 a _____ language

2 _____ norms

3 socially _____ features

4 _____ meaning

5 contextual _____-shifting

6 _____ profiling

7 _____ levelling

8 _____-language ideology

3 Choose the concept that best explains the situation.

1 US and UK norms coexist as recognised standards: *pluricentric language* / *dialect levelling*.

2 A style guide records preferred spelling: *codification* / *indexicality*.

3 A feature becomes recognised as sounding Southern: *enregisterment* / *style-shifting*.

4 A pronunciation suggests regional identity: *indexicality* / *codification*.

5 A speaker changes forms in a job interview: *style-shifting* / *linguistic profiling*.

6 A landlord judges reliability from an accent: *linguistic profiling* / *dialect levelling*.

7 Regional differences weaken after mobility and contact: *dialect levelling* / *standard-language ideology*.

8 Calling one variety proper English expresses *standard-language ideology* / *enregisterment*.

4 Complete the critical analysis with terms from the box.

codification | dialect levelling | enregisterment | indexicality | linguistic profiling | pluricentric language | standard-language ideology | style-shifting

English is a **1** _____, so US norms are one centre among several. Dictionaries and style guides contribute to **2** _____. Through **3** _____, features become recognisable as belonging to a social type; their **4** _____ links form with identity. Speakers use **5** _____ to navigate audiences. Listeners may turn such variation into discriminatory **6** _____. Mobility can produce **7** _____, though local distinctions may persist. Treating edited mainstream usage as naturally superior reflects **8** _____.

5 Read the text and answer the questions concisely.

Standardisation and access

A shared edited standard can facilitate mobility, education and communication across regions. Yet access to that standard is uneven, and institutions often mistake familiarity with it for intelligence or professionalism. US English itself was shaped through contact, migration and political standardisation; it is not a neutral endpoint of linguistic progress. An equitable policy teaches high-value conventions explicitly while recognising that other varieties are systematic resources, not defective approximations.

1 Name three benefits of a shared edited standard. _____

2 What is unevenly distributed? _____

3 What may institutions mistake for intelligence? _____

4 Which three forces shaped US English? _____

5 Is US English a neutral endpoint of progress? _____

6 What two things should an equitable policy do? _____

6 Paraphrase using the expression in capitals.

1 Several national standards are recognised. **PLURICENTRIC** _

2 The feature has acquired a social identity. **ENREGISTERED** _

3 The speaker adapts language to the setting. **STYLE-SHIFTS** _

4 Accent-based judgement creates discrimination. **PROFILING** _

OVER TO YOU

Write a **160-190 word** critical response: How should education teach US English conventions without treating other varieties as deficient?

[ ] Use at least eight analytical terms. [ ] Separate communicative value from social prestige. [ ] Propose equitable classroom practice.

ANSWER KEY

1 Sociolinguistic concepts

1 **d** 2 **h** 3 **f** 4 **e** 5 **g** 6 **a** 7 **b** 8 **c**

2 Sociolinguistic collocations

1 **pluricentric** 2 **codified** 3 **enregistered** 4 **indexical** 5 **style** 6 **linguistic** 7 **dialect** 8 **standard**

3 Conceptual distinctions

1 **pluricentric language** 2 **codification** 3 **enregisterment** 4 **indexicality**
5 **style-shifting** 6 **linguistic profiling** 7 **dialect levelling** 8 **standard-language ideology**

4 Critical analysis

1 **pluricentric language** 2 **codification** 3 **enregisterment** 4 **indexicality**
5 **style-shifting** 6 **linguistic profiling** 7 **dialect levelling** 8 **standard-language ideology**

5 Reading - suggested answers

1 Mobility, education and cross-regional communication. 2 Access to the standard. 3 Familiarity with it.
4 Contact, migration and political standardisation. 5 No. 6 Teach conventions explicitly and recognise other varieties as systematic.

6 Paraphrasing - possible answers

1 English is **pluricentric**. 2 The feature has become **enregistered**. 3 The speaker **style-shifts**. 4 The judgement is linguistic **profiling**.

Over to you: Answers will vary. Check sociolinguistic accuracy, equity and practical teaching proposals.