FUTURE SCIENCE

INTRODUCTION TO SOCIOLINGUISTICS

Editor : Dr. Bertaria Sohnata Hutauruk, S.Pd., M.Hum.

Penulis :
Ainu Zumrudiana|Widhiyanto|Loso Judijanto|Yudi Juniardi Andreas Noreewec| Mahraini Agustina|Emy Rahmawati Isfatin Khotimah| Theodore Alexander Atmaja|Donna Ria Pasaribu|Nurul Fitriani|Rini Intansari Meilani|Cattleya Wahyu Pravitha|Ningsih

INTRODUCTION TO SOCIOLINGUISTICS

UU No 28 tahun 2014 tentang Hak Cipta

Fungsi dan sifat hak cipta Pasal 4
Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

Pembatasan Pelindungan Pasal 26
Ketentuan sebagaimana dimaksud dalam Pasal 23, Pasal 24, dan Pasal 25 tidak berlaku terhadap:
i. Penggunaan kutipan singkat Ciptaan dan/atau produk Hak Terkait untuk pelaporan peristiwa aktual yang ditujukan hanya untuk keperluan penyediaan informasi aktual;
ii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk kepentingan penelitian ilmu pengetahuan;
iii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk keperluan pengajaran, kecuali pertunjukan dan Fonogram yang telah dilakukan Pengumuman sebagai bahan ajar; dan
iv. Penggunaan untuk kepentingan pendidikan dan pengembangan ilmu pengetahuan yang memungkinkan suatu Ciptaan dan/atau produk Hak Terkait dapat digunakan tanpa izin Pelaku Pertunjukan, Produser Fonogram, atau Lembaga Penyiaran.

Sanksi Pelanggaran Pasal 113
1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
2. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).

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PREFACE

Thanks Allah for the strength and blessing for finishing this book. I want to thank the authors for the idea and valuable knowledge to complete this book that entitled "*Introduction to Sociolinguistics*". This book is focused on a scientific study of language and society. In the most general terms, sociolinguistics is how language varies across different social contexts and how social factors influence the way people speak. (1) Introduction to sociolinguistics, (2) Language and Society, (3) Language Variation, (4) Dialect, (5) Pidgin and Creoles, (6) Digglosia, (7) Bilingualism and Multilingualism, (8) Code Switching and Code Mixing, (9) Code Mixing, (10) Language and Gender (11) Language Planning, (12) Speech Acts, (13) Case Study of Sociolinguistics.

This book is a guidance for the learners to learn the basic understanding of sociolinguistics. I also thank to a deepest appreciation to the publisher for giving support and encouragement in layouting, designing, editing and publishing the book. Again, I really appreciate for all of the authors to share, write, and give the idea for this book.

Thank you all for your valuable contribution to this book.

Malang, June 2025

Editor

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CHAPTER 1
INTRODUCTION TO SOCIOLINGUISTICS

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1.1. INTRODUCTION

Language is more than just a tool for communication—it is a powerful social instrument that both reflects and shapes the society in which it is used (Rowe, B. M., & Levine, 2022). Every utterance we produce carries social meaning. Whether consciously or unconsciously, our choice of words, accent, or even silence can reveal information about our identity, social class, gender, ethnicity, region, and relationships with others (Holmes, J., & Wilson, 2022). These social dimensions of language use are the central focus of sociolinguistics.

Sociolinguistics is a branch of linguistics that examines the interaction between language and society (Hayat, n.d.). It explores how language varies across different social contexts and how social factors influence the way people speak. For example, we may speak differently when addressing a friend compared to a teacher or supervisor. These changes in language use are not random—they are shaped by cultural norms, social structures, and interpersonal relationships (Winkler, 2024). This chapter introduces the key concepts and foundational ideas in sociolinguistics. It discusses the scope of the field, including topics such as language variation, language and identity, bilingualism, and language attitudes. It also highlights the methods sociolinguists use to study language in its natural social context.

By studying sociolinguistics, we gain a deeper understanding of how language operates in real-world settings. We learn that language is dynamic and socially embedded, and that our linguistic choices both influence and are influenced by the communities we belong to (Wilson, C., & Mihalicek, 2016). Ultimately, sociolinguistics helps us appreciate the richness and complexity of human communication.

1.2. WHAT IS SOCIOLINGUISTICS

Sociolinguistics is the study of how language and society interact. It explores the ways in which language varies and changes in different social contexts and how language is used to express social meaning (Rowe, B. M., & Levine, 2022). Unlike theoretical linguistics, which focuses on the structure of language itself—such as grammar, syntax, or phonology—sociolinguistics emphasizes the social functions of language and the factors that influence how people use it in real-life communication (Holmes, J., & Wilson, 2022).

At its core, sociolinguistics asks questions like: Why do people speak differently in different situations? How does a person's background—such as their region, social class, gender, or ethnicity—influence their way of speaking? Why do some language varieties carry more prestige than others? These questions guide sociolinguists in examining language use across different communities, age groups, professions, and cultures. For example, someone may use informal, relaxed speech with friends but shift to more formal and standard language when speaking in a job interview. This ability to adjust language according to context is known as register shifting or style shifting, and it is one of the key areas sociolinguistics investigates (Trotzke, 2020).

Sociolinguistics also deals with broader social issues such as language discrimination, language policy, multilingualism,

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CHAPTER 2
LANGUAGE AND SOCIETY

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2.1. INTRODUCTION

Language and society are intertwined uniquely. It is not important to know which of these two constructs came first. However, one cannot exist without another. Language serves as a tool for social interaction. Social interactions contain cultural norms (Schiffrin, 1996). In social interaction, cultural systems regulate the social activities of individuals, with language playing an important role (Hoff, 2006; Schieffelin & Ochs, 1986). Language is not just about language but reflects complex social phenomena. Language shapes society. In society, culture exists as a system consisting of many interrelated subsystems that organize individual social activities (Bastardas-Boada, 2013; Parsons, 1951). Among all the diverse subsystems, language is the most complex, mediating almost all interactions of other subsystems in culture.

Language plays a special role in society. Language is not merely a means of communication. It represents a complex social phenomenon that reflects and shapes society. Language cannot be understood apart from the social relations that give it meaning (Hymes & Kroeber, 1964). A special study of how language relates to social conventions and norms is termed as sociolinguistics. Sociolinguistics is a study examining the relationship between language and society. This study aims at understanding better the structure of language and its functions in communication (Wardhaugh, 2006). Furthermore, Labov

(2006, 1966) states that … sociolinguistics is more frequently used to suggest a new interdisciplinary field – the comprehensive description of the relations of language and society. In this case, sociolinguistics focuses on exploring how language varies and changes depending on the contexts and other factors such as social class, age, gender, ethnicity, geographical location and others.

In this present chapter, the intricate interplay between language and societal practices becomes the main concern. It intends to figure out how language and linguistic practices reveal and construct social identities, power relationships and cultural norms. The present chapter seeks to better understand the ways in which language, society, and societal practices undistinguishably interconnected.

2.2. LANGUAGE AND IDENTITY

Sociolinguistics is concerned very much with identity and identity construction. In this sense, the sociolinguistics of identity is concerned with how people position and construct themselves as well as are being positioned or constructed by others in sociocultural situations (Omoniyi & White, 2006). Identity reflects how individuals and groups define themselves (Deckert & Vickers, 2011; Dyer, 2006; Mendoza-Denton, 2004). In this construct language is the instrument in which it plays a powerful role in constructing identity in different social contexts. Thus, Language is not merely a means of communication within society; it is a way to negotiate individual and group identities. Linguistic differences are social markers that maintain group boundaries and social identities (Gumperz, 1982). Language can be an arena of identity struggle (Canagarajah, 1990; Joseph, 2003) where language can be used to change and associate identities in society. For example, minority communities often use language to resist the

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CHAPTER 3
LANGUAGE VARIATION

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3.1. INTRODUCTION

Language variation is a central concept in sociolinguistics that reveals how linguistic forms adapt to social dynamics and individual identities. By examining phonetic, morphological, syntactic, and lexical variations across different contexts, sociolinguists gain valuable insights into the interplay between language and society. This understanding not only enriches theoretical linguistics but also informs practical applications such as education and communication strategies(Jean, 2023; Widiasmara, 2023). The study of language variation is indispensable for understanding human communication in all its complexity. It highlights the dynamic interplay between linguistic forms and social structures while challenging traditional hierarchies within languages. By embracing interdisciplinary approaches and exploring new contexts—both geographical and digital—sociolinguistics can continue to illuminate the evolving nature of language. Language variation refers to the phenomenon where linguistic features differ across speakers or contexts within a language. This variation is not random but systematic, influenced by social, regional, and individual factors. Sociolinguistics, as a discipline, focuses on understanding these variations to explore the relationship between language and society. By studying language variation, sociolinguists uncover how language reflects social identities, group memberships, and cultural norms, while also revealing

patterns of linguistic change over time(Jean, 2023; Widiasmara, 2023).

The significance of language variation lies in its ability to illuminate the dynamic nature of human communication. It demonstrates that language is not a monolithic entity but a flexible system shaped by social interactions and situational contexts. For example, speakers often adjust their speech based on the formality of a situation or the audience they are addressing, showcasing the adaptability of language(Dian Wiranegara, 2012).

The way people express the same meaning can vary due to numerous factors, including social context, personal identity, and cultural norms. For instance, a person might say "I am going to" in a formal setting but use "I'm gonna" in casual conversation. These choices are influenced by the speaker's awareness of their audience and the social expectations tied to different contexts(Dian Wiranegara, 2012; Labov, 2008).

Social factors such as age, gender, ethnicity, and socioeconomic status further shape linguistic choices. For example, younger speakers may adopt slang or innovative forms that differentiate them from older generations. Similarly, regional accents or dialects can influence how individuals articulate words or phrases. These variations reflect deeper societal structures and hierarchies, making them a valuable area of study for sociolinguists(Dian Wiranegara, 2012; Jean, 2023; Meyerhoff, 2019).

OVERVIEW OF LINGUISTIC VARIATION AT DIFFERENT LEVELS

Language variation can occur at multiple linguistic levels: (1) **Phonetics and Phonology**: Phonetic variation involves differences in pronunciation or sound production. For example, British English speakers might pronounce "bath" with a long

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CHAPTER 4
DIALECT

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4.1. INTRODUCTION

Language is a key component of human communication, and within every language are variations determined by regional, social, and cultural factors. Possibly the most significant variation of language is the dialect. The study of dialects falls under the realm of sociolinguistics, which examines the position of language in society and how social elements decide linguistic variation. Dialects are significant to study with respect to maintaining linguistic diversity, reducing language discrimination, and gaining an understanding of the process of language change over time. Dialect diversity is necessary to comprehend how language operates in society. Dialects are language varieties that reflect regional, social, and cultural distinctions. The study of dialects, crucial in sociolinguistics, provides sharp insights into identity, variation, and the impact of globalization on language evolution. This chapter will describe more on identity, variation, and the Impact of globalization. So it will give insight on dialect in globalization perspective by providing some examples.

A dialect is a geographical or social variation of a language, which is spoken by a specific group of people, often determined by geographical, social, and ethnic factors. Dialects possess their own distinctive characteristics in pronunciation (phonology), vocabulary (lexicon), and grammar (syntax). Linguists such as

Chambers and Trudgill (1998) describe a dialect as a systematically distinctive variety of a language that emerges due to historical, cultural, and social reasons. These differences are not random but are regular in their linguistic structure, evolving as communities get in touch with each other and communication modes change.

Dialectical differences are on a continuum, with speech varying gradually within regions. This is supported by Bloomfield (1933), who explained how dialect boundaries were never abrupt; instead, language varieties graded imperceptibly across geographical areas. For instance, neighboring areas could exhibit gradual phonetic or lexical variation, but their dialects remain mutually intelligible. This is evident in many languages, including German, Arabic, and Chinese, where dialect continua make it difficult to draw clear linguistic boundaries.

Besides, Labov (1972) highlights the social nature of dialects, noting that they are identity markers denoting class, education, and group membership. Social dialects often emerge due to stratification, where different socioeconomic groups develop distinct ways of speaking. In the English-speaking world, for example, specific grammatical structures and pronunciations are associated with working-class or upper-class speech, and this affects judgements of linguistic prestige. Both technological development and globalization have also had their own impacts on dialect development. Crystal (2008) argues that even as mass communication and electronic technologies facilitate dialect leveling, they also allow for the maintenance and revitalization of local dialects. The internet, local media content, and internet dictionaries allow minority dialect speakers to maintain linguistic diversity in the face of pressures of standardization.

In addition, the distinction between a dialect and a language is typically socially and politically rather than linguistically

However, globalization through digital media can also lead to dialect leveling, as younger generations adopt more neutral or international accents modeled after mainstream content.

4.6. CONCLUSION

The sociolinguistic investigation of dialects provides crucial information on geographical and social language variation, and they are central identity markers. Dialects reflect the origins, social status, and cultural background of a person, yet they are typically stigmatized and stereotyped. Dialect development is shaped by a range of factors, such as geography, class, historical migration, and modernization. In our globalized world, dialects are threatened by language shift and leveling, although efforts like bilingual education and positive media representation can be used to safeguard and celebrate linguistic diversity. Lastly, a recognition and appreciation of dialectal diversity is essential to the cultivation of linguistic tolerance and inclusivity in today's multi-lingual setting. Because dialects are not just varieties of language but also symbols of social identity, history, and culture, their continued existence remains vital to the future of human communication.

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CHAPTER 5
PIDGIN AND CREOLES

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5.1. INTRODUCTION

Languages serve as fundamental instruments of human interaction, shaping identities, cultures, and societies. Among the diverse linguistic phenomena studied in sociolinguistics, the development and evolution of pidgins and creoles hold a unique place due to their distinct sociocultural and historical underpinnings. These language varieties emerge in multilingual contact situations, often in colonial or trade contexts, and develop into full-fledged languages with their own grammatical structures and vocabularies (Holm, 2000). Papua New Guinea's Tok Pisin stands out as one of the most extensively studied and widely spoken creoles in the world, evolving from a pidgin language into a national lingua franca with significant socio-political and cultural roles (Smith & Siegel, 2013). This chapter explores the historical evolution, linguistic status, and future trends of Tok Pisin within the broader context of pidgin and creole studies, drawing comparisons with other cases worldwide to provide a comprehensive sociolinguistic perspective.

Pidgin and Creole languages have long been a subject of inquiry in sociolinguistics, particularly regarding their emergence, stabilization, and eventual creolization. A pidgin is a simplified, non-native auxiliary language that develops as a means of communication between speakers of different languages, typically in trade, plantation, or colonial settings (Romaine, 1988). Pidgins exhibit reduced grammatical

complexity and limited vocabulary, serving primarily as functional tools for basic communication. However, when a pidgin becomes the first language of a community, undergoing expansion in grammar and lexicon, it is referred to as a creole (Mufwene, 2001). The creolization process has been extensively studied across linguistic communities, with notable examples including Jamaican Patois, Haitian Creole, and Nigerian Pidgin English, each reflecting distinct socio-historical conditions and language contact scenarios (Siegel, 2008).

Theoretical Perspectives on Pidgin and Creole Formation: the study of pidgin and creole languages has been shaped by several theoretical frameworks that seek to explain their structural development and sociohistorical emergence. One influential theory is Bickerton's (1981) Language Bioprogram Hypothesis, which posits that creoles emerge due to an innate, universal linguistic structure present in all humans. According to this hypothesis, children acquiring a pidgin as a native language impose grammatical regularity and develop a full-fledged language. Critics, however, argue that this model oversimplifies the role of sociocultural factors and contact dynamics in creolization (DeGraff, 1999).

Another perspective, articulated by Mufwene (2001), is the ecological approach, which emphasizes the role of social and linguistic environments in shaping pidgin and creole structures. This model argues that language contact situations, population demographics, and socio-political contexts influence the extent of grammatical restructuring and lexical expansion. Additionally, Thomason and Kaufman's (1988) work on language contact underscores the impact of external linguistic pressure on pidginization and creolization. Their theory suggests that language evolution in contact scenarios results from varying degrees of social dominance, linguistic borrowing, and structural adaptation.

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CHAPTER 6
DIGLOSSIA

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6.1. INTRODUCTION

When multiple individuals engage in verbal interaction, the communication system they utilize can be referred to as a code. In other words, a code is same with a language. A language serves as a means of communication that enables individuals to interact with one another. (Todd, 1987) states that a language is a system of symbols used for conveying messages. It means that a language is a sign of people to communicate with each other. Human language is different with animal language, which means human has the highest level in the world. Creatures possess a form of interaction, yet the system has not evolved extensively yet. They can express their feelings and emotions by emitting sound. There are a few animals can speak like a human. For example a parrot. When a parrot speaks sounds or sentences in our tongue, we comprehend them but the parrot doesn't. They can produce a language but cannot understand what the language is. To master a language, We are required to generate countless linguistic structures that can be understood by other speakers of the language while also having the capability to interpret the limitless linguistic structures created by others. This makes it a reciprocal process that encompasses both expression and comprehension. Humans can communicate by producing symbols. As stated by Sapir (1921), language is an entirely human and non-instinctive approach to conveying thoughts, feelings, and wants through a system of deliberately created

symbols. Language consists of five elements: Phonology (speech sounds), Morphology (units of sound with meaning), Lexis (vocabulary), Syntax (structured word combinations), and Semantics (interpretation of meaning) (Todd, 1987:11).

The systematic analysis of language is known as Linguistics. According to Lado (1964:18), linguistics is a discipline that explains and categorizes language. It means that linguistics itself is the field to observe the language. We can say a language is similar with a code. There is a code called diglossia. Ferguson (1959) states that Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the A medium for an extensive and esteemed collection of written works, whether from a historical era or a different linguistic group, primarily acquired through structured education and utilized in most written and formal spoken contexts, yet not employed by any part of the society for casual dialogue. It means that diglossia is a dialect of language is used to two situation, formal and informal. Diglossia has 2 levels, elevated and common variations. The elevated form is typically utilized in official settings like television broadcasts, printed media, or academic environments, whereas the common form is employed in casual contexts, such as purchasing goods or engaging in informal conversations.

6.2. DEFINITION OF LANGUAGE

If we ask people about what is language, they just say the meaning of it without say the definition of a fully standard language. The concept of "language" can be more clearly comprehended by examining its traits or features. Nevertheless, various linguists have attempted to describe language in their

Bilingualism is examined by psychologists and psycholinguists, as it refers to an individual's ability to use more than one language variety. On the other hand, diglossia is studied by sociologists and sociolinguists, as it pertains to the allocation of multiple language varieties to fulfill different communicative functions within a society. In other words, diglossia is related to society, where the High variety is utilized in formal settings, such as within educational environments. TV news, newspaper, etc and the Low variety is employed in casual contexts, such as during shopping or engaging in gossip; meanwhile Bilingualism is master two languages, it can be utilized in either a formal or informal setting. For instance, a person master Spanish and English. He uses Spanish in his family, because they are from Spain. He uses English in his school, because his friends are from England.

Bilingualism differs from monolingualism, as it refers to the capability of utilizing more than one linguistic code. Another interpretation suggests that bilingualism enables a group of individuals to develop an identity that aligns more with a national identity rather than an ethnic one (Fasold, 2006: 392). The term "bilingual" originates from interactions between individuals of different national backgrounds, where such contact may occur either due to external pressures or voluntary choice. Additionally, the close geographical proximity of two communities often plays a crucial role in the emergence of bilingual societies and speakers.

6.7. CONCLUSION

There is difference and similarity between diglossia and bilingualism. The similarity is from the term itself, *"di"* and *"bi"* means *"two"*. So, diglossia and bilingualism is master two languages. Moreover, they are different. The difference is from the situation or circumstance. Diglossia is related to societyThe

High variety is utilized in official settings, including education, television broadcasts, newspapers, and similar contexts, whereas the Low variety is employed in casual situations such as shopping and engaging in informal conversations. In Indonesia we have the example of diglossia, such as Javanese language. As we know, Javanese language has the highest level of language and it can be used in a formal situation; and the lowest level of language can be used in an informal situation.

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CHAPTER 7
BILINGUALISM AND MULTILINGUALISM

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7.1. INTRODUCTION

The subjects of bilingualism and multilingualism are becoming more significant in our interconnected world. With societies becoming increasingly interconnected, the capability to communicate in several languages is not merely an advantage but frequently a requirement. This chapter examines the meanings, categories, advantages, difficulties, and consequences of bilingualism and multilingualism in today's society. Bilingualism and multilingualism describe the capacity of individuals or groups to employ two or more languages, frequently in an interchangeable manner. This phenomenon is observable at the individual level, where one individual communicates in several languages, as well as at the societal level, where groups utilize different languages in their everyday interactions. In the contemporary globalized society, being bilingual or multilingual is becoming more prevalent, and its importance goes beyond just language skills, impacting cognitive growth, cultural identity, and social relations.

In a time marked by swift globalization and cultural interaction, the capacity to converse in various languages has become an essential skill. The book "Bilingualism and Multilingualism" seeks to investigate the complex phenomena involved in using two or more languages across different contexts, illuminating the cognitive, social, and cultural aspects of linguistic diversity. As communities grow more multicultural,

grasping the dynamics of bilingualism and multilingualism is crucial for enhancing communication and encouraging inclusivity.

Bilingualism, characterized by the skill to proficiently employ two languages, and multilingualism, which includes the use of three or more languages, are not just theoretical ideas; they reflect the everyday realities of millions worldwide. From kids brought up in multilingual families to workers adapting to various language settings, the effects of bilingualism and multilingualism are significant and extensive. As mentioned by (Grosjeans, 2021) "For many individuals, bilingualism is a lifestyle, and it is crucial to comprehend how they navigate their languages across various situations." This chapter examines the ideas of bilingualism and multilingualism, emphasizing their meanings and cognitive and linguistic implications, social and cultural implications, and their example. We will analyze recent research results on bilingualism and multilingualism from the past five years to offer insights into how these phenomena are developing and affecting societies globally.

7.2. DEFINITIONS OF BILINGUALISM AND MULTILINGUALISM

Bilingualism is typically defined as the skill to use two languages fluently, whereas multilingualism refers to the capability to use more than two languages. Nonetheless, these definitions may have subtle distinctions. A bilingual individual may possess a primary language or similar skills in both languages, whereas a multilingual person is likely to communicate in three or more languages, typically with different levels of proficiency.

Bilingualism refers to the ability of an individual to use two languages effectively in daily communication. The definition of bilingualism has evolved over time, influenced by various

and cultural implications. In summary, Bilingualism and Multilingualism provides a thorough investigation of the interaction of language learning and application among various linguistic systems. It emphasizes how bilingual and multilingual people manage and use their languages in various social, culture and cognitive situations. This chapter highlights emphasizing their meanings and cognitive and linguistic implications, social and cultural implications, and their example in practice. In conclusion, this study expands our comprehension of the importance of bilingualism and multilingualism in the case of linguistic implication and also social and cultural.

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CHAPTER 8
CODE SWITCHING AND CODE MIXING

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8.1. INTRODUCTION

One of the social instruments in people's lives is language. Language is a bridge that can be a tool to unite humanity, and even be a separator, because the problem of understanding between one party and the other party lies in the interpretation of the meaning of the language itself. According to Sankar (2022), there are at least 2 basic functions in language, namely (1) language as the prime medium for human activities for developing ability and cognitive skills, (2) language as the tool for daily communication. From the 2 functions mentioned, 1 conclusion can be drawn that the primary function of language is as a means of communication.

The language used by humans for the first time is the Mother Tongue, which is said to be the Mother Language because, at that stage, a human being has not entered the socialization stage in society where the interaction around it is only centered on the family environment internally. In a bilingual family environment, there are challenges for an individual to understand the language taught for the first time when the communication process occurs.

A heterogeneous environment in terms of social and cultural aspects slowly makes the condition of society that was initially monolingual, bilingual, and multilingual, This can happen because of the conditions in the place of residence or social environment that becomes a person's residence, such as

the environment of schools, offices & universities. Previous studies on bilingualism conducted by (Byers-Heinlein et al., 2019) show that in the last 15 years, there has been an increase in the bilingualism environment, which includes not only linguistic aspects but also other aspects that include perception, cognition, brain development, social development, and educational outcomes. (Studenica et al., 2022) Arguing that language is not only a means of communication in daily life but has also become an instrument for uniting various ethnicities, cultures, and societies. With the rapid development of society and the dynamics of society that continue to develop, the use of language is not only limited to a monolingual environment. However, it is slowly developing in a bilingual environment.

Learning vocabulary is one of the essential foundations of language learning. As conveyed by (Lei & Reynolds, 2022), that pluralistic environment is a challenge in itself, where in these conditions, society becomes what was originally only mono-lingual to bilingual. Learning a second language after the original language also emphasizes a process where a person is inadvertently required to increase the vocabulary that continues to grow along with the dynamics of the broader community.

8.2. ICT INFLUENCES IN SOCIOLOGY

The development of human civilization is inseparable from the influence of the development of science and technology. Science is the gateway to the development of civilization in human beings, where the scope of science is not only centered on exact sciences but also branches into other branches of science such as social sciences, humanities, and other sciences. Besides being the gateway to human civilization, science is also a teacher in human life. (Dr. Md Tabish Iqbal, 2020) Science, especially in the development of technology, has significantly contributed to the world of social and educational development,

goal, especially in diplomacy. Diplomacy has a broad meaning in daily life and is not limited to diplomatic activities or high-level talks in government. (Nteziyaremye et al., 2024) Describing code-mixing, it is said that language mixing that occurs in communication between individuals has a strategic effect on preserving local culture; there is nothing wrong with code-mixing, especially in countries that use English as the official language, where code-mixing is an everyday activity and can still be accepted in a reasonable context.

8.5. CONCLUSION

Differences are beautiful in people's lives; differences in culture and language are a rainbow in human life that provokes many linguists and other academics to look for the latest theories and even further research on these differences. This certainly has risks and consequences, especially in code-switching and code-mixing. These two terms have become friends in the context of sociology in general and sociology in the realm of linguistics. On the one hand, code-switching can be a 'best friend' when communication occurs or vice versa because of the social perception of each individual. And while in code-mixing, it can be likened to a 'cooking seasoning' that complements the 'needs' of the community in the world of communication and also needs a standard rule that regulates the use of 'cooking seasoning' as a 'complement'

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CHAPTER 9
CODEMIXING

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9.1. INTRODUCTION

Language is a dynamic and evolving system, particularly in multilingual societies where speakers tend to blend linguistic elements from different languages. A case in point is *code-mixing*, or the blending of two or more languages or language varieties within a conversation or even a sentence (Muysken, 2020). It is an ever-present practice among bilingual and multilingual speakers who blend linguistic elements from different languages in an easy and natural way. Though often confused with *code-switching* and *borrowing*, they differ in structure and function. *Code-switching* refers to the alternation between languages at the clause or sentence level, which can be governed by situational factors or discourse goals (Gardner-Chloros, 2019). *Code-mixing*, however, occurs within the same sentence or phrase, whereby insertions from another language are embedded within the grammatical frame of the base language (Auer, 2021). *Borrowing*, on the other hand, entails the long-term adoption of words from one language into another with potential phonological or morphological adjustment, e.g., English *"karaoke"*, borrowed from Japanese (Matras, 2020). Code-mixing is a key feature of *multilingual societies*, where linguistic diversity marks everyday communication. Code-mixing serves various functions, including identity, social affiliation, and stylistic creativity (Duran, 2021). In media, digital communication, and education, code-mixing reflects the

flexibility of language as a response to globalization and technological revolution.

This chapter treats code-mixing as a dynamic linguistic phenomenon influenced by sociocultural, cognitive, and technological forces. Through its patterns, functions, and implications, we know more about the shaping of language in multilingual and interconnected societies. Code-mixing, a ubiquitous linguistic phenomenon in multilingual societies, has been examined from various theoretical frameworks to unravel its structure, function, and cognitive processes. Three general theories provide an integrated framework for the study of code-mixing: the Matrix Language Frame (MLF) Model, Sociocultural Theory, and the Cognitive Linguistics Perspective. Based on these theories, speakers mix more than one language, code-mixing is driven by social and identity-based reasons, and bilingual speech production engages a range of cognitive processes.

9.2. THEORETICAL FRAMEWORK OF
9.2.1.   MATRIX LANGUAGE FRAME (MLF) MODEL

The Matrix Language Frame (MLF) Model, initially proposed by Myers-Scotton (1993) and updated in 2021, provides a structural explanation of code-mixing through the distinction between the matrix language (ML) and the embedded language (EL). The matrix language is, in this model, the majority grammatical system into which pieces of the embedded language are inserted (Myers-Scotton, 2021). The ML determines sentence structure, word order, and grammar rules, while the EL contributes content words such as nouns and verbs. For example, in the sentence "I need to comprar más comida" (English-Spanish mix), English is the matrix language, providing the syntactic skeleton, whereas Spanish provides the embedded word "comprar" ("to buy"). The model further adds

literature, mass media, and computer-mediated communication. However, its implication varies in setting, speaker intent, and reception. With globalization and digitalization dissolving linguistic borders more and more, code-mixing will become all the more prevalent. Understanding its patterns and functions can help educators, linguists, and policymakers handle its pitfalls and potential. Instead of viewing code-mixing as linguistic interference, it needs to be treated as a legitimate and meaningful mode of communication reflecting the dynamic reality of language in multilingual communities.

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CHAPTER 10
LANGUAGE AND GENDER

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10.1.   INTRODUCTION

In this chapter, we will see the relationship between language and gender based on the sociolinguistic perspective. There is no question that linguistic ability is affected by gender, power structure, and values in culture. In this chapter we will gain an overview of several theoretical perspectives on language and gender and the contemporary approaches of language and gender. However, it is very important to understand the concept of language and sex which is different from the concept of language and gender. Both concepts have experienced changes over time due to changing of social life and the perspective of non-binary gender.

Language and Sex, was a popular concept before the 1980s, which focused on the binary concept, the difference between male and female in the use of language. Thorne and Henley (1975) and Trudgill (1974) explained about language and sex, and showed that the language used is affected by their biological differences. For example, the difference in intonation between male and female, when talking as males have a lower voice tone than women. Covert prestige is also an example of the language and sex. Males often drop the sound of "g" such as in "goin", "walkin". For example, in "she is goin' to the market", or the use of "ain't" which is usually used by males such as in "they ain't coming to the party", and double negation such as in "you don't know nothing." Women tend to use a

standard language as women in the community are expected to talk properly, politely, and softly. Men tend to show their group identity, masculinity, and solidarity among males. Women tend to use the language for asking confirmation or to request participation of an audience. That is why women are likely to use a question tag. For example, "she is hungry, isn't she?", "they are reading a book, aren't they?". The grammar of the language itself, English for example, differentiates between males and females, for example, the pronouns his/her, him/her, his/hers.

Language and gender, is different and is actually a broader concept than language and sex, as the language and gender concept also include gender and sex as one of the factors which affects language and gender. Theoretical perspective on language and gender (which includes the discussion of a dominance model, deficit model, difference model, and conversational style and power dynamics), contemporary approaches of language and gender which includes the twist in language and gender, affected by feminist and queer linguistic, gender neutral and inclusive language which have been popular since the 1980s. A popular scholar in language and gender, Judith Butler, whose studies became significant references for other studies in language and gender, stated that gender is not about who you are (male or female), it is about what you do, as gender is shaped through repeated behaviors and linguistic practices. Gender is not something that you are born with. Several researchers in language and gender explain that language is the result of the intersection of several components such as cultural background, class, race, and sexuality (Glassner, 2020; Zimman, Davis, Reclaw, 2020; & Small, 2021).

It can be seen that some authors believe that language and gender is the result of social interaction, cultural interaction, and biological identities. When a working-class woman speaks, it is

on inclusive language. A language must be able to represent all components in the community.

Müller-Spitzer and Ochs (2024) conducted a study "Shifting Social Norms as a Driving Force for Linguistic Change: Struggles About Language and Gender in the German Bundestag" and stated that fluctuating social norms in the community will change the language (in German) as well. They observed how the German language has changed due to the changing of gender concepts. They show that German language uses more pair forms, such as 'Bürgerinnen und Bürger' (female and male citizens) in formal language, to show that the speaker or event acknowledges both female and male. German language is now moving away from common form of language which was more masculine. Through language, the German language also shows it respect to females in authority positions. They have "präsidentin" which indicates that a female can be a president as well. Müller-Spitzer and Ochs also explain regarding contemporary debates on new gender-inclusive language forms and how the movement for inclusive language has changed the German language. For example, the word teacher for non-binary is 'Lehrer:innen' which means teachers (for all genders).

There are critics against this inclusive idea of non-binary linguistics such as Norton (2002), Saul and Diaz-Leon (2021), and Motschenbacher (2011). Motschenbacher (2011) sees the queer linguistic proposal on inclusive language as not that relevant and it might be imposed by political interest. Majid and Burhan (2024) in their study describe politicians use LGBT+ issues to increase their popularity at the international level. Motschenbacher (2011) also sees the queer language as lack or empirical study. He recommends queer linguists to conduct further ethnography studies to negotiate with local identity. Saul and Diaz-Leon (2021) stated that the feminist linguistic has failed in explaining the falsehood of gender neutrality. They also

describe how language actually can be unfair for males. For example, the word "rape". It indicates that the doer is a male, and the victim is a female. With the queer movement, it is obvious that male language cannot be blamed, as the victim may not be a woman (as subordinate), or the doer may not be a man.

10.4. CONCLUSION

Language and gender theory have gaining attention from scholars as this concept develop through time and create pros and cons not only among scholars, but also among community. There are two concepts in language and gender, the traditional concept and the contemporary concept of language and gender. The traditional concept sees language and gender as not equal, or different. This view creates inequality in linguistic, and receives critics from feminist and queer linguistic which resulting the contemporary concept of language and gender. The contemporary concept of language and gender encourages language to be inclusive. The interesting part of this view is that the concept still receives an ongoing attention from scholars. It is expected, there will be more studies related to language and gender.

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CHAPTER 11
LANGUAGE PLANNING

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11.1.   INTRODUCTION

Initially introduced by Haugen in 1959, language planning is defined as intentional efforts to change language use, structure, or acquisition in a group or situation (Goundar, 2017). It encompasses policymaking, curriculum development, and linguistic standardization to fulfill social or institutional needs. Kaplan and Baldauf (1997) divided language planning into status (functional responsibilities), corpus (linguistic forms and standardization), and acquisition (instruction and learning). These factors provide a solid framework for developing and implementing language policies, including in business communication. Language planning in English for Business Purposes (EBP) ensures that English is taught and used effectively to meet global business communication needs.

Foreign language learners pursuing economics and business-related disciplines specifically study English for Business Purposes (EBP) to facilitate communication in global commerce or to seek employment in international markets. As the language of commerce (Bargiela-Chiappini et al., 2013), EBP is essential in education and work. It teaches business language skills like negotiation, presentation, and intercultural communication. Therefore, a holistic approach to curriculum design and language policy is needed because the competencies include linguistic proficiency, pragmatics, and culture. Kirkpatrick (2012) notes that several Asian governments are

aligning their language policy with global trade needs, recognizing English literacy as a strategic economic advantage. Evidence-based language planning improves career opportunities and organizational success by creating more efficient and globally competitive workplaces. The expanding importance of English in worldwide trade requires a strategic, linguistic, cultural, and professional approach. By combining business-specific language training with policy-driven language planning, educators and policymakers can improve students' global business communication skills.

This chapter explores language planning within the context of English for Business Purposes (EBP), particularly in EFL environments where learners have limited exposure to authentic English usage. It examines how language planning can address the unique challenges of teaching and learning business English in these settings. This chapter is organized around four key objectives. First, it examines the theoretical foundations of language planning in EBP, exploring core principles and their relevance to business English education while highlighting the impact of policy decisions on language instruction. Second, it identifies the linguistic and communicative needs of EFL learners in business contexts, presenting a needs analysis framework to determine essential skills for effective business communication in globalized professional settings. Third, it proposes strategies for policymakers, educators, and curriculum developers, offering practical recommendations for improving EBP outcomes through well-designed policies, curricula, and instructional methodologies. Finally, it highlights the role of multimodal resources and technology in EBP, discussing how digital tools and multimodal materials can help address traditional barriers to language learning in EFL settings.

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CHAPTER 12
SPEECH ACTS

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12.1.   INTRODUCTION

Language is not merely a tool for describing reality but also a means of performing actions. This idea, which challenges the traditional notion of language as merely referential, was introduced by the British philosopher **John Langshaw Austin** (1911-1960). In his seminal work *How to Do Things with Words* (1962), Austin developed the Speech Act Theory, which demonstrates how utterances function as actions rather than just conveyors of meaning. His theory was further developed by his student John Searle, but Austin's original framework remains foundational in linguistic philosophy. Austin proposed that every utterance performs three interrelated acts: the locutionary act, the illocutionary act, and the perlocutionary act.

1.   LOCUTIONARY ACT

The locutionary act refers to the literal act of producing a linguistic expression. It involves the phonetic, grammatical, and semantic aspects of an utterance. In other words, it is the actual act of saying something. Here are the examples: A locutionary act occurs when words are spoken with a specific literal meaning. For instance, when someone says, "*It's cold here*," they are simply describing the temperature of their surroundings. This statement serves as a factual observation without necessarily implying any request or emotion. Similarly, the sentence "*The book is on the table*" functions as a locutionary

act by providing clear and direct information about the location of an object. It conveys a straightforward fact without additional intent. Another example is "*She is singing a song."* This sentence describes an ongoing action, clearly stating that a person is engaged in singing at that moment. The focus remains solely on delivering that piece of information.

A more universally recognized truth is expressed in the statement "*The sun rises in the east*." This locutionary act communicates a widely accepted fact about the natural world, specifically regarding the sun's movement each morning. The sentence presents this information as a neutral, factual assertion. In a more personal context, the statement "*I have a meeting at 3 PM*" serves as a direct declaration of a scheduled appointment. The speaker is simply providing information about their plans without implying any further intention.

Lastly, the sentence "*She bought a new dress yesterday*" offers factual information about a past event. It informs the listener that a purchase was made on the previous day, presenting it as a simple statement without any underlying meaning. In each case, the locutionary act focuses on the literal meaning of the words spoken, conveying information without necessarily suggesting requests, emotions, or deeper implications.

2. ILLOCUTIONARY ACT

The illocutionary act is the intended function of an utterance; it is what the speaker aims to accomplish with their words. The same locutionary act can carry different illocutionary forces depending on the context. Here are the examples: The phrase "*It's cold here*." can mean different things depending on the situation. It might be a subtle way of asking someone to close the window, simply stating a fact about the temperature, or even complaining about feeling uncomfortable

way to classify speech acts based on their purpose rather than their social function. Another major contribution from Searle was his work on indirect speech acts, which clarified how language often conveys meaning beyond its literal interpretation. He demonstrated that in real-world communication, people rely on shared knowledge and context to infer meaning, making his theory more applicable to everyday conversations. Overall, while Austin's work laid the foundation for speech act theory, Searle's refinements made it more structured and widely applicable. Austin's broad classification provided initial insights into the performative nature of language, whereas Searle's more precise categories and emphasis on illocutionary force helped solidify the theory's practical use. By distinguishing between direct and indirect speech acts, Searle made speech act theory more relevant to real-life discourse. Together, their contributions offer a comprehensive understanding of how language functions beyond mere description, shaping both linguistic and pragmatic studies.

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The author is a scholar in the field of linguistics, completed her Master's degree in Linguistics at the University of Indonesia in 2014. Her academic journey has been marked by a deep-seated passion for the intricacies of language and its applications. Since 2015, she has served as a lecturer at Merdeka University of Malang, where she imparts her extensive knowledge and expertise to students in the domain of linguistics. In addition to her academic role, Pravitha is also a professional translator. Her professional translation work complements her academic pursuits, showcasing her versatility and commitment to the field of language. Throughout her career, Cattleya Wahyu Pravitha has dedicated herself to the teaching of English, especially grammar, an area she has passionately engaged with for her entire professional life. Her contributions to both education and translation have established her as a respected figure in her field, committed to advancing the understanding and application of linguistic principles.

CHAPTER 13
CASE STUDY OF SOCIOLINGUISTICS

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13.1. INTRODUCTION

This study examines language variations among students of the Mathematics Education Study Program at Flores University from a sociolinguistic perspective. Language variation is influenced by factors such as social background, environment, and communication needs. This research aims to identify and analyze the types of language variations used by students in different contexts. The study employs a qualitative approach, utilizing observations and interviews as data collection methods. The findings reveal that students use various language forms, including regional dialects, formal and informal Indonesian, and code-switching between languages. These variations reflect social identity, group affiliation, and situational adaptability in communication. The study highlights the role of language in shaping interactions and the importance of sociolinguistic awareness in academic and social settings.

Indonesia, as a country with vast cultural and linguistic diversity, has more than 700 regional languages spoken by various ethnic groups. This diversity creates a complex linguistic dynamic, particularly in academic environments such as universities, where students from different cultural and linguistic backgrounds come together to learn and interact. The phenomenon of language variation in student communication is an interesting topic to study, especially in a sociolinguistic context. Language plays a crucial role in students' academic

lives, particularly in daily communication and academic interactions. Students in the Mathematics Education Study Program at Flores University come from diverse cultural and linguistic backgrounds, making language variation in their communication inevitable. This phenomenon is intriguing to examine from a sociolinguistic perspective, as it reflects how students use language in different situations.

According to Ambarwati et al., (2024), language variation refers to differences in language use influenced by factors such as cultural, regional, social, and educational backgrounds. In academic settings, language variation can manifest in the form of formal and informal registers, code-switching, code-mixing, and the use of non-verbal language. Previous studies have shown that students tend to use different language variations depending on the context and their interlocutors. For example, in formal situations such as presentations or classroom discussions, students may use a formal language register, whereas in casual interactions with peers, they are more likely to use an informal or familiar register.

Furthermore, factors such as cultural and regional backgrounds also influence the language variations used by students. Migrant students, for instance, often experience changes in their language use as they adapt to a new environment. A study on migrant students in the Faculty of Cultural Sciences at Mulawarman University found that social interactions and communication needs were the primary factors influencing their language variation(Ashidiqie, 2022)

In the context of the Mathematics Education Study Program at Flores University, students come from various regions with diverse linguistic and cultural backgrounds. This diversity leads to unique language variations in their communication, both in academic and non-academic contexts. However, to date, there has been little research specifically investigating language

in academic interactions if managed effectively. For instance, students can develop adaptive communication strategies by using a combination of languages suited to the context, making academic interactions more inclusive and effective. Thus, language variation in academic interactions requires a flexible approach to ensure that students can develop intellectually while preserving their linguistic and cultural identity.

13.5. CONCLUSION

This study found that language variation among students of the Mathematics Education Study Program at Flores University reflects their social and cultural dynamics. The use of regional languages remains strong in informal communication, while in academic settings, Bahasa Indonesia dominates, often accompanied by code-switching. This linguistic diversity highlights students' adaptability in different communication contexts and the role of language in shaping both academic and social interactions.

To enhance academic understanding, more adaptive teaching strategies are needed to accommodate students' linguistic diversity. Educators should consider approaches that integrate multilingual resources while maintaining clarity in academic instruction. Additionally, further research is recommended to explore the impact of language variation on students' academic performance, providing deeper insights into effective language use in higher education.

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The author is a dedicated lecturer with a strong academic background in English Literature and English Language Education. She earned her Bachelor's degree in English Literature from Universitas Flores and her Master's degree in English Language Education from Universitas Pendidikan Ganesha. Her professional journey began as a literacy tutor at the YASUKEL Foundation in Ende. From 2009 to 2011, she worked as an English teacher at SMPN Detukeli. Since 2011, she has been serving as a lecturer at Universitas Flores, where she continues to contribute to higher education. In addition, she has been a tutor at Universitas Terbuka since 2016, supporting distance learners in achieving academic success. In 2025, she completed a Training of Trainers (ToT) program in training methodology and earned a non-academic title as a Master Instructor, further enhancing her capacity to facilitate professional development programs. Passionate about education and social equity, Ningsih aspires to publish a substantial body of academic work and to establish a free school for underprivileged children, providing them with access to quality education and a brighter future.

INTRODUCTION TO SOCIOLINGUISTICS