

social roles and language variation in acquisition

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language



social attributes

we learn to

associate

language

with

social attributes

we learn to

expect

language

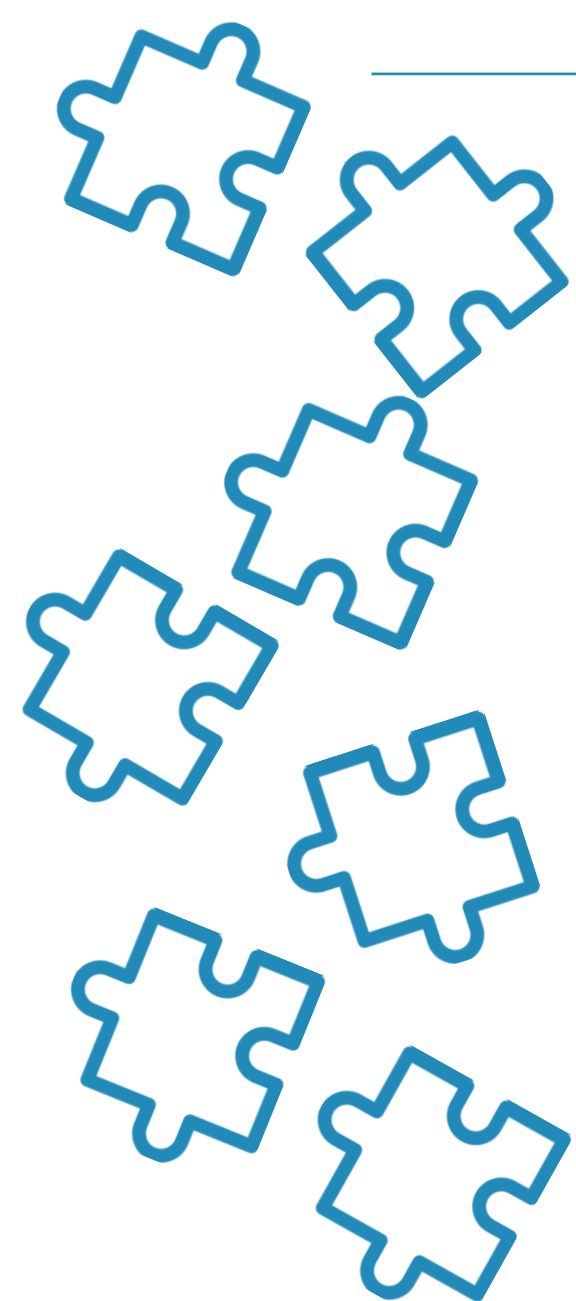
given

social attributes

how

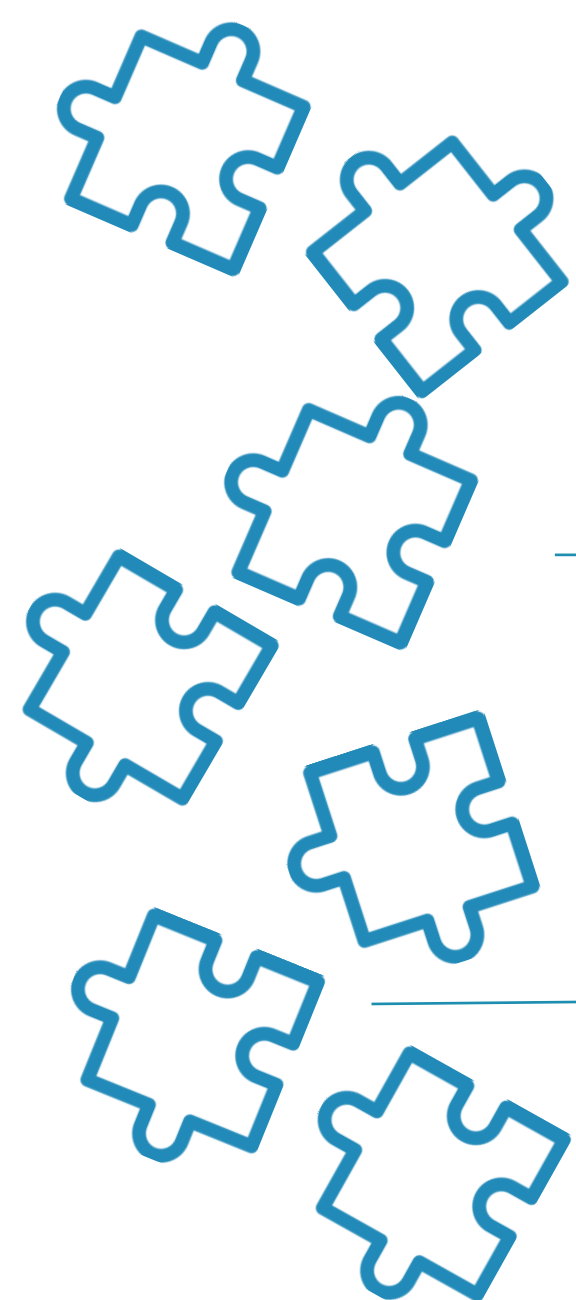
when

teamwork



standard/non-standard
child-directed speech

Freja Verachtert & Dorien Van De Mieroop
Finish your plate and clean up your language! A mixed methods approach to Colloquial Belgian Dutch and Standard Dutch variation in child-directed speech at Flemish dinner table conversations



English in Dutch
production; preteens

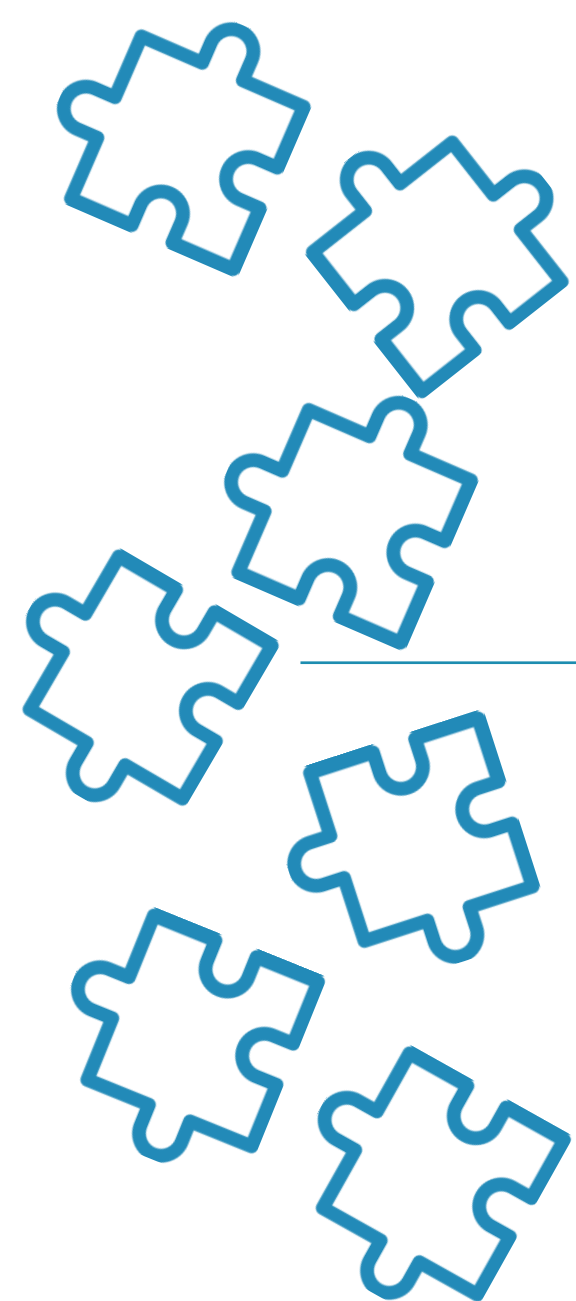
→
Melissa Schuring
Playing with English. The evolution of Belgian Dutch preadolescent children's use of and reflection on English as a socio-pragmatically meaningful lexical resource

English in Dutch
evaluation; preteens

→
Gillian Roberts, Laura Rosseel & Luk Van Mensel
Children's social evaluations of English elements in Dutch: an experimental approach

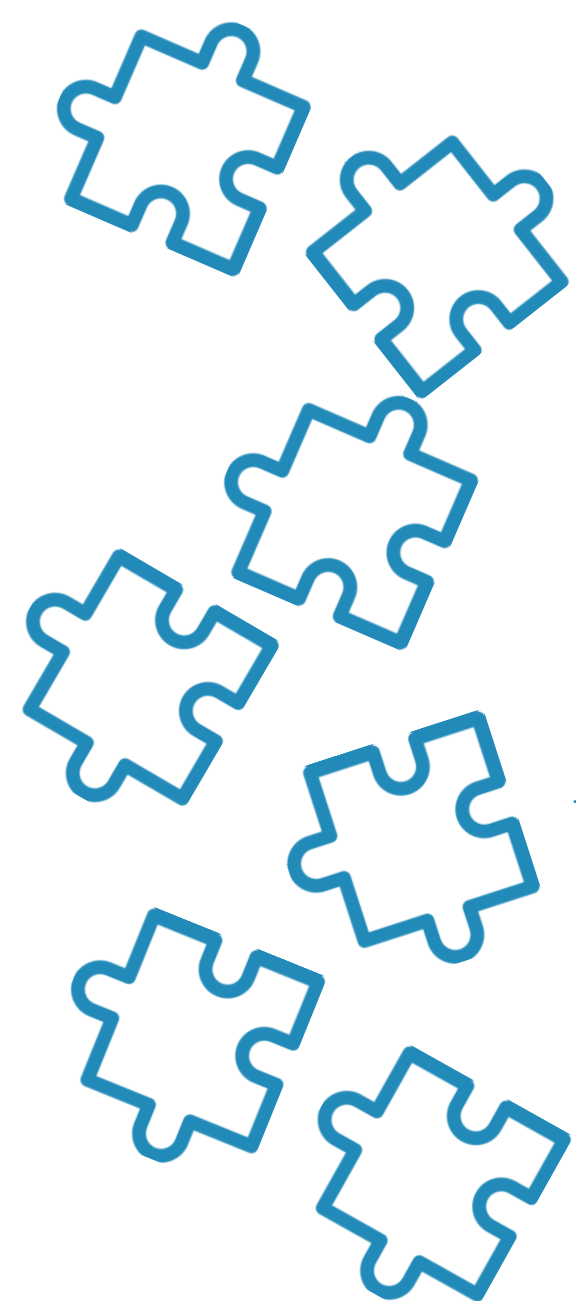
Māori in NZ English
triangulation; preteens

→
Andreea Calude, Hemi Whaanga & Laura Rosseel
Two languages in my kete – a developmental sociolinguistics approach to cultural nuance and social identity in everyday kiwi words



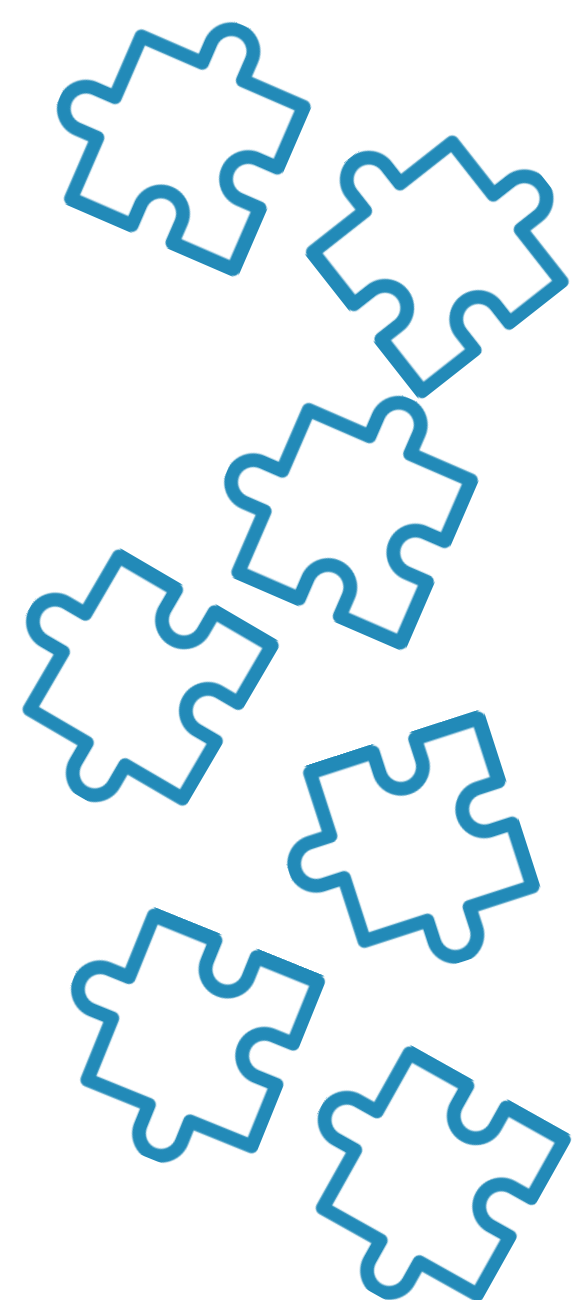
new indexical links
lab training; adults

Moira Van Puyvelde, Laura Rosseel & Dirk Speelman
Acquiring the social meaning of language variation: An experimental exploration



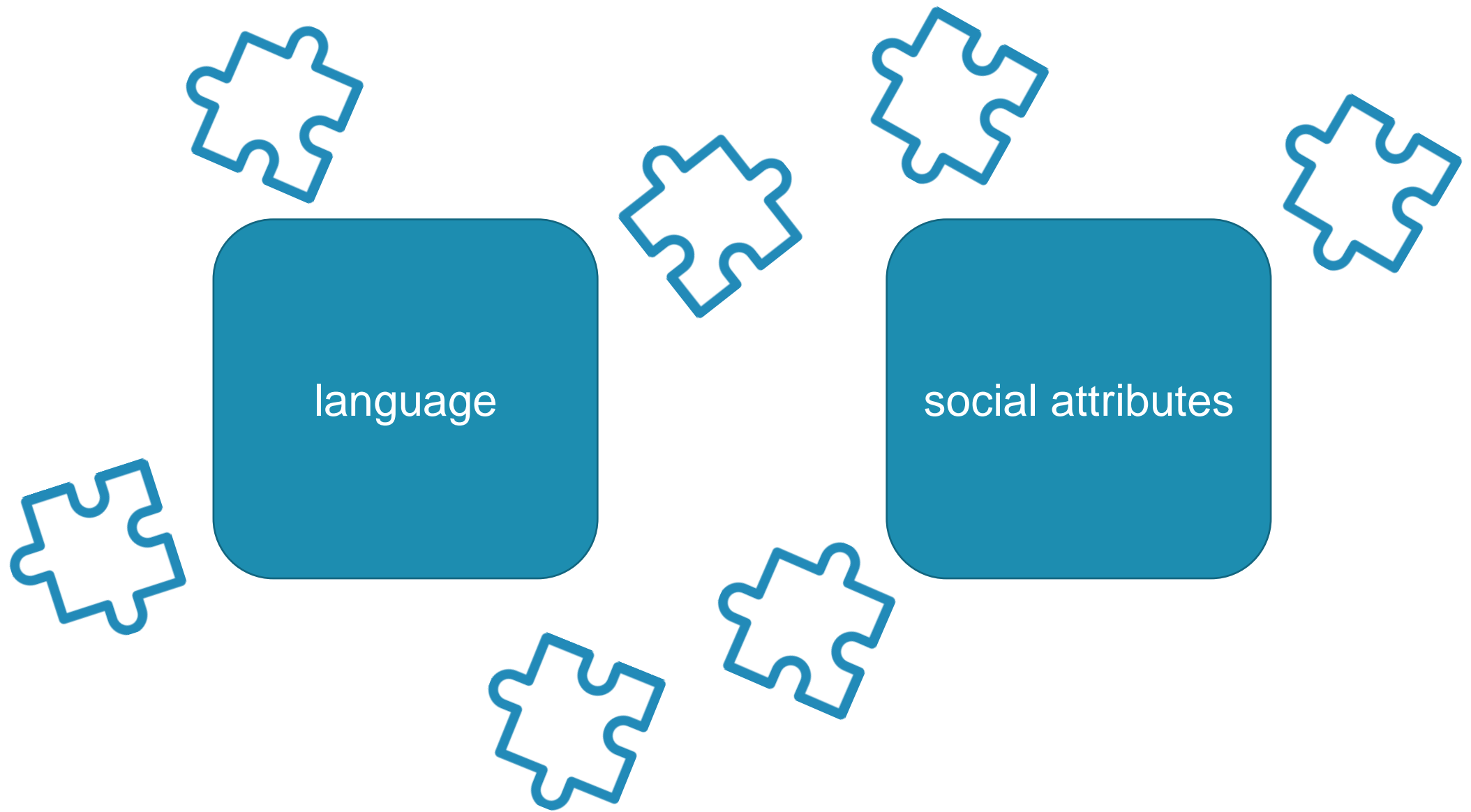
standard/non-standard
triangulation; atypical profiles

Nina Arisci, Laura Rosseel & Ellen Rombouts
*The development of socially meaningful language
variation in (pre)adolescents with Down Syndrome*



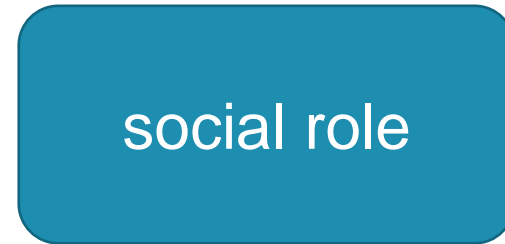
groundwork in broader
community

Work on contact-induced lexical variation and constructional change, in collaboration with a.o. Ad Backus, Freek Van De Velde, Lisa Hilde, Reinhild Vandekerckhove, and on standard languages in Flanders, with a.o. Stef Grondelaers and Laura Rosseel



social roles

individual



society

norms

expectations



study 1

with many thanks to Freja Verachtert and Dorien Van De Mieroop



child-directed speech

analytic function

segment the speech stream

social function

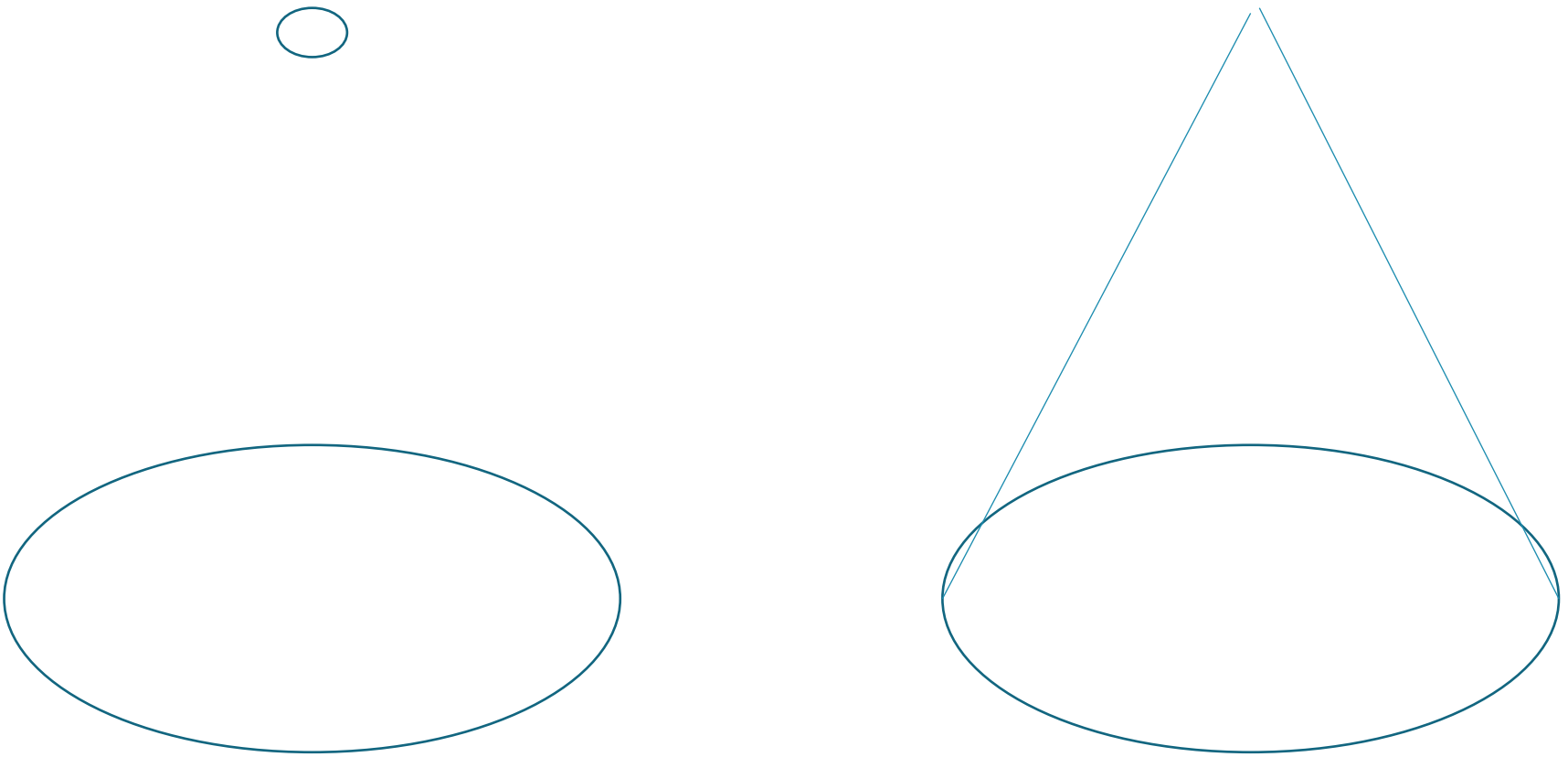
keep the conversation going

learn the best language

*↑
what the caregiver considers*

*↑
relating to community norms*

the Belgian Dutch case



a mixed-methods approach

RQ1.1

is the use of standard variants higher when adopting the caregiver role?

RQ1.2

can we relate the answers to RQ1.1 to caregivers' explicit role expectations?

data



data



■	SD
■	CBD

pronouns	jij komt 'you come'	gij komt 'you come'
adnominal flexion	een boom 'a tree'	nen boom 'a tree'
t-deletion	dat paard 'that horse'	da paard 'that horse'

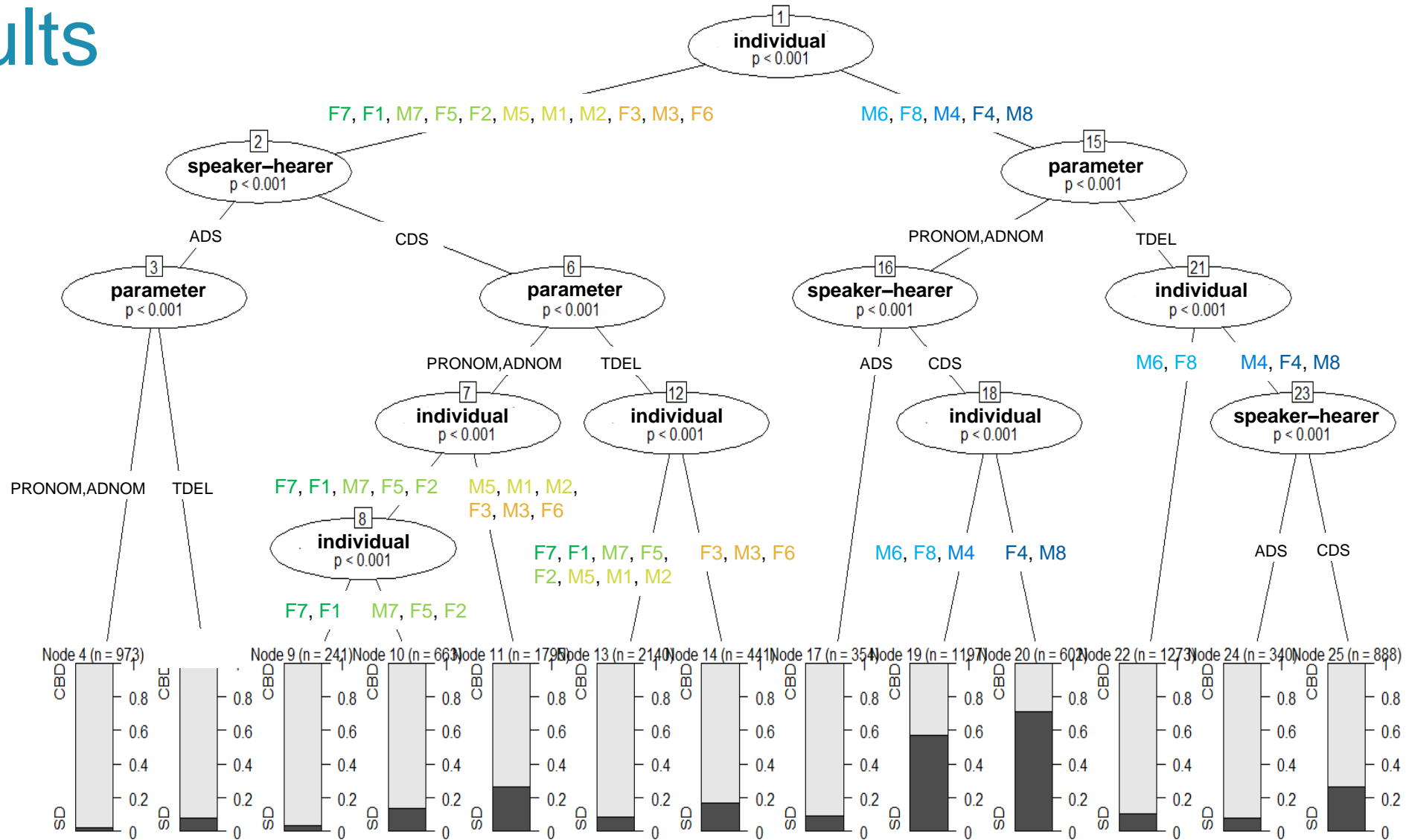
data



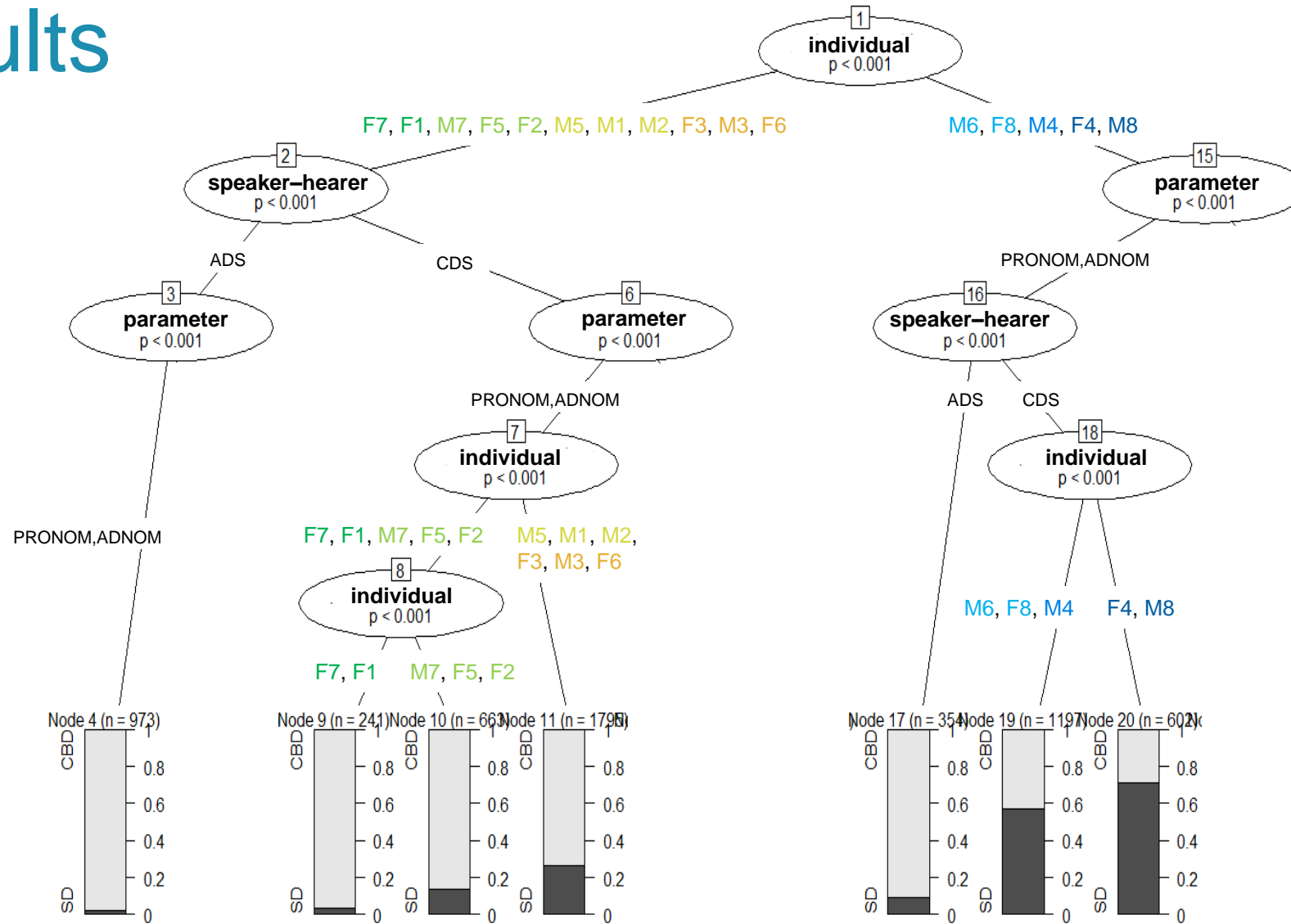
- > parameter
- > individual
- > role

PRONOM vs. ADNOM
F1, M1, F2, ... M8
ADS vs. CDS

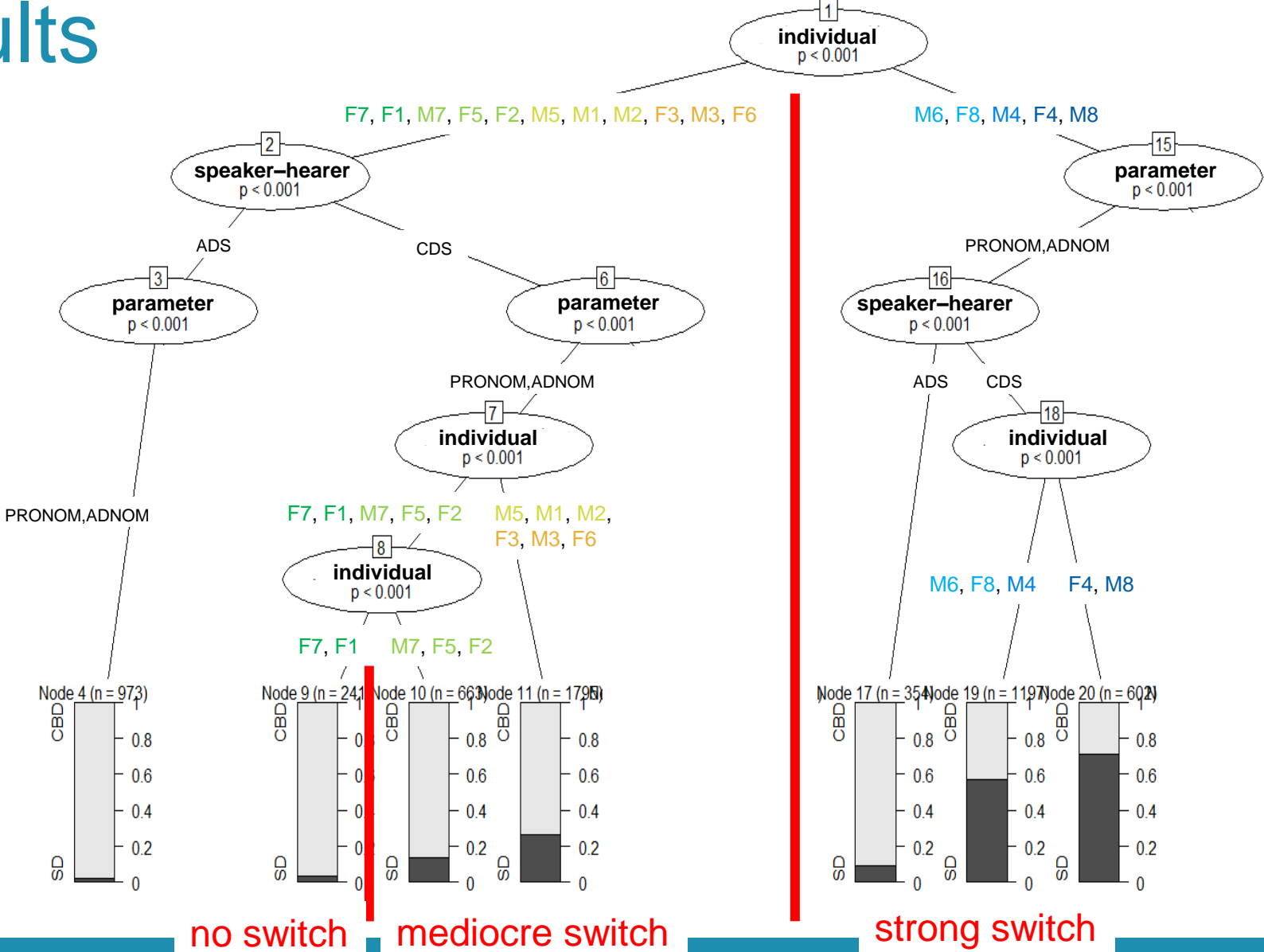
results



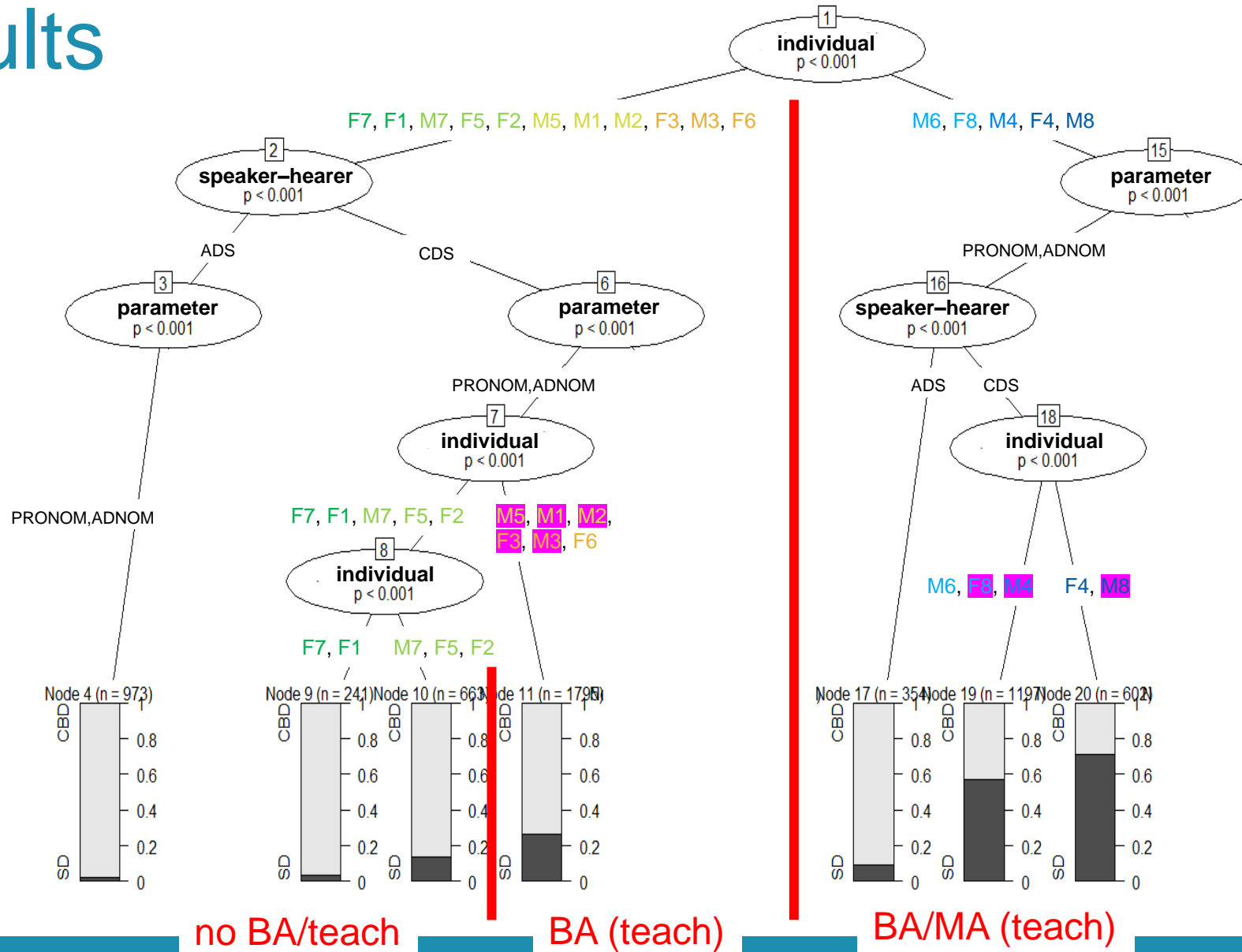
results



results



results



a mixed-methods approach

RQ1.1

is the use of standard variants higher when adopting the caregiver role?

well, yes, but ...

RQ1.2

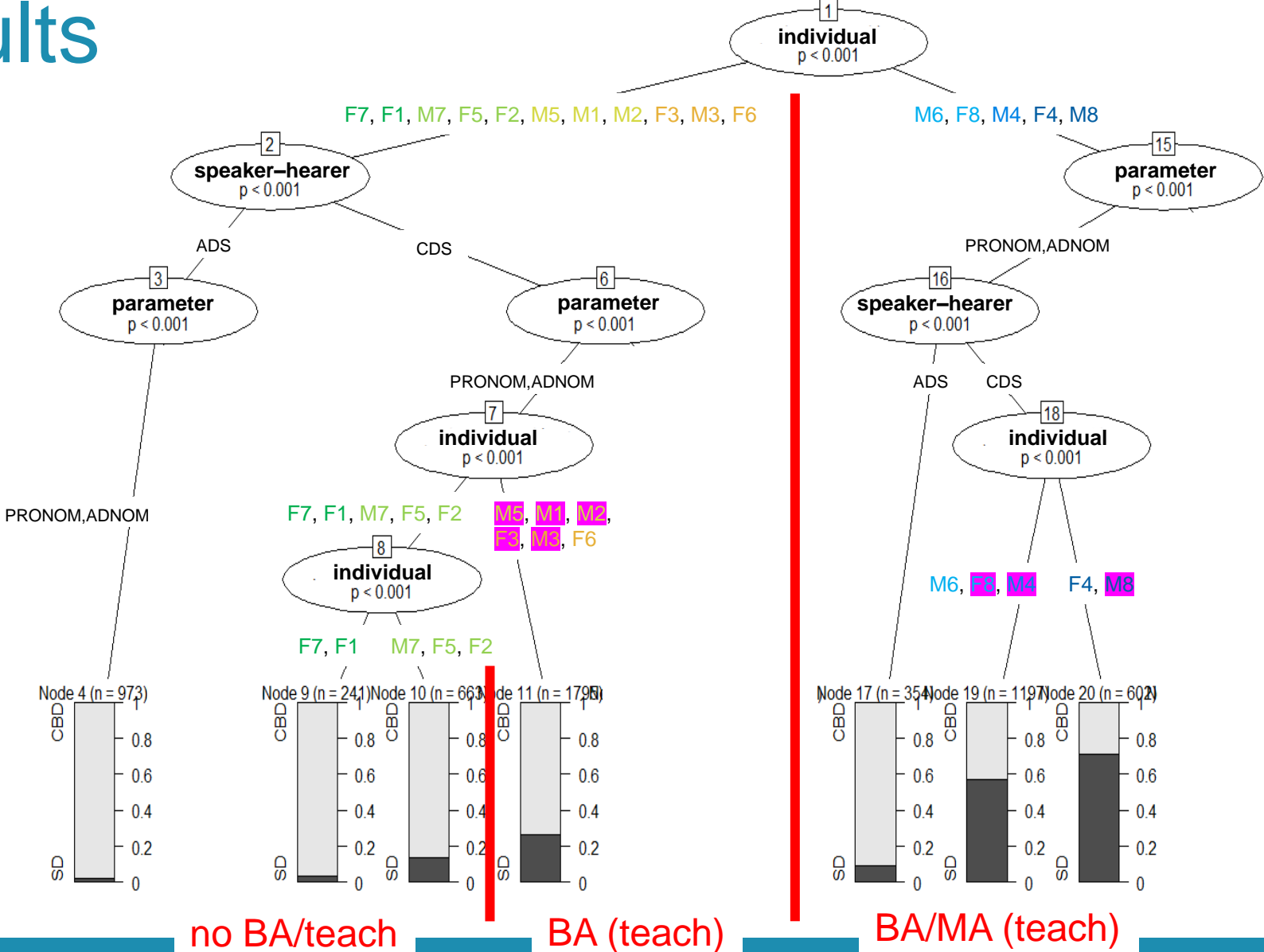
can we relate the answers to RQ1.1 to caregivers' explicit role expectations?

data

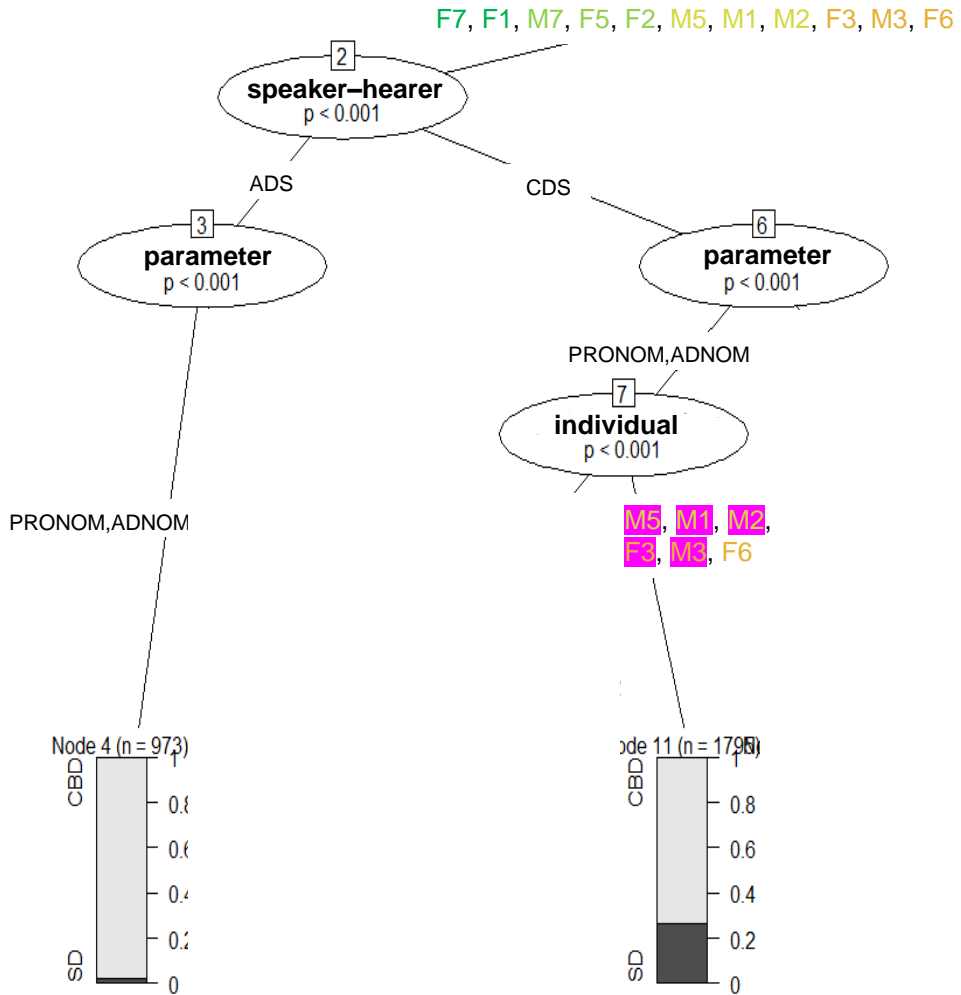


- what variety their child should learn
- their own use of varieties
- their general appraisal of varieties

results

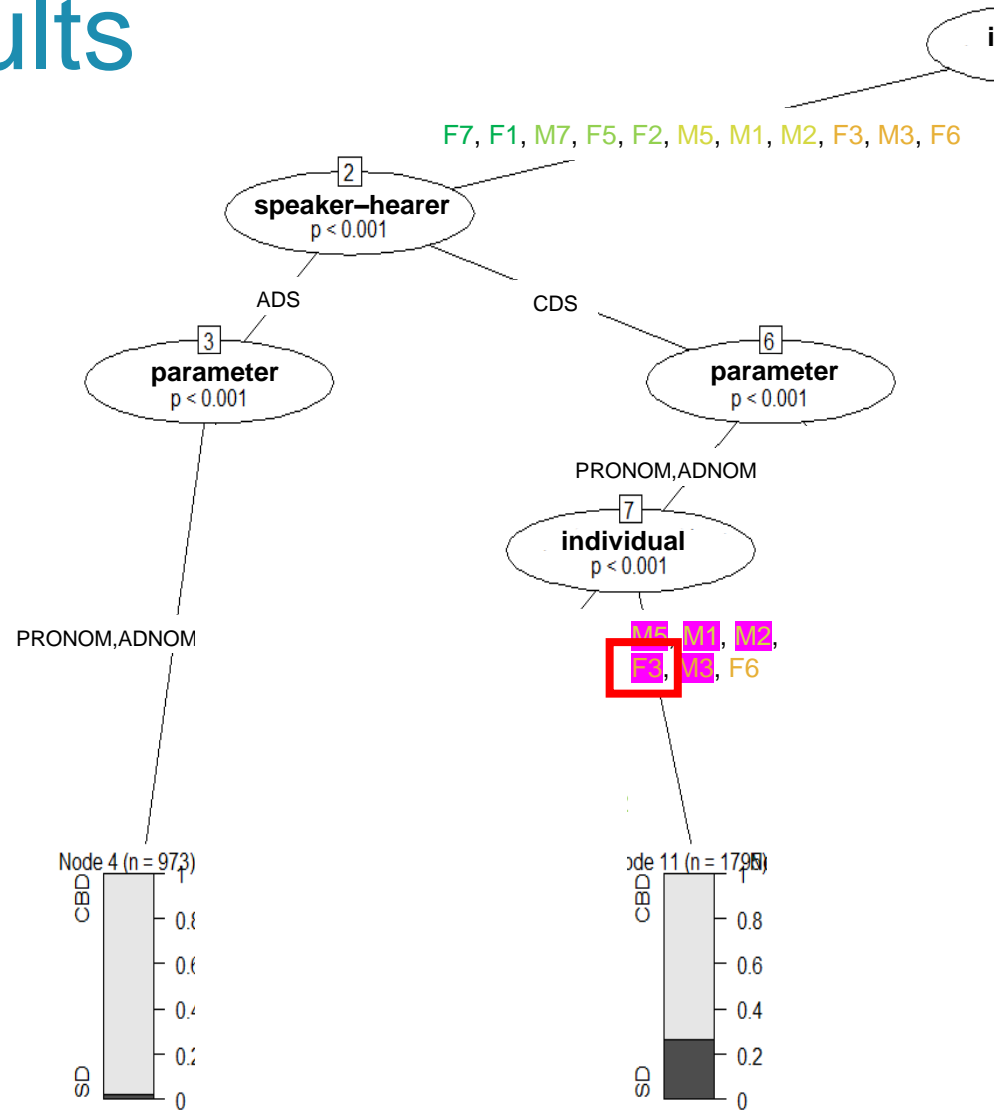


results



BA (teach)

results

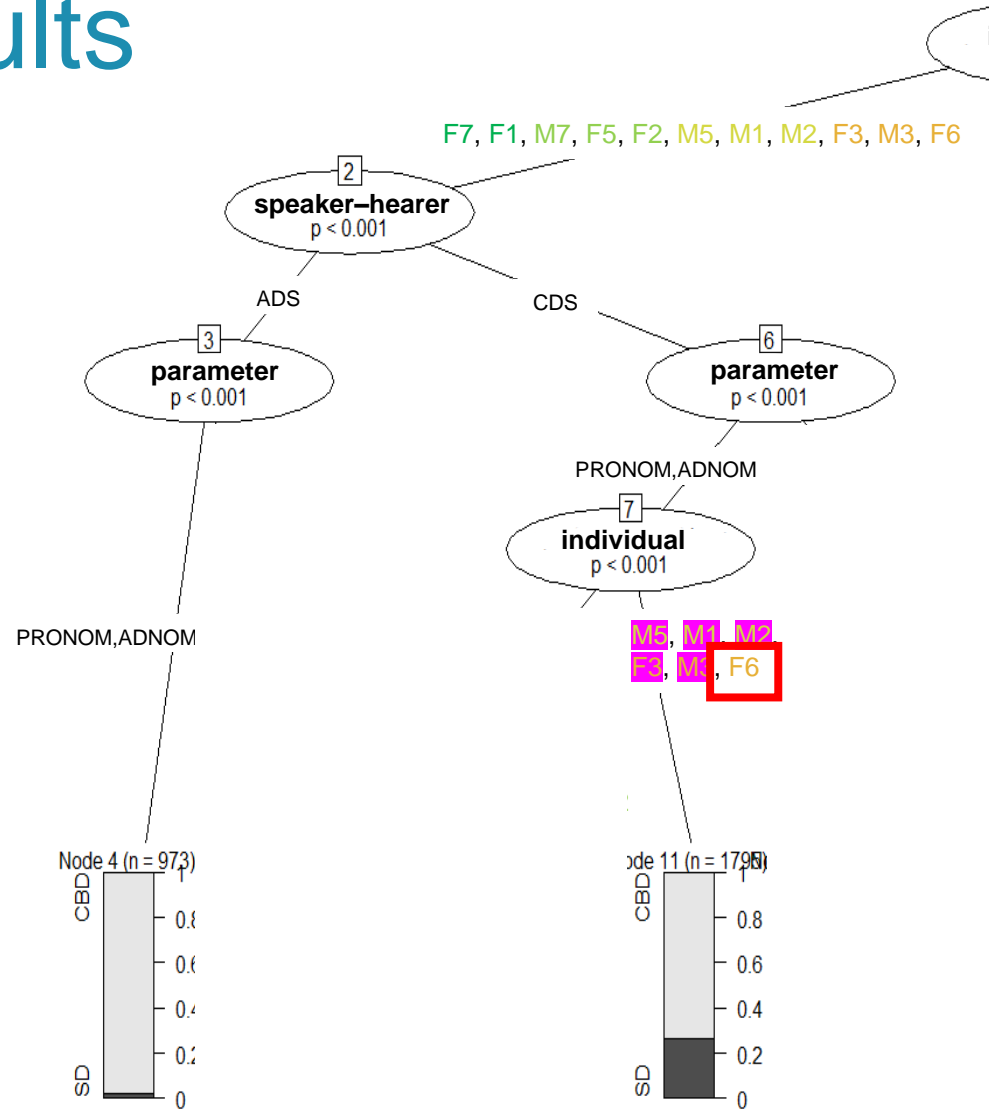


*INT: and which language variety uh do you think you use **with the children?**

*F3: ## again I think something in between standard and dialect language or maybe something yet **a little bit closer to Standard Dutch** because you want the children to learn how to speak decently

BA (teach)

results



*F6: no **I think think that I I speak more or less consis** +// I mean that I always use the same uh when when # also when going for drinks

*INT: yeah # so no different word for [child]

*F6: no no I don't think so

BA (teach)

a mixed-methods approach

RQ1.1

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RQ1.2

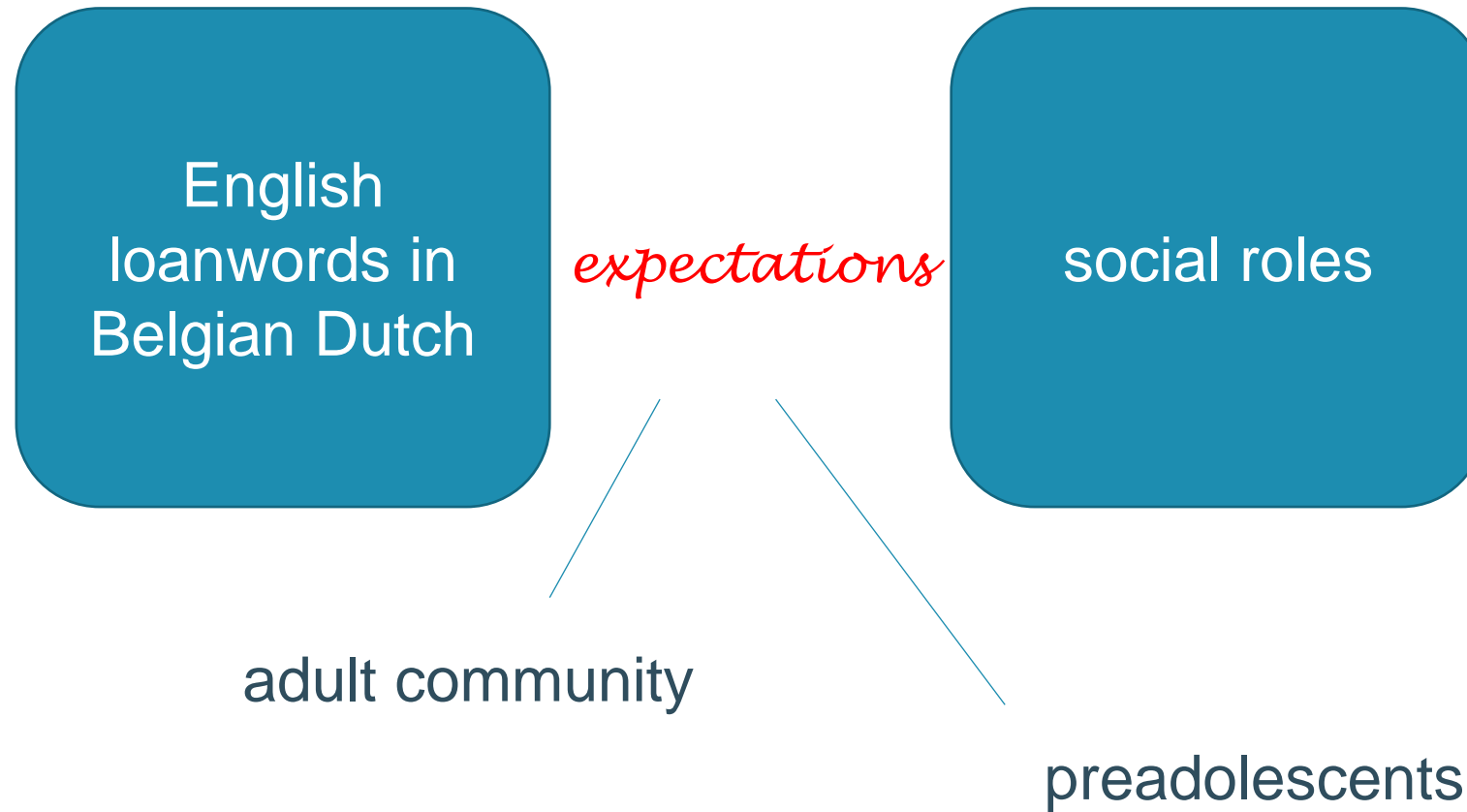
can we relate the answers to RQ1.1 to caregivers' explicit role expectations?

*teachers & educators likely have
more explicit expectations*



study 2

with many thanks to Melissa Schuring and Laura Rosseel



(learning to) share expectations

RQ2.1

to what extent do adult Belgian Dutch language users share expectations on the use of English loanwords by different social roles?

RQ2.2

to what extent do we see these patterns resonated in the linguistic expectations and role performance of Belgian Dutch preadolescents?



N=177

highly-educated women, age range 18-64

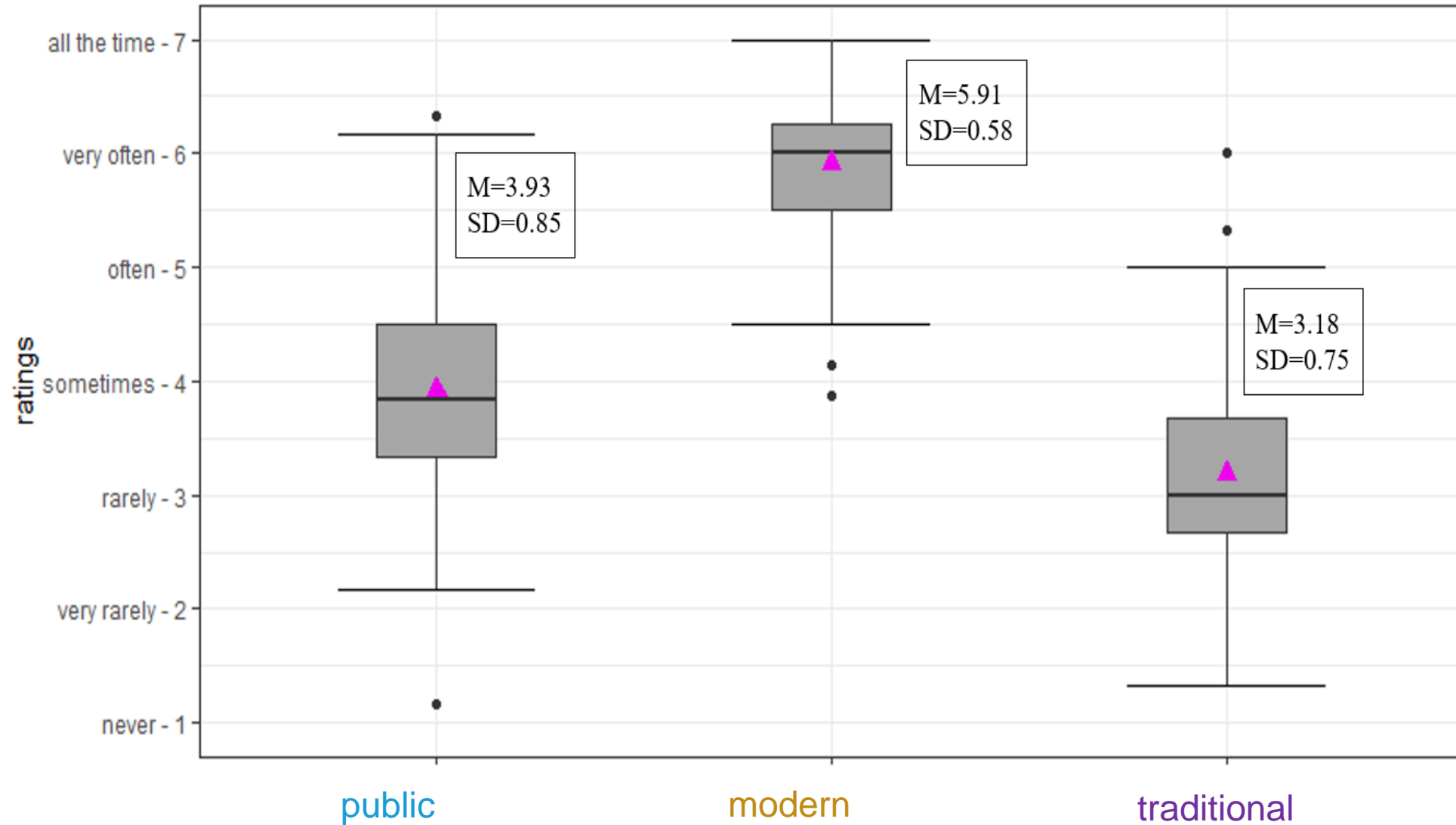


How often do these social roles use English words in Dutch when occupying their role, according to you? (7-point Likert)

gamer	rapper	newsreader	chef
vlogger	soccer player	Ketnet-wrapper	teacher
manager	top model	farmer	doctor
superhero	butcher	police agent	grandparents
film star	prime minister	mayor	

	public	modern	traditional
nieuwslezer 'news reader'	0.784	0.160	0.102
leerkracht lager onderwijs 'primary school teacher'	0.560		0.284
eerste minister 'prime minister'	0.787	0.235	
politieagent 'police officer'	0.613	0.143	0.327
dokter 'doctor'	0.551	0.139	0.354
burgemeester 'mayor'	0.671	0.272	0.312
gamer 'gamer'		0.814	
vlogger 'vlogger'		0.682	
voetbalspeler 'soccer player'	0.262	0.436	0.216
rapper 'rapper'		0.742	
bedrijfsleider 'business manager'	0.311	0.533	
superheld 'superhero'	0.187	0.419	
filmster 'film star'	0.212	0.491	-0.109
topmodel 'top model'	0.196	0.441	
kok 'chef'	0.297	0.224	0.401
slager 'butcher'	0.149		0.888
boer 'farmer'	0.314		0.673

How often do these roles use English words in Dutch?



(learning to) share expectations

RQ2.1

to what extent do adult Belgian Dutch language users share expectations on the use of English loanwords by different social roles?

looks like they do!

RQ2.2

to what extent do we see these patterns resonated in the linguistic expectations and role performance of Belgian Dutch preadolescents?



N=21

Hockey players aged 8;0 to 13;8



1. *Elicitation* | Can you perform these roles for me?
2. *Interview* | Did you change something about your language?
3. *Rating* | How often do these social roles use English words in Dutch when performing their role, according to you?

gamer

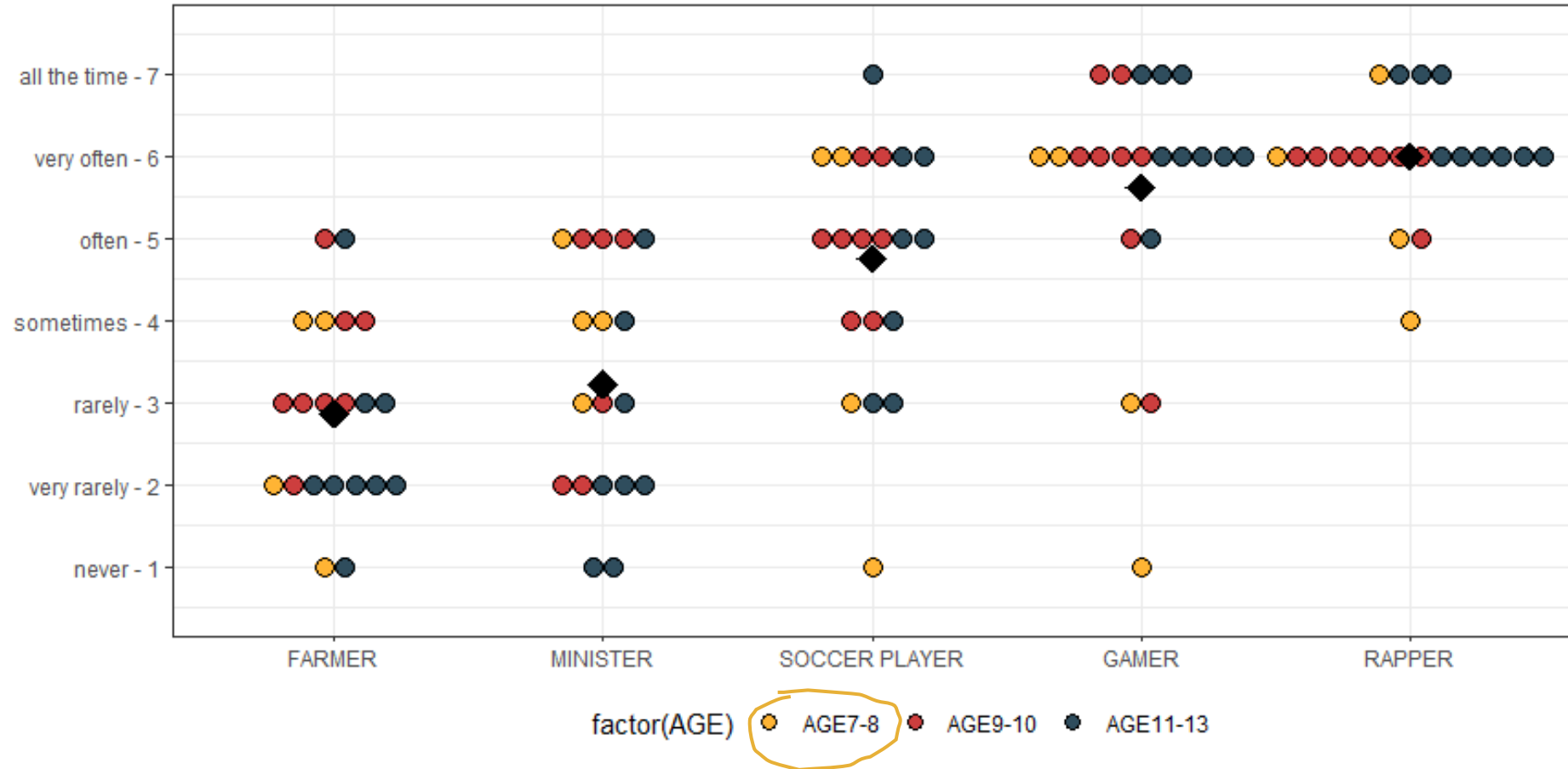
rapper

farmer

soccer player

prime minister

How often do these roles use English words in Dutch?



*JUN: oh **love you** allemaal.
*JUN: **thanks for this** &=laughs.
*JUN: **jow jow bro.**
*STE: **jow jow bro.**
*STE: **bro bro bro.**
*STE: **jow bro.**
*STE: vandaag zijn we op deze **show.**
*STE: **show jow jow bro bro.**
*STE: ik ben toch zow goed he.
*JUN: **jow people all of it.**
*JUN: **we do things good** &=laughs.
*JUN: en we gaan deze **show** winnen.



Stella (9;11)
June (10;11)

Elicitation |

- *SAR: (...) ge zijt wel een **own goal** aan het maken he.
[...]
- *CAM: wie wie heeft er eigenlijk beslist da(t) zij **captain** mag zijn?
- *SAR: zij zet mij de beste looper van de **club** in de verdediging.



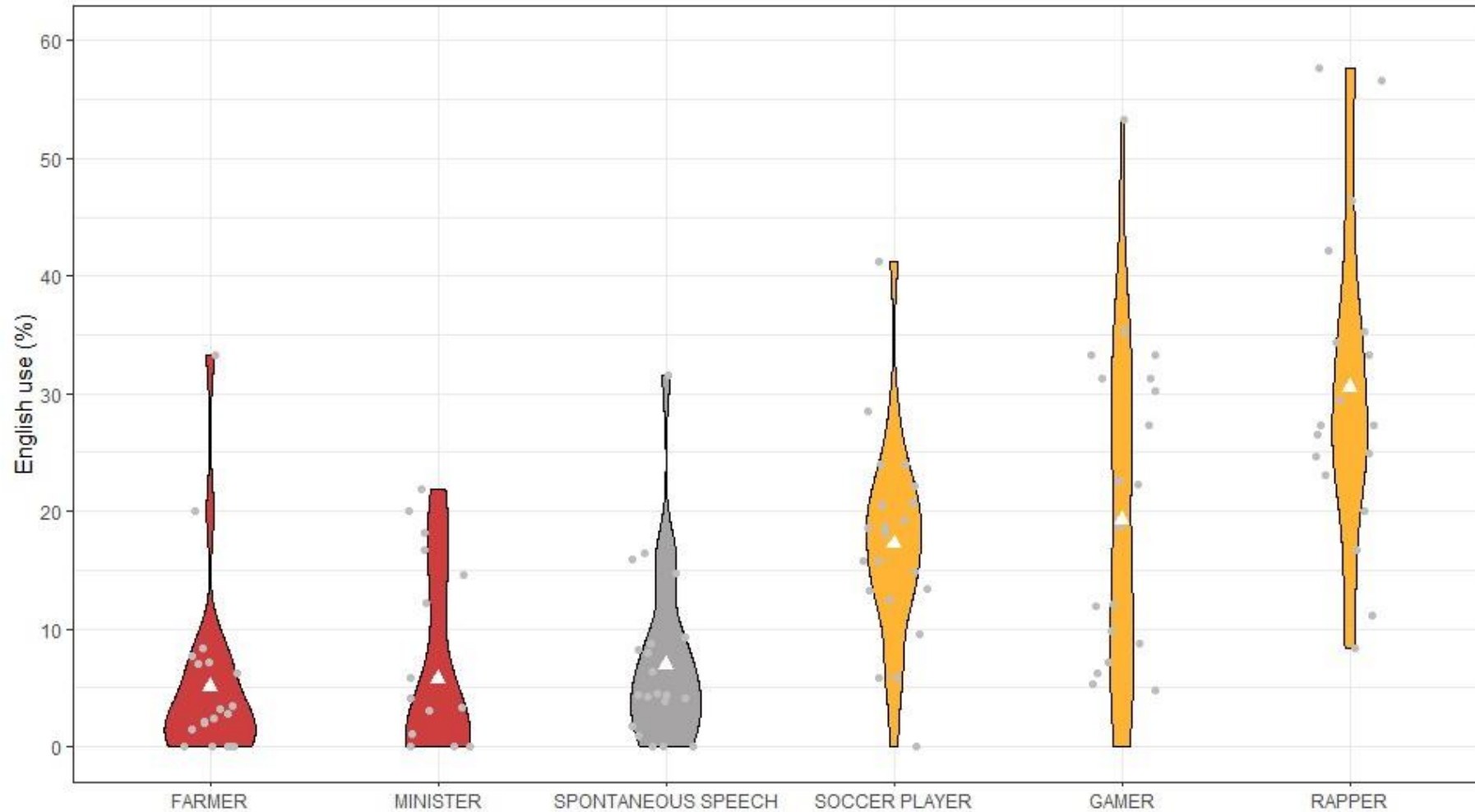
Sarah,
Camille

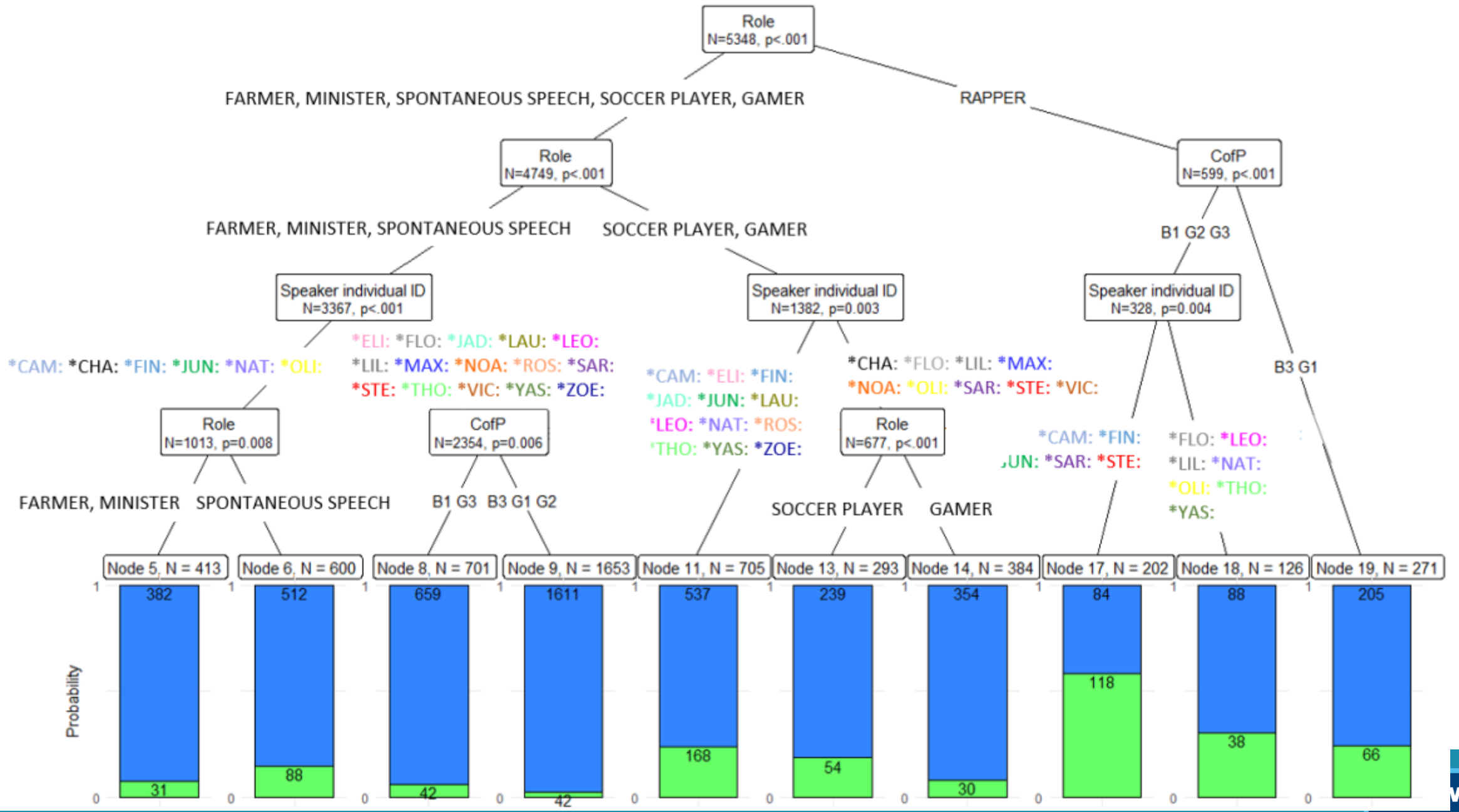
(11-13y/o)

What % of utterances contains at least 1 English word?



What % of utterances contains at least 1 English word?





FARMER, MINISTER, SPONTANEOUS SPEECH

Speaker individual ID
N=3367, p<.001

*ELI: *FLO: *JAD: *LAU: *LEO:
*CAM: *CHA: *FIN: *JUN: *NAT: *OLI: *LIL: *MAX: *NOA: *ROS: *SAR:
*STE: *THO: *VIC: *YAS: *ZOE:

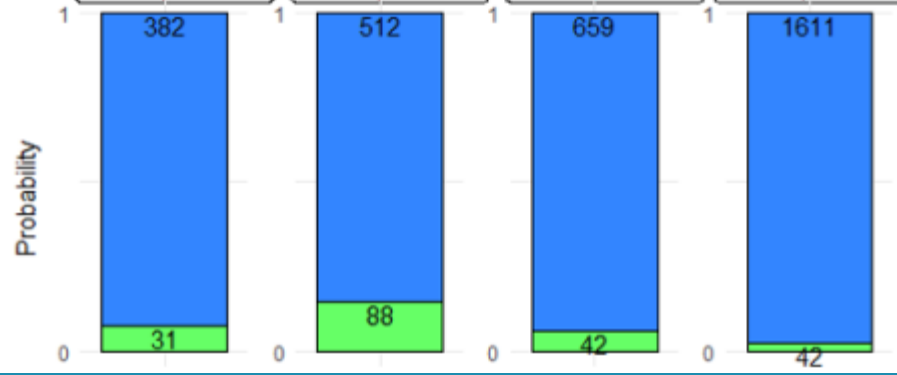
Role
N=1013, p=0.008

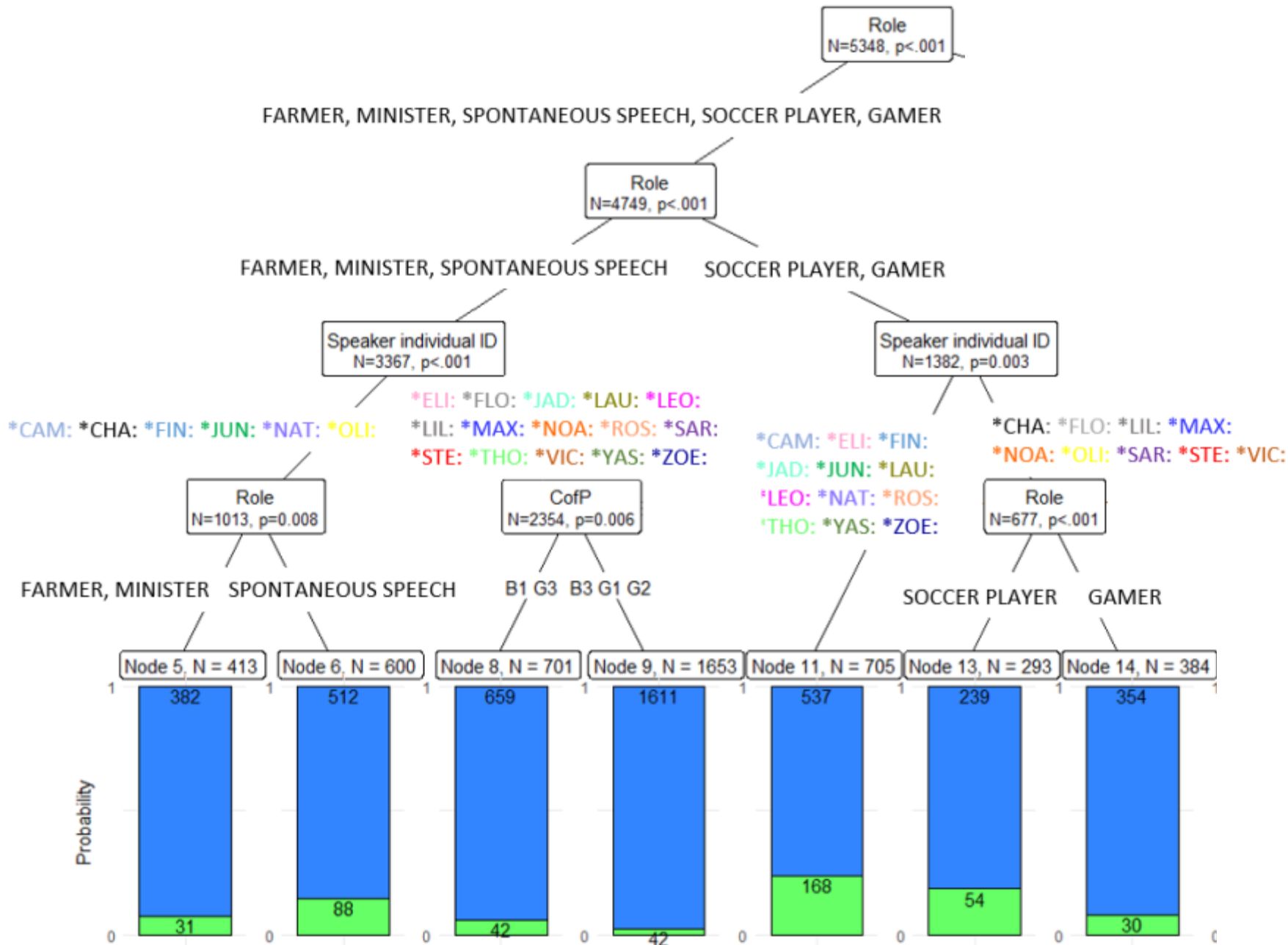
CofP
N=2354, p=0.006

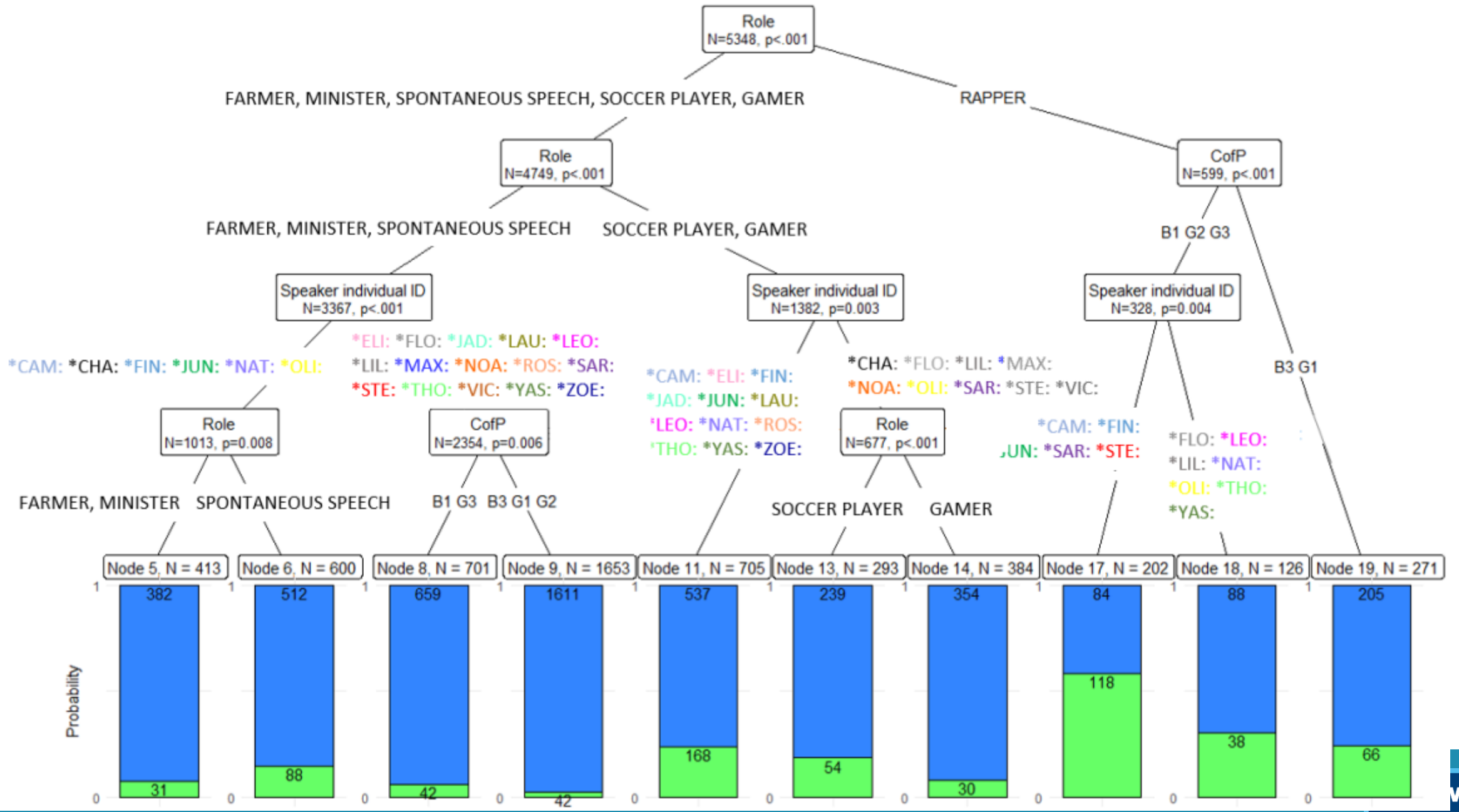
FARMER, MINISTER SPONTANEOUS SPEECH

B1 G3 B3 G1 G2

Node 5, N = 413 Node 6, N = 600 Node 8, N = 701 Node 9, N = 1653







Interview |

Did you change something about your language?

no

idk

yes

- nothing specific
- voice
- speech acts
- social meanings
- language variation
- English loans

Interview |

Did you change something about your language?

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- English loans

	no	idk	/	voice	S.A.	S.M.	L.V.	ENG
Boys1								
Nathan [8;0]	█							
Leon [8;1]				█			█	
Thomas [8;3]	█							
Finn [8;9]				█				
Girls1								
Rosalie [9;6]							█	
Jade [9;6]				█	█			
Zoë [9;7]				█				
Laura [9;7]							█	
Charlotte [10;5]	█							
Girls 2								
Stella[10;4]				█				
Lily[10;5]		█						
June [11;4]				█				
Boys 3								
Elias [11;6]				█				
Noah [12;1]	█							
Max [12;1]	█							
Victor [12;8]				█			█	
Girls 3								
Yasmine [12;0]		█						
Floor [12;1]							█	
Camille [13;0]								█
Sarah [13;4]				█			█	█
Olivia [13;8]				█			█	

Interview |

no

idk

yes

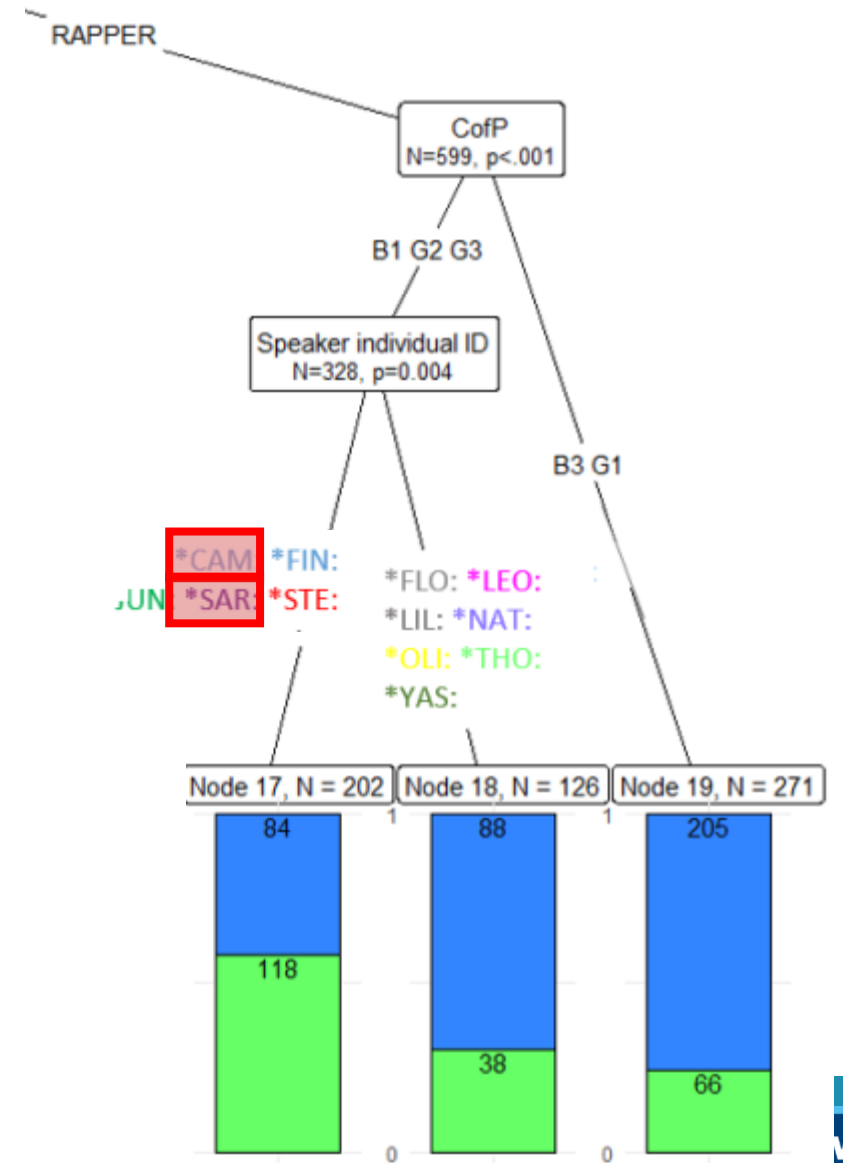
- nothing specific
- voice
- speech acts
- social meanings
- language variation
- English loans

Did you change something about your language?

	no	idk	/	voice	S.A.	S.M.	L.V.	ENG
Boys1								
Nathan [8;0]	█							
Leon [8;1]				█			█	
Thomas [8;3]	█							
Finn [8;9]				█				
Girls1								
Rosalie [9;6]							█	
Jade [9;6]				█	█			
Zoë [9;7]				█				
Laura [9;7]							█	
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Girls 2								
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Lily[10;5]		█						
June [11;4]				█				
Boys 3								
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Noah [12;1]	█							
Max [12;1]	█							
Victor [12;8]				█			█	
Girls 3								
Yasmine [12;0]		█						
Floor [12;1]							█	
Camille [13;0]								█
Sarah [13;4]				█			█	█
Olivia [13;8]				█			█	█

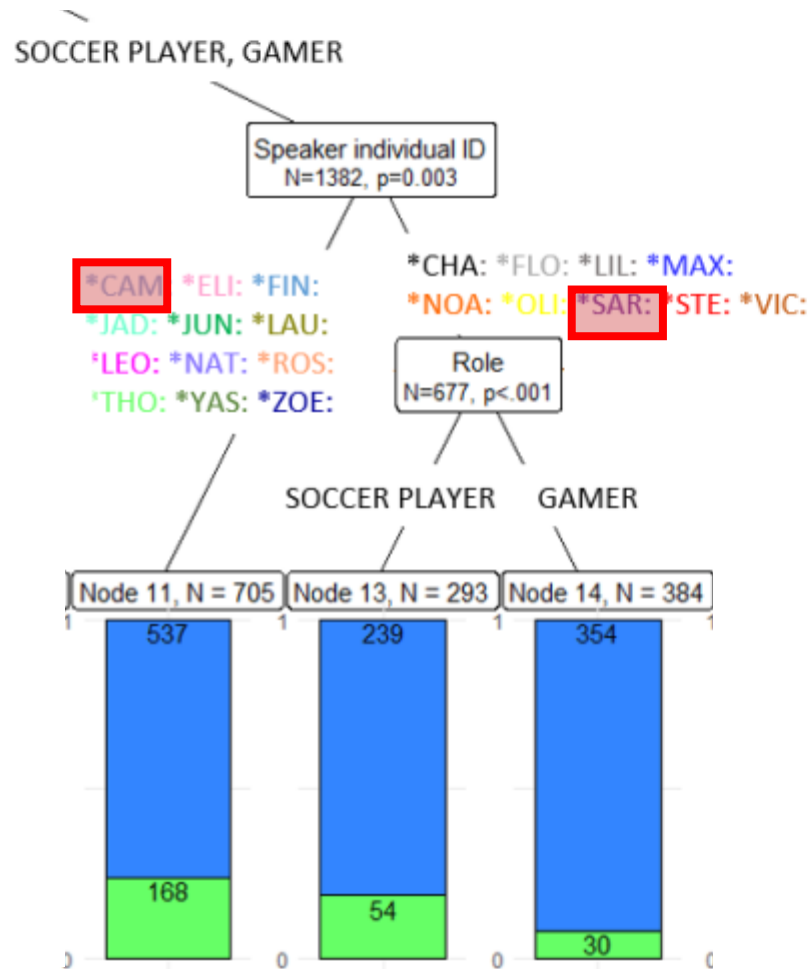
reference to
language variation

reference to
English

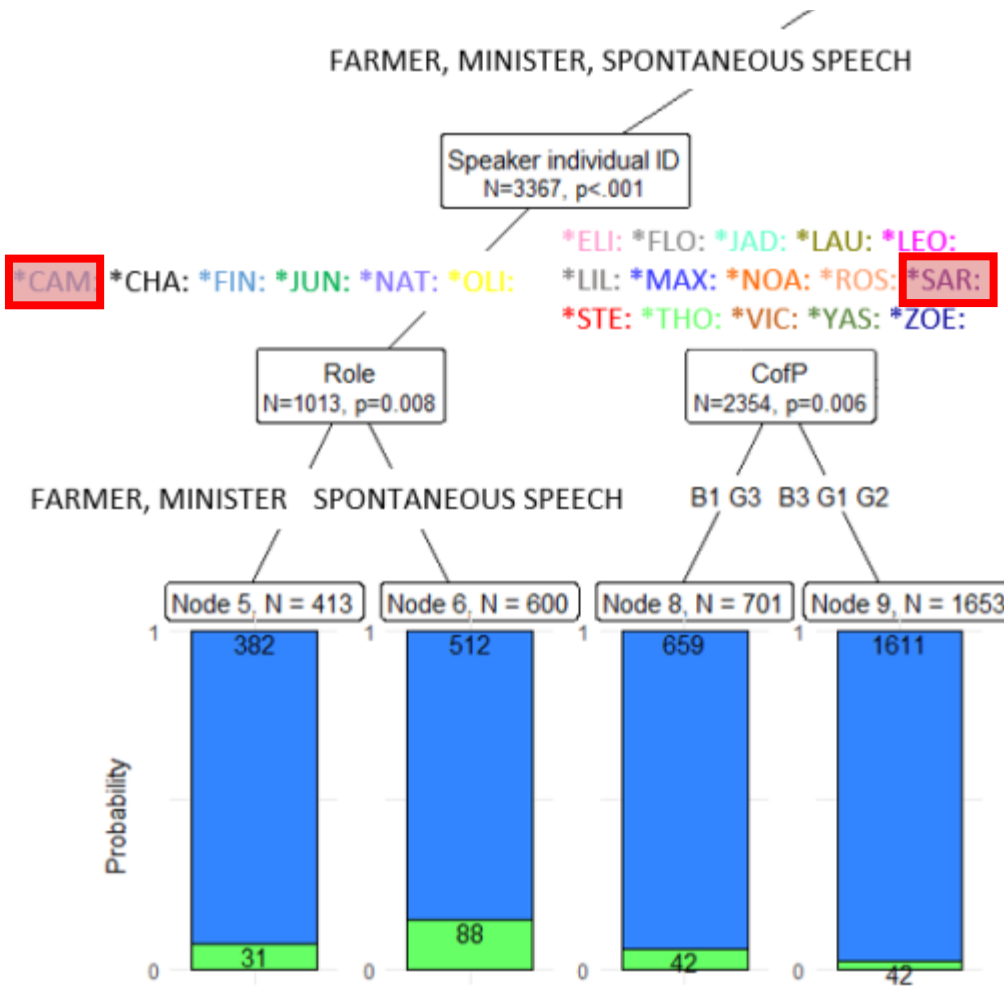


reference to
language variation

reference to
English



reference to English





Excerpt (1)

*INT: en waarom (.) waarom waren die [rollen] gemakkelijk?

%eng: *and why were these [roles] easy?*

*FLO: omdat(t) ja nieuwslezer en (.) &-euh een leerkracht die moeten ja die zijn verplicht om mooi Nederlands te spreken.

%eng: *because yes newsreader and (.) &-uh a teacher they should yes they are required to speak nice Dutch.*

*FLO: terwijl da(t) vloggers rappers en &-eumh (...) gamers &-euh vaak Engelse woorden gebruiken.

%eng: *while vloggers rappers and &-umh (...) gamers &-uh often use English words.*

(learning to) share expectations

RQ2.1

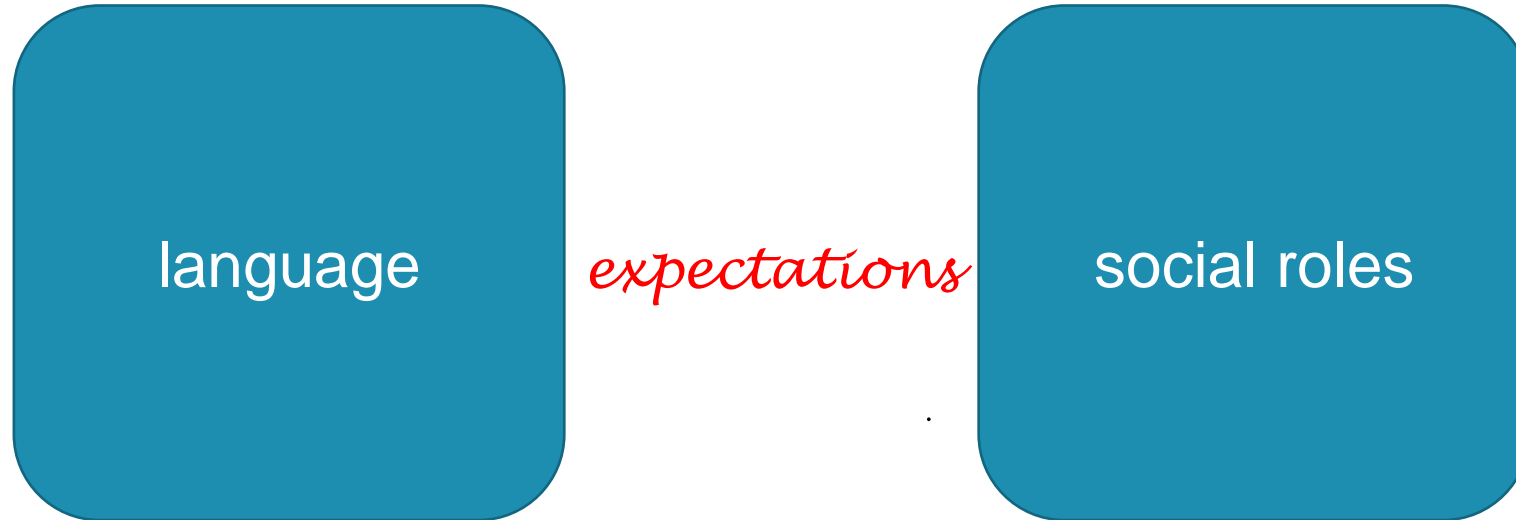
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RQ2.2

to what extent do we see these patterns resonated in the linguistic expectations and role performance of Belgian Dutch preadolescents?

well, yes, but ...



discussion

study 1

study 2

individual

society



acquisition

expectations

consolidation



society

individual

individual
society



violation

*stereotype
cycle*

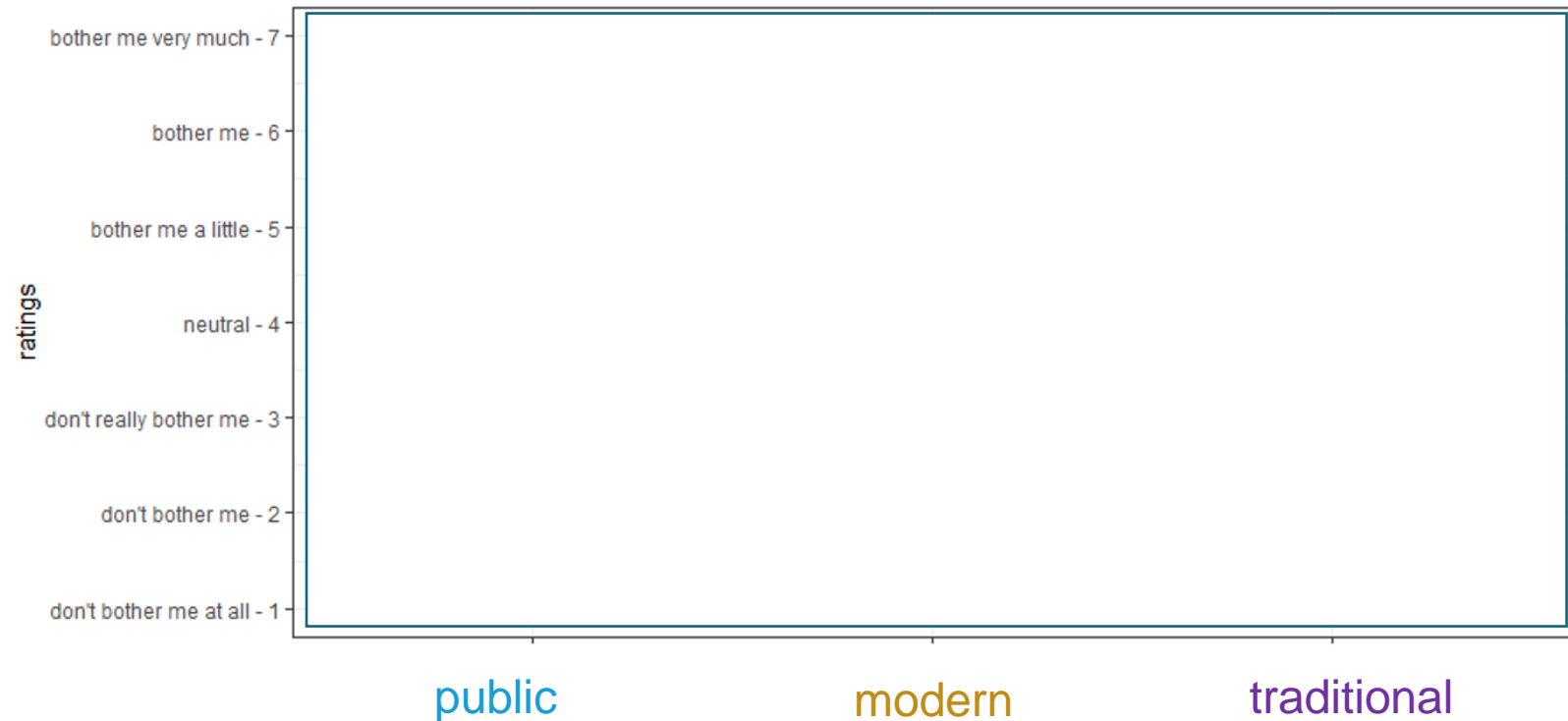
innovation



society
individual

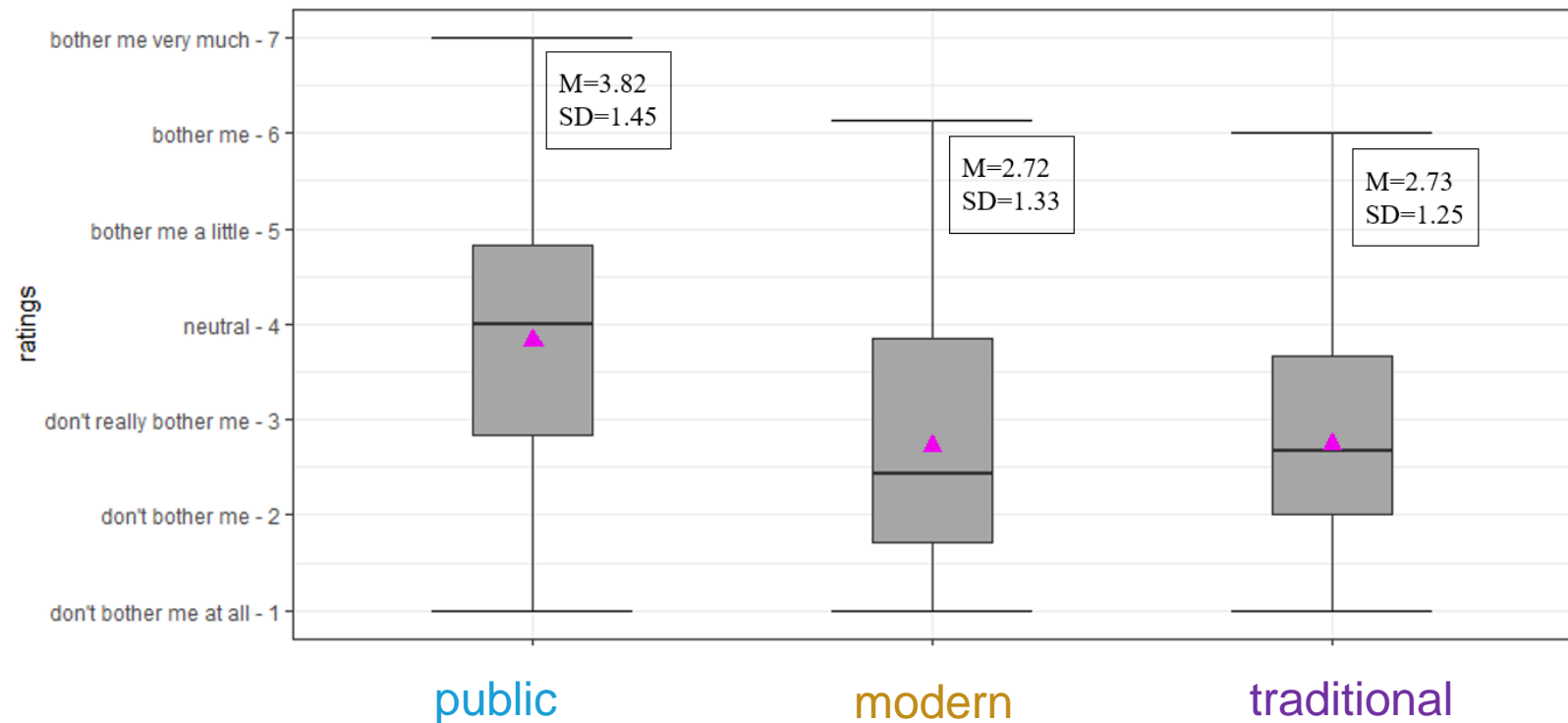
violation

What do you think of English words in Dutch when used by the following social roles when performing their role?



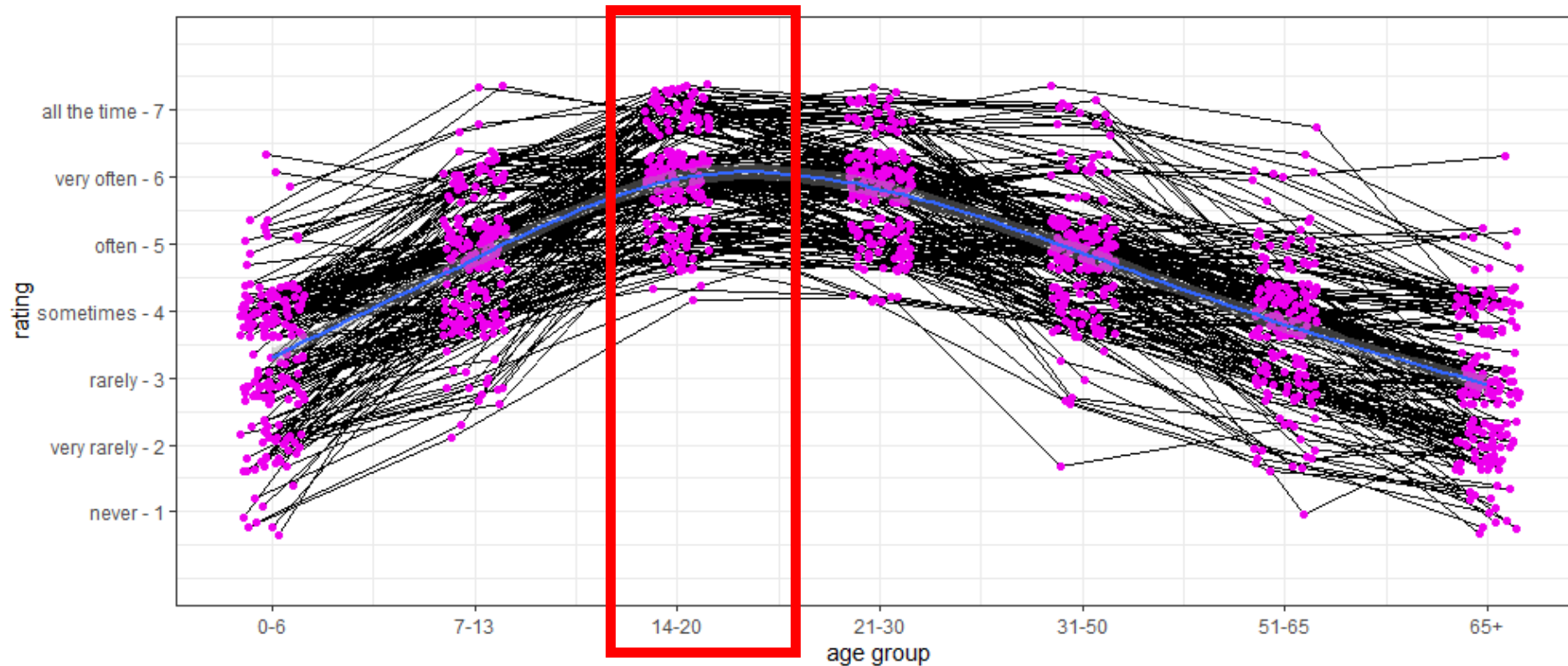
violation

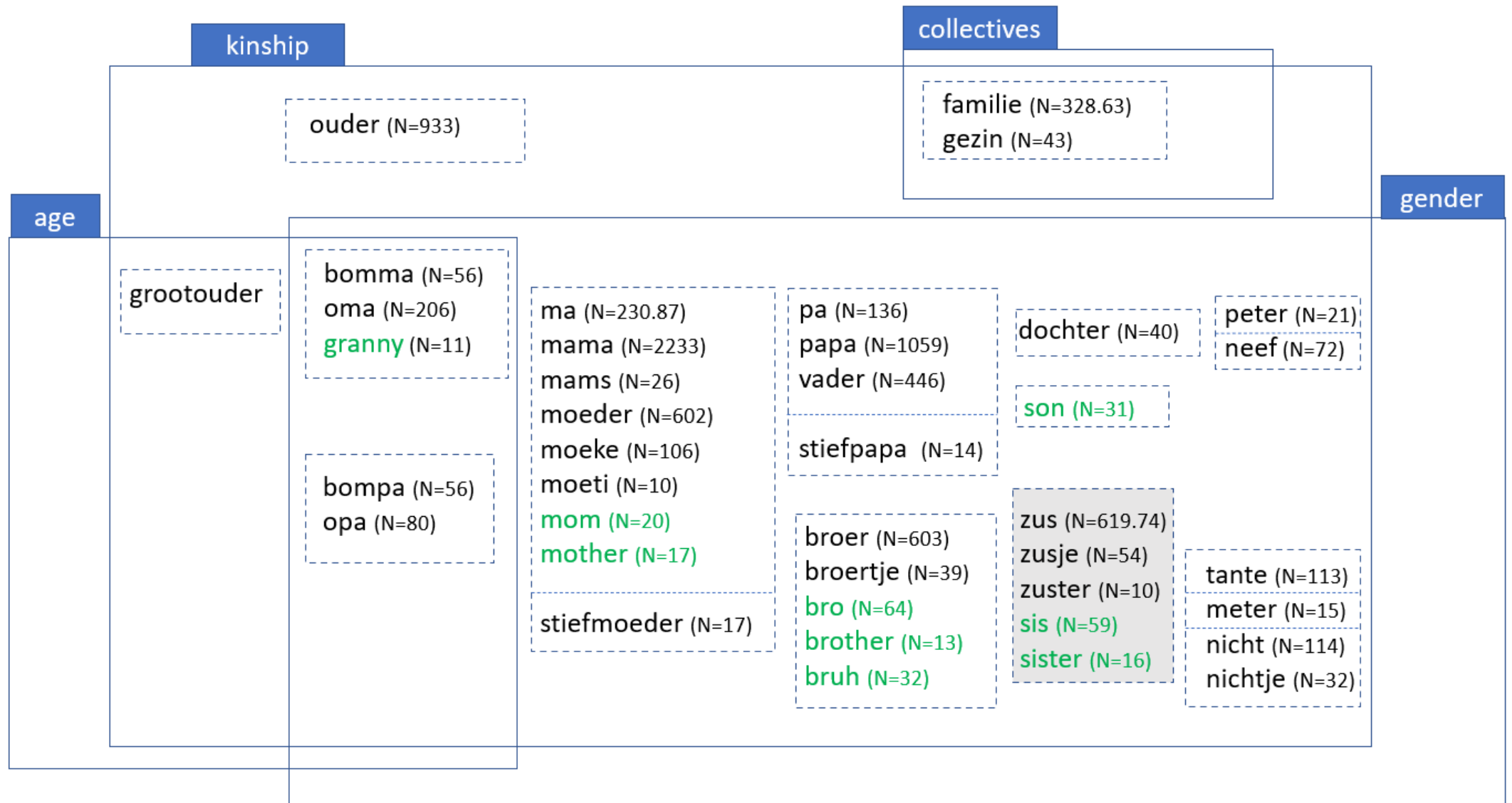
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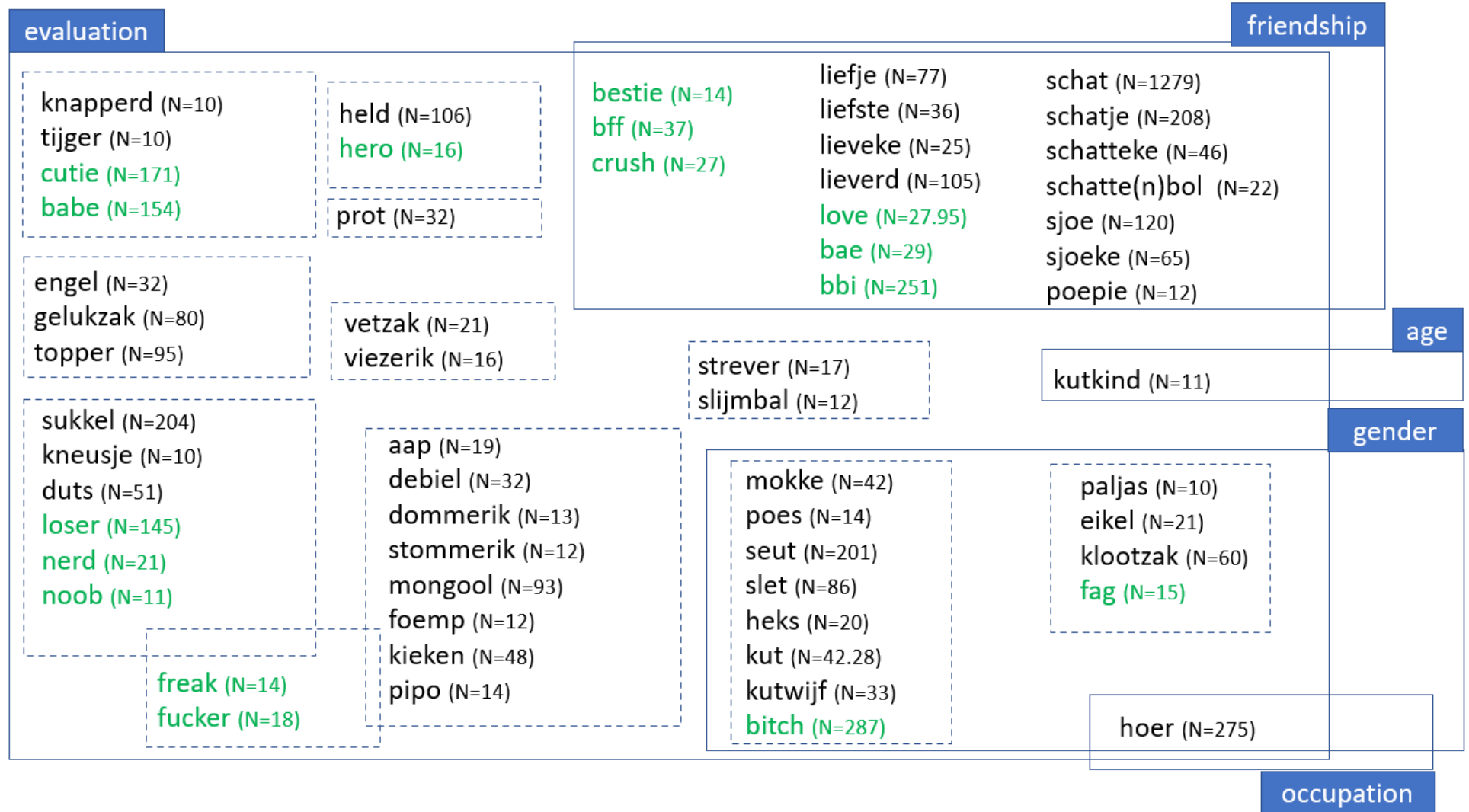


stereotype cycle

How often do these social roles use English words in Dutch when performing their role, according to you?







individual
society



innovation
models
methods



society
individual

thanks for listening

Some references

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