

TABLE OF CONTENTS

1.	INTRODUCTION	11
2.	PREVIOUS RESEARCH	15
2.1.	Previous research into linguistic variation and the domain of the school	15
2.1.1.	Linguistic variation and school, various responses and approaches	15
2.1.2.	Domain distribution of <i>Dialekt / Hochsprache</i>	16
2.2.	Attitudes towards variation, <i>Dialekt als Problem oder Dialekt als Chance</i>	20
2.2.1.	Lay attitudes (surveys /data)	20
2.2.2.	Academic attitudes	21
2.3.	The role of teachers as norm transmitters	32
2.4.	The present study	36
3.	SOCIOLINGUISTIC BACKGROUND	39
3.1.	Definitions of terminology	39
3.1.1.	Standard German and dialect	39
3.1.2.	Teachers as authorities on language	43
3.1.3.	Lay people	44
3.2.	Sociolinguistic situation in Germany	45
3.3.	Sociolinguistic profile of Trier	47
3.3.1.	The city's history	47
3.3.2.	The city today	49
3.3.3.	Moselle-Franconian	50
4.	METHODS OF DATA COLLECTION	53
4.1.	Introduction	53
4.2.	Choice of research location (and sociolinguistic context)	53
4.2.1.	Previous research	53
4.2.2.	<i>Hauptschulen</i> and <i>Gymnasien</i>	53
4.3.	Data collection	54
4.3.1.	Semi-structured interviews	55
4.3.1.1.	Semi-structured interviews as a means of data collection	56
4.3.1.2.	Interview design and processing	58
4.3.1.3.	Piloting and critique of the semi-structured interviews	62
4.3.2.	Questionnaires	62
4.3.2.1.	Questionnaires as a means of data collection	64
4.3.2.2.	Questionnaire design	66
4.3.2.3.	Piloting and critique of the questionnaire	69
4.3.2.4.	Analysis of the questionnaires	73
4.3.3.	Morpho-syntactic features	75
4.4.	Choice of informants	76
4.4.1.	Teachers of German	76

4.4.2.	Pupils aged 14–16	77
4.5.	Legal and ethical issues	77
4.5.1.	Conditions set by the ADD	77
4.5.2.	Confidentiality of informants.....	78
4.5.3.	Research with children.....	78
4.6.	Shortcomings of the methodology	79
4.7.	Conclusion	80
5.	THE NORM KNOWLEDGE OF TEACHERS	81
5.1.	Introduction.....	81
5.2.	The data.....	82
5.3.	The standard language norm.....	85
5.4.	Knowledge of the norm	87
5.4.1.	Teachers' knowledge of the codified norm	89
5.5.	Tolerance of regional variation.....	91
5.6.	The morphosyntactic features	93
5.6.1.	Local non-standard features	94
5.6.2.	Regional non-standard features.....	95
5.6.3.	Supra-regional non-standard features	97
5.6.4.	Features that are part of the codified norm	98
5.7.	Teachers' knowledge of the norm and the stigmatisation of certain forms	100
5.7.1.	The data and discussion	100
5.7.2.	Conclusions.....	108
6.	LINGUISTIC VARIATION IN TEACHERS' PERCEPTIONS	109
6.1.	Introduction.....	109
6.2.	Dialect and the school.....	110
6.3.	The situation.....	110
6.4.	The teachers' attitudes	114
6.5.	Is the use of dialect stigmatised?	118
6.6.	Preliminary conclusions.....	121
6.7.	The teachers' perceptions of their own language use	122
6.7.1.	Informants' private language use.....	122
6.7.2.	The variety that teachers use and teach in the German classroom	128
6.7.2.1.	Language use in German lessons.....	129
6.7.2.2.	Outside German language class.....	134
6.7.3.	Concluding remarks	135
6.8.	Teachers' perceptions of the pupils' language use	136
6.8.1.	German language class	136
6.8.2.	Outside German language class.....	137
6.8.3.	Concluding remarks	140
6.8.4.	The teachers' attitude towards the different language varieties	140
6.9.	Conclusion	141

7.	LINGUISTIC VARIATION IN PUPILS' PERCEPTIONS	145
7.1.	Introduction.....	145
7.2.	The data.....	145
7.3.	Pupils' knowledge of the codified norm.....	147
7.3.1.	The data and discussion	149
7.3.2.	Preliminary conclusions.....	155
7.3.3.	Age.....	156
7.3.4.	Rural and urban schools.....	156
7.3.5.	Conclusions.....	157
7.4.	Linguistic usage in pupils' perceptions	158
7.4.1.	The pupils' background	159
7.4.2.	Pupils' perception of private language use	162
7.4.3.	Pupils' perception of language varieties used at school	166
7.4.4.	The pupils' perception of linguistic variation in the media	167
7.4.5.	The pupils' linguistic value system	168
7.5.	Conclusion	171
8.	CONCLUSION.....	173
	REFERENCES	178
	APPENDICES	
	Appendix 1: Letter to the teachers.....	190
	Appendix 2: Interview schedule	191
	Appendix 3: Questionnaire	194