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1. Introduction

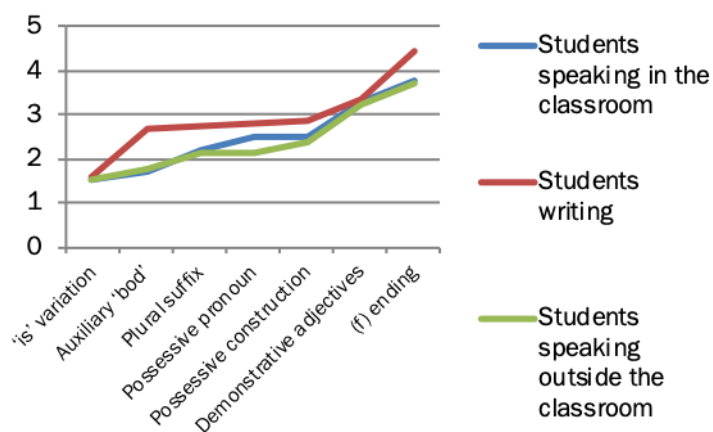
Sociolinguistic competence (SC) refers to an individual's ability to vary their language according to formal and informal contexts (known as registers) and is an important part of gaining a nativelike ability in the target language (Hansen-Edwards, 2011). Children acquire sociolinguistic variation in their home language from caregivers and later from peers, but those acquiring SC in a language acquired later in life rely on exposure to real-life use of the language for this competence to develop. Previous research in Canada has shown that students in French immersion classrooms (where pupils learn French as an L2) often struggle to acquire the range of styles available to L1 speakers due to the monostylistic nature of classroom language and so do not reach full sociolinguistic competence (Mougeon et al., 2010). Conversely, research into study abroad contexts (Regan et al. 2009) found that students' SC improved with increased contact with native speakers. The situation for immersion education in Wales differs from that of Canada insofar as pupils who do not have Welsh as a home language are taught in the same classrooms as those who do and little is known about home language effects in Welsh-medium pupils' stylistic repertoires. Mapping SC in Welsh immersion education is key to understanding the type of Welsh used by the 'million speakers' in Welsh Government's (2017) 2050 target.

2. Aims & Objectives

- (1) What stylistic forms are pupils exposed to in the classroom from teachers and learning materials?
- (2) To what extent is there variation in the stylistic repertoire of pupils from Welsh-speaking homes?
- (3) Do pupils from non-Welsh-speaking homes acquire a similar level of SC?
- (4) How does the acquisition of SC among L2 speakers differ depending on the extent to which Welsh is spoken in the wider community?
- (5) To what extent is the (non-)acquisition of SC among L2 speakers seen as a barrier to their social use of Welsh?

3. Stylistic Variation in Welsh

Young (2019) showed that teachers perceive register to affect the stylistic variation of pupils in Welsh (L1 and L2) classrooms. Marked differences were reported across 7 features according to context – thus pupils showed a degree of SC.



Statistically significant differences were found between classroom speech, writing and outside of classroom speech (based on a stylistic markedness scoring system) in 5 of the features. No clear variation according to context was reported by teachers for pupils use of demonstrative adjectives ($p=0.920$) or types of 'is' ($p=0.487$).

4. Design

Building on previous work (Young 2019), I will look at the actual variation observed in pupils' stylistic repertoires (rather than what teachers report) in the following registers:

- Conversation with friends
- Sociolinguistic interview
- Class presentation/discussion

Three features will be selected from the data, and their variants will be used as markers of style e.g. possessive constructions [my car] (Young 2019, adapted from Davies 2016):

[my car]	Construction type (Davies 2016)	Style (Young 2019)
<i>fy nghar</i>	literary construction	marked formal
<i>fy nghar i</i>	sandwich construction	neutral
<i>car fi</i>	colloquial construction	marked casual

The variants of each feature will be analysed using mixed-effects models to show the extent to which the following factors influence the production of a specific variant:

- Home language (Welsh home language and non-Welsh home language)
- Area (2 schools – 1 in Welsh-dominant community, 1 in English-dominant community)
- Gender

5. Problems / Difficulties

- 1) I don't know in advance which features I'll be looking at since there's no way to know *a priori* how frequently some of the features will appear in recordings.
- 2) The current COVID-19 pandemic has caused substantial disruption to the normal working of schools around the country. With no indication as to when schools may return, and when external visitors may be allowed to visit, I welcome any recommendations or advice on alternative ways of collecting data from pupils in the three registers mentioned above.

References

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