LS1ELS
ENGLISH LANGUAGE AND SOCIETY

Autumn Term

English Language in the Media
English as an International Language

Lectures 1-10

Dr Christiana Themistocleous
LECTURE 1 (Week 1)
Introducing Applied Linguistics

Key reading:
(*essential reading)

Key concepts:
Linguistics
Applied Linguistics
Sociolinguistics
Prescriptive
Descriptive
Communication

Aims of session:
• To discuss the structure of the course; its aims; the work required; relevant reading and assessment procedures
• To introduce the module as a whole, and in particular our approach to English Language and Society
• To begin to answer the questions: What is language? What is communication? How are they related? How is language communicative?
• How Applied Linguistics can be used to examine the many ways that language is communicative
• To look at the range of subject areas this module is going to cover.
LECTURE 2 (Week 2)

Information and Persuasion:
The language of advertising

Key Reading:
(Chapters 3, 7)

Key concepts:
- Information
- Persuasion
- Language functions
- The anatomy of ads
- Presupposition
- Implicature
- Ideology in advertising

Aims of session:
- To discuss the distinction between information and persuasion
- To consider how functions of language are interwoven in a range of different texts: adverts, publicity brochures, magazine articles
- To examine the kinds of linguistic strategies which are used to persuade readers: how language is used to persuade different groups to buy various products
Exercise 1
The following are some examples of texts that we might see around us on a daily basis. Which of these would you call informative and which persuasive?

Justify your inclusion (or exclusion) by explaining the criteria you are using in your classification

1. A university prospectus
2. A political manifesto
3. A film trailer
4. A ‘speed limit’ road sign
5. A manufacturer’s label sewn on the outside of clothes – e.g. on jeans or trainers
6. A shop name on a carrier bag
7. A poster in the grounds of a church, with ‘Jesus Lives’ written on it
8. A T-shirt with a slogan on it – e.g. ‘Time to party!’

Exercise 2: What is the presupposition in the following sentences?

1. Reveal your best skin
   Presupp:
2. The lengths you go to for pleasure
   Presupp:
3. Why let cramps get the best of you?
   Presupp:
4. When are you going to take the Special K challenge?
   Presupp:
**Activity:** Consider the advertisements below. Which elements in them are ‘information’? Which are ‘persuasion’? Also, think about the target audience – how are they tailoring language to communicate to their desired target audience?
The coverage you need. The comfort you love.
All day long.

TEINT IDOLE ULTRA
Up to 14h hold, Transfer-resistant, Oil-free, SPF 10

Teint Idole Ultra with innovative SoftFeel™ technology glides on to give a flawless,
natural-looking complexion from morning to night.
Foundation so comfortable you’ll forget you’re even wearing it.
Shop online at lancome.co.uk.
All this baby will ever remember seeing is her mother, her teddy, and the tips of her father’s fingers.

This child is three months old and blinded for life. In a momentary loss of control, her father repeatedly jabbed her in the eyes with his fingers.

If the NSPCC had been aware of the case earlier, they might have been able to prevent such cruelty.

It’s the policy of the NSPCC to fore-stall child abuse rather than to punish the guilty after the event.

It’s possible, but it’s expensive.

To provide care and protection for one child costs £15.40 a week. You can help by sending all or part of that sum, using the coupon below.

I want to help protect a child and enclose my cheque or postal order for:

£    □   £5.48    □   £30.99    □   £2.88    □
(please indicate appropriate box)

Access and Visa card holders may debit their accounts.

No. _______ _______ _______ _______

BLOCK CAPITALS PLEASE

Signature______________________________

Name_______________________________

Address____________________________

Postcode_________________________

Please send remittance to: Dr A Gibson Ref: 50139 NSPCC, FREEPPOST, London EC1B 1QO.
LECTURE 3 (Week 3)

News coverage in newspapers

Key reading:

Key concepts:

Textual analysis
Linguistic features
(Lexis and grammar)
Tabloid vs. Broadsheet
Ideology

Aims of session:

• To consider the role of persuasion in media texts and in particular newspaper articles
• To introduce textual analysis and discuss how it can help us to deconstruct media language
• To examine how the language used in a newspaper can reflect its ideological position
Activity: Read the two newspaper articles below. Decide which one is from a tabloid and which one is from a broadsheet. Identify linguistic features to support your decision. Focus on lexical and grammatical choices.

Text 1
It beats Stoke on a cold Sunday

BIRTHDAY boy Wayne Rooney roasted in the 32°C heat of Dubai yesterday - as his Man Utd team-mates battled 8°C temperatures in STOKE.
By ALEX PEAKE
Published: 25 October 2010

1. The injured striker joined wife Coleen at their hotel’s pool bar as he celebrated turning 25 - days after landing a £250,000-a-week contract to stay at Old Trafford.

2. Meanwhile United were at Stoke City's chilly Britannia Stadium in Staffordshire, where they ground out a 2-1 victory - with both goals coming from his replacement Javier Hernandez.

3. Roo jetted out to the seven-star Burj Al Arab hotel in the United Arab Emirates with Coleen, 24, after sharing an emotional heart-to-heart chat with United boss Sir Alex Ferguson.

4. It followed the England star's dramatic decision to remain with the club last week, having earlier declared he was ready to leave.

5. He and Coleen spent most of yesterday relaxing at the pool bar - laughing and joking as they toasted his birthday with glasses of chilled pink champagne.

6. Coleen, who left baby son Kai at home, looked sensational in a skimpy bikini, while Roo wore shades as he stood chatting with water up to his neck.
Sir Alex Ferguson implies agent is to blame for the Wayne Rooney saga

- 'Agents are all the same and some can be very difficult'
- Gary Neville admits he was lucky not to be sent off

By Stuart James at the Britannia Stadium
Published Sunday 24 October 2010 21.49 BST

1. Sir Alex Ferguson tonight launched a thinly veiled attack on Paul Stretford.

2. The Manchester United manager implied that Wayne Rooney's agent, and not the player, had been responsible for last week's turbulent events at Old Trafford.

3. Ferguson appeared to suggest that Stretford had made life "difficult" in the talks that eventually led to Rooney agreeing a new five-year contract with the club.

4. "It is always tough at United," Ferguson said. "There are always issues to deal with. When your top players come towards the end of their contracts you have to do something to get them a new one. They are all the same. You have to deal with agents of this world today, which is difficult. The players are no problem. There is no problem with players. Some agents are difficult."

5. Ferguson was speaking after United, without Rooney, beat Stoke City 2-1 with two Javier Hernández goals for a first Premier League away win of the season.

6. The United manager urged his players to use the result as a springboard in their pursuit of Chelsea.

7. "Hopefully we can now kick on," he said. "We have some important games between now and Christmas time and we have to make our mark in the league now."
LECTURE 4 (Week 4)
Language and politics

Key reading:

Key concepts:
- Politics
- Rhetoric
- Metaphor
- Simile
- Rule of three
- Parallelism
- Euphemism and dyseuphemism
- Legitimation and delegitimation
- Representation and misrepresentation

Aims of session:
- To look at politics and what this term might mean
- To examine political speeches
- To become familiar with linguistic tools which enable analysts to understand how persuasion works and how power relations are build and sustained
LECTURE 5 (Week 5)
Media Voices

Key reading:

Key concepts:

Linguistic variation in media
Register analysis
Field
Tenor
Mode
User-generated content
Citizen journalism

Aims of session:

- To consider the role of accent and register in media voices
- To become familiar with methods of analysing news broadcasts
- To consider new kinds of audience participation
- To understand how citizen journalism provides an increasing diversity of voices in the media
- To explore instances where the public has the potential to produce news
Activity 1: This poem is by Tom Leonard, a Scottish poet, best known for his poems written in Glaswegian dialect. What does Tom Leonard suggest in his poem? What is your reaction to the poem? Do you think you would be less likely to believe news reported in a broad accent and/or dialect? Why?

this is thi
six a clock
news thi
man said n
thi reason
a talk wia
BBC accent
iz coz yi
widny wahnt
mi ti talk
aboot thi
trooth wia
voice lik
wanna yoo
scruff. If
a toktaboot
thi trooth
lik wanna yoo
scruff yi
widny thingk
it wuz troo.
jist wanna yoo
scruff tokn.
thurza right
way ti spell
ana right way
to tok it. This
is me tokn yir
right way a
spellin. This
is ma trooth.
yooz doant no
thi trooth
yirsellz cawz
yi canny talk
right. this is
the six a clock
nyooz. belt up.

This is the
Six o’clock
news the
man said and
the reason
I talk with a
BBC accent
is because you
wouldn’t want
me to talk
about the
truth with a
voice like
one of you
scruff. If
I talked about
the truth
like one of you
scruff you
wouldn’t think
it was true.
Just one of you
scruff talking.
There’s a right
way to spell
and a right way
to talk pronounce it. This
is me talking pronouncing the
right way of
spelling. This
is my truth.
You don’t know
the truth
yourselves because
you can’t speak
properly. This is
the six o’clock
News. Shut up.
Activity 2: The following extract is from a discussion of *The Time, The Place* about weight management (Anglia Television 1998).

- How is the conversation structured?

Presenter: lady on the back row there we'll pursue that in a minute lady on the back row

Participant: I mean they tell you that (. ) when you’re in hospital (. ) and (. ) if you breast feed that it’s gonna help you get your figure back to normal well I stopped breast feeding when (. ) my baby was seven weeks she’s eight months now and by bust size has stayed the same and I still can’t lose the weight

Presenter: why’s that Marge d’you think

Marge: (. ) it’s a fallacy (. ) I don’t know if this is your question {laughter} it’s a it’s a fallacy it’s a fallacy that breast feeding (. ) burns (. ) up the fat (. ) a lot of research has shown that it doesn’t burn up the fat it also shows that when women are at home erm their lifestyles change at work you’re mmm mmm or whatever and you haven’t got access to food all the time added to which you’ve got the baby you’re pressurised I remember saying to one of my ladies in my post natal exercise class (. ) cause she was moaning about her weight what did you have for breakfast so she said half a packet of chocolate biscuits

Presenter: yeah not healthy

[moves conversation to another participant]

(.) represents pauses
Enhancement Week (Week 6)

The exercises in this section are designed to enhance your understanding on the topic of English language in the Media. You can do these exercises on your own time during week 6. You may decide to work independently, or alternatively, you can work in small groups (this will allow you to share ideas!).

Exercise 1 – Newspaper articles
Choose three newspaper articles covering the same event and compare and contrast them in terms of:

- Word choice (Do the words have positive or negative connotations? Do they conjure up a common image?)
- Sentence structure (Who/what is present in/absent from the sentence? Who is doing what to whom and how?)
- Story structure (How does the headline relate to the news story as whole? Can you work out from reading the story what led to what? Draw a timeline if that helps.)

Exercise 2 – Advertising
We know that advertising is used to sell us a product and you’ve looked at advertisements already. It is worth looking at advertisements again because it’s fun and also because thinking about the political ideologies they might communicate can be challenging. To put it in other words, advertisements don’t only sell a product, but also an idea, a way of looking at life – an ideology.

Find an advertisement you think has a political ideology, or just choose an example and then try to figure out what the political ideology is. The following questions might help:

- Why does the advertiser think that we as consumers should go out and buy this product? Be as specific as you can. What ideology does this rely on? What worldview are we asked to accept?
- Who is promoting the product: is it an expert, a celebrity or a ‘normal’ person? Why do you think the person was chosen? What would be the effect of another spokesperson?
• Is there anything political about this message? Remember that the political is associated with power.
LECTURE 6 (Week 7)

English as an International Language

Key reading:

Key concepts:

- International language/ Global language
- Inner/outer/expanding circles
- New Englishes
- Native speakers
- Standard vs. non standard English
- Bilingualism/multilingualism
- Language death and loss of cultural identity

Aims of session:

- To examine the reasons for the spread of English and the effects of this spread on English and other languages
- To introduce the concept of ‘new Englishes’
- To consider the validity of traditional terms used to categorise speakers of English, such as ‘native speaker’ or ‘English as a Foreign Language speaker’
- Examine the notion of ‘Standard English alongside other varieties of English
- To discuss the extent to which the global pre-eminence of English may be contributing to ‘language death’ for minority languages
- To begin to think of language as a social activity that can be used to communicate social and cultural identity
LECTURE 7 (Week 8)
Multilingualism

Key reading:

Key concepts:

Monolingualism
Bilingualism
Multilingualism
Individual multilingualism
Societal multilingualism
Code-switching
Language choice
Diglossia

Aims of session:

• To examine scenarios where individual speakers and whole societies use more than one language
• To discuss the costs and benefits of multilingualism
• To explore how multilingual people manage more than one language – Code-switching
• To explore cases of societal multilingualism
LECTURE 8 (Week 9)
Intercultural Communication

Key reading:

Key concepts:

- Culture and identity
- Communicative competence
- Contextualisation cues
- Conversational goals
- Stereotyping
- Miscommunication

Aims of session:

- To consider the concepts of culture and stereotypes
- To discuss how communication strategies vary between and within different cultures, and how this can lead to miscommunication
- To discuss the importance of intercultural communication research for Applied Linguistic Studies
Activity 1: Look at this postcard and comment on the stereotypes.
Activity 2
Read the conversation below. Can you identify what causes the miscommunication in this intercultural encounter?

1. Mr Richardson: By the way, I'm Andrew Richardson. My friends call me Andy. This is my business card.
2. Mr Chu: I'm David Chu. Pleased to meet you, Mr Richardson. This is my card.
3. Mr Richardson: No, no. Call me Andy. I think we'll be doing a lot of business together.
4. Mr Chu: Yes, I hope so.
5. Mr Richardson: (reading Mr Chu's card) "Chu, Hon-fai." Hon-fai, I'll give you a call tomorrow as soon as I get settled at my hotel.
6. Mr Chu: (smiling) Yes, I'll expect your call.
LECTURE 9 (Week 10)
TESOL

Key reading:

Key concepts:

Grammar-Translation Method
Direct Method
‘Natural’ language learning / immersion
Communicative teaching

Aims of session:
- To introduce some of the approaches to language teaching
- To analyse the strengths and weaknesses of these different approaches
- To consider changes in TESOL in light of broader socio-political issues
**Activity 1**
These are some acronyms which you may encounter in the literature. Can you guess what the initials stand for?
SLA >
(T)ESOL >
ELT >
EFL >
ESL >
EAL >
ELF >
EIL >
EAP >
ENL >

**Activity 2**
Use Kachru’s concentric circles of English to indicate in which circles English would be used as: 1) EFL, 2) ENL and 3) ESL.
LECTURE 10 (Week 11)
World Englishes (Dr Jane Setter)

Key Readings:

Key concepts:
- Linguistic features of World Englishes
- New Englishes
- English as a Lingua Franca

Aims of session:
We will consider:
- The grammar and pronunciation of a World English;
- What a New English looks like and how it can be characterised;
- How continued mutual intelligibility can be preserved in World Englishes.
1. Introduction

English has been spreading around the world since around the time of Elizabeth I in the 16th Century. People from the UK and Ireland emigrated or were transported to America and Australia. The British took protectorates and administrative regions or undertook trade in other parts of the world. The rise (and eventual fall) of the British Empire, followed by the economic and political growth in power of the United States in the latter part of the 20th Century, has meant that English has come to be viewed as a highly important and useful world language.

Activity 1:
Listen to these short excerpts of accents of English from around the world, and see if you can identify them (recordings from Collins & Mees 2003). What helps you decide?
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

Activity 2:
Here is the complete transcript from recording 2, reproduced from Collins and Mees (2003, p 171). What aspects of the grammar and vocabulary or expression differ from the English you speak, or from Standard English?

1 old fellow in Golden Rock – they call him Jim – and it seems as if the estate holder of the land was Mr Moore – had some grudge against him – and he always want to whip Jim – the whip man was Hercules – so any time he’s finished eat – and he having a smoke he would sit – I remember the old window that he used to sit in – he showed
me – and it was a big tamarind tree right outside there – the house close this window and he used to sit there and smoke – they say you see all those holes there – in that window in the sill there – that’s where he spit his tobacco out – spit – and he said rotten holes like that – he say now – when he want fun – and he finish eating – he want a smoke he light a cigar – and he call the whip man to bring Jim – he say Herc – bring Jim – and they would bring old Jim – and they would tie him – a rope up in the tree and it would come down and tie Jim round his waist – and he can’t go no further than where that rope would let him go – and they would keep whipping – so when they – he start whipping him – asked well – how many lashes to give him – sometime he say ah – give him a round dozen – a round dozen meaning twelve times twelve – is one forty four – hundred and forty-four lashes – say give him a round dozen – some time he would say – well – give him as much as I take a puff – each puff he take from his cigar is a lash for Jim (he could get away with that – just that – like that) well he was the slave own(er) – he was the owner of the slave

Now listen and see if you can say how the accent differs from the English you speak.

How do you think this variety of English came into being? There are clues in the text.

2. New Englishes

Although there are many regions of the world which speak a recognisable variety of English, only two such varieties have been recognised as bona fide New Englishes: Indian English and Singapore English. Both originally came into being due to contact with speakers of British English, but each has evolved to have its own unique features – just as the English we speak today has developed from the English of Chaucer or Shakespeare.
Activity 3:
What sorts of criteria might be used to decide whether a world variety is a New English, rather than a learner English? Make a list.

3. Intelligibility and English as a Lingua Franca

In recent years the English Pronunciation community has been interested in what pronunciation features are vital in making English work as a World language. Intelligibility has been seen as more important than the adoption of e.g. RP as a model accent. The Lingua Franca Core (Jenkins 2000) is a list of pronunciation features found to be crucial in international conversations in English.

Activity 4:
Which of the following features of English pronunciation do you think are important for English to operate as an international lingua franca? Try to prioritise them. You may find this quite hard!

1. Consonants (which?)
2. Vowels (which?)
3. Consonant clusters in initial (e.g. spray) and final (e.g. asks) position
4. Processes of connected speech – assimilation (e.g. bad girl → /bæg ɡ3:l/), liaison (e.g. vanilla icecream → /vəˈnɪlə r ˈaɪsˈkriːm/), coalescence (e.g. don’t you → /ˈdɔntju/), elision (e.g. last term → /lɑːs tɜːm/)
5. Word stress (e.g. REcord vs reCORD)
6. Speech rhythm (e.g. a BIRD in the HAND is worth TWO in the BUSH)
7. Nucleus placement (e.g. I want THIS one, not THAT one).
8. Intonation contours (e.g. rising or falling over an utterance)
LS1ELS
English Language in Society

Autumn Term
Seminars
SEMINAR 1 (Week 3)
Textual analysis of a newspaper article

Please prepare exercise 1 before coming to the seminar.

Exercise 1
Read the newspaper article below and carry out a textual analysis. Here are some aspects that could usefully form the basis of your analysis:

Vocabulary
- Are there words in the text which are ideologically contested, such as sexist or racist terms?
- Are there formal or informal words, or is there a mixture of the two?
- What expressive values do the words have? How, for example, are evaluative words used?
- What metaphors/idioms are used?

Grammar
- What types of verbs are used? For example, do the verbs describe activity or states?
- Is agency (un)clear?
- Are nominalizations used? That is, have some verbs been turned into nouns?
- Are sentences active or passive?
- Are there important features of modality? That is, statements made directly and with certainty or are they toned down or ‘hedged’? Look out for modal verbs like ‘can’, ‘might’ or ‘may’ or adverbs such as ‘probably’, ‘obviously’, or ‘certainly’ which all express the writer’s/speaker’s opinion.
- Are the pronouns ‘we’ and ‘you’ used and if so, how?
Exercise 2 - In-class Discussion: Discuss how this kind of textual analysis helps us to understand how language is used in the society.
EU enlargement ‘brings HIV peril on to the doorstep of the UK’

1. Enlargement of the European Union in May will bring the world’s fastest growing area of HIV infection on to the doorstep of the EU, United Nations experts warned yesterday.

2. The UN’s programme on the disease, UNAIDS, called on EU governments to do more to help the 10 accession nations to tackle the spread of the virus, which causes Aids.

3. Already as many as one in 100 adults in the Eastern European states and their neighbours Ukraine and Russia are infected with HIV and numbers are growing fast, said UNAIDS executive director Dr Peter Piot.

4. Dr Piot told the BBC: ‘In the EU, this should be one of the priorities’. ‘Fighting Aids is something that benefits not only the population of the countries it is done in, but also their neighbours because the virus don’t need a visa and don’t respect borders’. ‘It is clear that the expansion of the EU is not only about free markets and political union, but also about social aspects’.

5. The 10 nations joining the EU in May include the badly affected Baltic states Lithuania, Latvia and Estonia, as well as Poland, Hungary and the Czech Republic.

6. Dr Piot added: ‘We have the fastest-growing HIV epidemic in the world at the doors of the new EU’. ‘Of the states who are to join, the Baltic states are particularly affected’. ‘Then you have got at the borders Ukraine and Russia, where 1% of all adults are infected.’ ‘What may be more important is that in 10 years’ time, the number of people infected with HIV has multiplied by 50%’. ‘There are now about 1.5 million people living with HIV on the doorstep of EU’.

7. The terrifying rate of increase in HIV infection in the former Communist countries of Eastern Europe has been driven by high levels of heroin use, the poverty and inequality caused by the transition to capitalism and the failure of local governments to take action, said Dr Piot.

8. The epidemic coincided with the rise of infection in Western Europe after years of decline, with 40,000 new HIV cases recorded last year.

9. Dr Piot said it appeared that the increasing effectiveness of Aids treatment had led to EU nationals taking their eye off the ball over the need for preventive measures.

(Daily Mail, 24 February 2004)
Please prepare this exercise before coming to the seminar.

The excerpt below is from the final presidential debate between Republican Senator McCain and former Democratic Senator Obama. The debate was chaired by Bob Schieffer of CBS News at Hofstra University, New York on 15 October 2008.

You can view the presidential debate here:
http://www.youtube.com/watch?v=uvqPTlKEjNQ

If you are not familiar with U.S.A. politics search the internet in order to find out more about current and former presidents, political parties and election campaigns.

What political strategies can you detect in the exchanges in the excerpt below (e.g. use of metaphor, parallelism, rule of three, simile, pronouns, euphemisms/dyseuphemisms)? In answering this, you might want to consider the following issues:

- What strategies do the two candidates use to legitimate themselves? Think particularly of how politicians legitimate themselves by appealing to the opinions of members of the public.
- How do the politicians delegitimate their opponent’s position? Are the criteria of positive self-presentation and negative other-presentation relevant here?
Add text
Please prepare exercise 1 before coming to the seminar.

Exercise 1
The following is a sample of Caribbean English from an email message in which the writer tells of the best moment of their life. Identify the specific features of this New English variety which marks it as different from the variety that you use.

AS A YUTE GROWIN UP, MI ALWAYS HEAR DEM TALK’BOUT GOD, ‘BOUT HOW I’M GOOD, AN HOW IM SEN’ ‘IM SON FI DEAD PON DI CROSS FI SAVE US FROM WI SIN. BUT MI NEVA UNDASTAN UNTIL MI START GET BIG AN’ CAN REASON OUT T’INGS FI MI’SELF. MI WAS A TROUBLE MEKA IN SCHOOL SO EVRY BADY KNOW MI, MI FAMILY NEVA HAVE MUCH, BUT DAT NEVA REALLY BADD A CAUSE MI CUDA BEAR DI HUNGRY. ANYWAY, MI WASTE MOST A MY TIME A SCHOOL SO MI NEVA GET NUH SUBJEC’ ‘BOUT A YEAR AFTA MI LEF’ SCHOOL MI GAA WAN CRUSADE DAT DI CHURCH DUNG DI ROAD DID A PUT ON, DI PASTA DID A TALK ‘BOUT HELL AN FIRE AND ALLA DEM T’ING DEH. AT DI END A DI CRUSADE ‘IM ASK IF NUH BADY WAAN GI DEM LIFE TO CHIST AN’ MI DID FEEL CONVICTED FI Dweet SO MI WALK UP AN’ RIGHT DERE AND DEN MII AXEP’ CHRIST AS MI PERSONAL LORD A SAVIOUR, DI ONLY REGRET I HAVE IS DAT I NEVA Dweet SOONA.

SO… DAT IS DI BEST MOMENT OF MY LIFE.
Exercise 2

Read the following linguistic autobiography, excerpted from a blog posting in English, written by ‘Purity Purple’, a student in Malaysia, in 2009. Would you describe the blogger as multilingual or not? If so, why and in how many languages? If not, why not? Ask other students what they think.

‘I am the daughter of Malay speakers. I grew up in a home in which my parents and grandparents spoke in Terengganu dialect, which is apart of Malay language, to each other. My mother tongue is of course, Malay. When I grew up, I think informally, I’ve been influenced with many languages which are English, Chinese, Hindi, and Tamil from the television. As I remember, when I was about five years old, I enjoy watching Hindi movies very much, and sometimes I would follow when the actor or actress sing. But I don’t know what they said. I live in a small village in Kuala Terengganu and all of the villagers where Malays and their mother tongue were Malay, so that, I’ve grew up in a largely monolingual environment. I started to learn English when I enter kindergarten. As English is our second language, I’ve learn English when I went to primary school I’ve tried to learn English as good as possible and always discuss in groups regarding to English. Luckily, during [primary school], I could score A for my English subject. After [primary school], I furthered my study in religious boarding-school. In the school, we are compulsory to learn Arabic. I know nothing about the language and I’ve to learn from the basic part. When I was in form two, my interest towards Arabic is descrease because we started to learn the language in depth and I found difficult to follow and understand. When I was in form four and five, I’m one of the students that got high mark in English subject in my class. That’s the reasons why I felt motivated to further study in English. After finished studying law [at university], I applied for English Language Studies in [University X] and I feel very lucky to be in [University X] and learn English.
Exercise 3
Consider each of the following individual cases and decide roughly where each might fall on a multilingual continuum with less multilingual at one end and more multilingual at the other. Add all the names on the scale below.

- **Ingmar** is a Swedish employee of a multinational firm, who uses English to socialise with Japanese employees of the same firm when he attends meetings held at the company headquarters in Brazil. All work-related communication is conducted through interpreters.
- **Dunja** is a refugee who speaks Croatian as his first language and who can greet an official in English and in French but achieve nothing more though the medium of either language
- **Anne** is a British citizen from a monolingual English-speaking family, with a degree in French Studies from an English university
- **Jacinto** is a Chilean who chose to come to the UK to study for a Master's Degree, met and married an English person and stayed in the UK for the next 20 years before returning to Chile on the English spouse's retirement.
- **Fakir** is a 9-year-old child living in San Francisco who regularly uses Gujarati at home with the family and as the language of play with some friends, Hindi as the language of play with other friends, and occasionally English as the language of play at school where English is the medium of instruction.
- **You** and your own knowledge of language(s)
Please read the information below and the two texts before coming to the seminar.

During this first term, you have been introduced to a number of themes in Applied English Language Studies. We have discussed various issues including the role of the English language in the world (and what is meant by the idea of a ‘native speaker of English’); how language is often used to present information while simultaneously persuading audiences towards a particular point of view; how we can study language through corpus analysis; how people communicate across languages through teaching and translation.

As well as lectures and seminars, and tasks you have carried out independently, we have recommended readings you should do to extend your understanding of these ideas. You have been given a list of key books to read, and you should have read a number of these during this Autumn Term, aiming to have completed a substantial portion of the list by the end of the Spring Term.

In subsequent handouts you have been given more specialised and extended reading lists relating to particular topics, and you may have followed some of these up immediately, although it is more likely that these lists will provide a resource for future study when you come to specialise in particular topics later in the course, and to prepare for the examination. We realise, however, that a good deal of the reading is difficult, and its relevance to your own studies not always immediately apparent. This is particularly the case where the writer is addressing an academic rather than a student audience.

Therefore, in the final seminar of this term, we shall look in detail at two extracts of academic prose by influential writers in the fields of applied linguistics and discourse analysis.

Both these readings are to be found in the module textbook - Cook, G. (2003) *Applied Linguistics*. Oxford: Oxford University Press. You will find Reading 1 on pages 99 – 101, and Reading 2 on pages 96 – 97. They are also reproduced in this document.

**Before the seminar, read both passages through and make a note of anything you find difficult to understand, anything with which you disagree, and anything you find particularly interesting.** In the seminar, we shall discuss the readings with a focus on how these writers achieve an academic style.
So it is that native speakers write textbooks and teacher's books, make pronouncements and recommendations, and bring to remote and hitherto benighted places the good news about real English and good teaching to lighten their darkness. Real English: their English. Good teaching: their teaching. But both are contextually limited by cultural factors. Their English is that which is associated with the communicative and communal needs of their community, and these may have little relevance for those learning English as an international language.

And their teaching is suited to particular contexts of instruction which in many respects are quite different from those which obtain in the world at large. Consider, for example, a language school in England, with English as the ambient language outside the classroom, the students well off and well motivated, but quite different in linguistic and cultural background both from each other, and from the teacher. In such a context it is, of course, necessary to focus on what can be established as a common denominator. Everybody is here in England, for example, and everybody is human. And so you devise an approach to teaching which combines authenticity with an appeal to universal natural learning and humanistic response. This is an example of appropriate pedagogy: Such an approach is necessary and of course it works in these local conditions. Highly commendable. But it is exclusive in that it excludes possibilities which might be particularly appropriate elsewhere — translation, for example. The problem is when an absolute virtue is made of local necessity by claims of global validity, when it is assumed that if the approach works here it ought to work, or made to work, everywhere else. This is a denial of diversity. For of course there is no reason why it should work elsewhere where quite different conditions obtain. It is difficult to resist the conclusion that such an approach, which makes a virtue of necessity, is only privileged because of the authority vested in the teachers by virtue of their native-speaker status. This is not to say that it may not offer ideas worth pondering, but then these ideas have to be analysed out of the approach and their relevance evaluated in reference to other contexts. You should not assume, with bland arrogance, that your way of teaching English, or your way of using English, carries a general guarantee of quality. To put the point briefly: English and English teaching are proper to the extent that they are appropriate, not to the extent that they are appropriated.
The communicative language teaching methods which have attracted a great deal of interest over the last ten years are the most recent manifestation of ideas that have appealed to the imagination of teachers for a very long time, and which were last revived about a hundred and twenty years ago by native-speaking immigrant teachers in America. These ideas have been known by a variety of labels (Natural Method, Conversation Method, Direct Method, Communicative Approach, and so on), and the classroom techniques associated with them have also changed from time to time. But the underlying philosophy has remained constant. Learning how to speak a new language, it is held, is not a rational process which can be organized in a step-by-step manner following graded syllabuses of new points to learn, exercises and explanations. It is an intuitive process for which human beings have a natural capacity that can be awakened provided only that the proper conditions exist…

‘Natural methods’ had started well and attracted professional interest and support. What they needed now was a vehicle which would bring them to the customers.

The ordinary schools of America, or anywhere else at the time, would never have adopted ‘natural methods’. The teachers would not have known what to do, and parents would have been horrified at the loss of prestige that ‘ordinary conversation’ implied. Natural methods required schools of their own and someone with the feel for business to see and grasp the opportunity that was on offer. Immigrants were pouring into the United States speaking virtually every language in Europe and all of them needed to learn the language of their adopted country. But they were not an educated élite with years of the Gymnasium, the lycée, or whatever behind them. They were ordinary people, the poor, the dispossessed that passed under the Statue of Liberty in the steamships from Genoa and Hamburg. Like the Huguenots in sixteenth-century England, they needed to survive in their new environment and to cope with the problems of everyday life in a new language. They also brought with them their own natural skills as native speakers of their various languages. Someone who could put these two sets of needs and talents together in a system of language teaching that made no appeal to traditional scholastic knowledge but concentrated on what was actually wanted, would make his fortune. The moment found the man, in the shape of Maximilian Berlitz, appropriately enough an immigrant himself.
Exercise 1: Exploring academic writing

Focus on the academic style of the two texts. In groups, discuss which text you find more difficult or easy to understand and why.

Exercise 2: Planning academic writing

Coherence is very important when it comes to academic writing. In pairs, you are going to propose an outline for an essay on ONE of the following topics.

A: Are native-speakers of English necessarily the best teachers of English? Give reasons for your views, and relate them to the growth in the use of English as an international language.

B: What are some strengths and limitations of the Communicative Approach to English language teaching?
Autumn Term Assignment
Textual analysis of newspaper article

In this course we learned how to analyse language in newspaper articles. Use the relevant techniques from Lecture 3 and Seminar 1 and carry out a textual analysis of the newspaper article below.

Your report should have an introduction (introduce your topic and set the aims of the assignment), a main body (consisting of the textual analysis) and a conclusion. In your conclusion you should discuss how this kind of textual analysis helps us to understand how language is used in the society.

The assignment should be 1350-1500 words in length. You should include at least THREE books in your List of References. Wikipedia and other unreliable internet sources are not acceptable.

Submit your assignment to Anne Whitbread by 12 noon on Friday, Week 8 (Autumn Term).

Marking Criteria
1. Good introduction of topic
2. Quality of analysis: Ability to discuss and apply techniques for analysing the use of language in newspaper articles
3. Awareness of how these techniques might be valuable to understanding of the role of language in society
4. Coherence of assignment, articulation of arguments effectively in writing and ability to organise knowledge
5. Presentation: Formatting, correct referencing practice and appropriate use of appendices
FAQ

- Use the phrase ‘Textual analysis of a newspaper article’ for your title
- Assignments should be word processed, using Times New Roman 12pt.
- Check your Handbook for guidelines for correct referencing practice.
- Lines should be double spaced throughout the assignment. Single space is not acceptable.
- Page numbers should be at the bottom of every page (including List of References).
- You may use headings if you wish, but don’t overdo it!
- Avoid using the first person singular in your assignments.
- Indicate exact word count at the end of your text (i.e. after your Conclusion)
- You have a flexible word limit (i.e. 1350-1500 words) which means that you are not entitled of an additional ±10% margin.
- List of References do not count towards the word limit. Quotes, tables and anything else presented within the text does count towards word limit.
- List of References should be presented on a separate page, after your text.
- You should make sure you keep a copy of your assignment.
- Do not write your name or registration number on the pages of your assignment.
- Questions about the assignment should be posted on Blackboard. Make sure you read the assignment rubric, the relevant lecture and seminar handouts AND other posts on the Discussion Board on Blackboard before posting questions. Tutors will not respond to questions by email.
Assignment Cover Sheets

On the following pages (un-numbered) you will find cover sheets for both of the assignments for this module. Please complete two of them for each assignment, one with your name and the second without your name. This is to ensure anonymous marking.

Don’t submit any assignment without both cover sheets!
LS1ELS
ENGLISH LANGUAGE IN

Spring Term
Introduction to Sociolinguistics

Lectures 11-20

Dr Christiana Themistocleous
LECTURE 11 (Week 1)

Sociolinguistics

Key Readings:

Concepts:

Society
Variation in language
Competence vs. Performance
Communicative Competence
Social factors
Social dimensions
Micro vs. Macro research

Aims of the lecture:
- To introduce the area of sociolinguistics
- To discuss the difference between competence and performance
- The explain the term communicative competence
- To outline the social factors and social dimensions that lead to language variation
- To explain the difference between micro and macro research
LECTURE 12 (Week 2)

Historical Changes in English

Key Readings:

  (Chaps 2-6)

Concepts:

  Change v. Variation
  Synchronic/diachronic
  Case
  h-dropping
  Loan words
  Lexicon
  Affixes
  Compounding
  Archaisms

Aims of the lecture:

- The difference between change and variation
- A brief historical overview of changes in the English language with reference to grammar, lexicon and pronunciation.
- More detailed exploration of historical changes to the English lexicon in terms of loan words, new formations, idioms, and words from literature.
Exercise 1
Underline all the words and expressions which:

- Are considered rather old-fashioned/formal and may be falling out of use (A)
- We use today but have a different meaning (B)

Elizabeth looked archly. Her resistance had not injured her with the gentleman and he was thinking of her with some complacency, when thus accosted by Miss Bingley.

‘I can guess the subject of your reverie.’
‘I should imagine not.’
‘You are considering how insupportable it would be to pass many evenings in this manner – in such society; and indeed, I am quite of that opinion. I was never more annoyed! The insipidity and yet the noise; the nothingness and yet the self-importance of all these people! What would I give to hear your strictures on them!
‘Your conjecture is totally wrong, I assure you. My mind was very agreeably engaged.

(Jane Austen, 1813)

Exercise 2
Where do these loan words come from?

- au contraire, joie de vivre, fin de siècle, fait accompli
- yam, banana, banjo, gorilla, voodoo
- gymkhana, jodhpurs, veranda, bungalow, curry, dungarees
- bonanza, corral, patio, mosquito, stampede, sherry
- lager, kindergarten, hamster, waltz, poodle, rucksack
- tea, ketchup, ginseng, lychee
- sherbet, alcohol, algebra, harem, assassin, tariff
- judo, kimono, sake, karaoke, geisha, soya, hara-kiri
- glasnost, perestroika, rouble
LECTURE 13 (Week 3)
Standard and non-standard English

Key Readings:

Concepts:

- Idiolect
- Sociolect
- Dialect
- Accent
- Standard/non-standard English
- Received Pronunciation (RP)
- Estuary English

Aims of the lecture:
- To distinguish between terms such as dialect, accent, Received Pronunciation
- To distinguish between standard and non-standard varieties of English
- To consider the features of non-standard English varieties: e.g. negation, *ain’t*, pronouns, main pronunciation differences
LECTURE 14 (Week 4)
Attitudes to language

Key Readings:

Useful websites:
www.bbc.co.uk/voices
www.collectbritain.co.uk/collections/dialects

Concepts:
- Prescription vs. description
- Social connotations and consequences
  - Overt/Covert prestige
  - Matched Guise Technique
  - Slang/jargon/taboo words

Aims of the lecture:
- To examine ‘popular’, prescriptive and descriptive attitudes to language
- To examine research that has assessed attitudes to regional and social dialects
- To look at linguistic/aesthetic/social judgements of language
- To consider the consequences of attitudes to difference dialects
Exercise 1
Are the following incorrect? Why, why not? Pay attention to grammar and lexicon.

1. I done it yesterday
2. He ain’t got no cash
3. It was her what said it
4. My friend’s house
5. That’s what I have a problem with
LECTURE 15 (Week 5)
Language and social class

Key Readings:

Concepts:
- Social dialects (sociolects)
- Vernacular
- Social stratification
- Labov

Aims of the lecture:
- What we mean by a social dialect or sociolect
- The effect of social class and social group on language
- Two methodological approaches to studying social factors: variationism (social class) and social network theory (social group).
- Two classic research studies: Labov’s New York City department store study (1972) and Cheshire’s (1982)
Enhancement Week (Week 6)

The exercises in this section are designed to enhance your understanding on the topic non-standard English and language attitudes. You can do these exercises on your own time during week 6. You may decide to work independently, or alternatively, you can work in small groups (this will allow you to share ideas!).

Exercise 1
Can you think of any other examples where non-standard English constructions, either in grammar or vocabulary, present a more logical or regular pattern than the standard? Make a list of non-standard forms you know and think about the logic behind them. Why do you think these forms are not more widely embraced or haven’t taken on a more prestigious place in English?

Exercise 2
The following is an exchange between two characters in the popular cartoon South Park, the African American student ‘Token’ and the young white and racist ‘Cartman’. The boys are trying to come up with ways for their school television news program to win in the ratings against a rival student who is televising videos of puppies. Cartman suggests that Token’s language might be the thing keeping the boys from winning the ratings war.

CARTMAN: Ah, Token, can I have a quick word with you? Look, Token, I, I know the guys are having trouble bringing this up with you, but uh... Well the thing is, Token, we ...we really need to revamp your whole TV persona.

TOKEN: Hun?

CARTMAN: You see Token, people really enjoy seeing African-Americans on the news... Seeing African-Americans on the news, not hearing them. That’s why all African-Americans newspeople learn to talk more... wha,
how should I say... white. Token, all the great African-American
newspeople have learned to hide their ebonic tribe speak with a more
pure Caucasian dialect. There’s no shame in it, and I think it’ll really
help our ratings.

(Tray Parker, 2004, South Part episode ‘Quest for Ratings’)

What conclusions can you come to about ebonics/ African-American Vernacular
English based on Cartman’s characterisation? According to Cartman, what domain is
appropriate for its use? What is the consequence of not using Standard English in
his eyes? How have attitudes about language become conflated with attitudes about
groups in this example?
LECTURE 16 (Week 7)
Language and identity

Key Readings:

Concepts:

- Linguistic identity
- Naming practices
- Systems of address
- Symmetrical/Asymmetrical relations
- Linguistic norms
- Speech community
- Ing groups/Out groups

Aims of the lecture:
- To discuss what we mean by linguistic identity
- To examine language and the construction of personal identities
- To examine language and the construction of group identities

Exercise 1: Consider the following utterances. Can you identify any of the linguistic clues to the speaker’s ethnicity?

1. Yo mama so bowlegged, she looks like the bite out of a donut.
2. I cannae mind the place where those bairns are from.
3. Dem want me fi go up dere go tell dem.
4. Kia ora Hemi. Time to broom the floor eh.
5. Already you’re discouraged! Goyim like bagels so why not his.
6. My brother really hungry la. Let’s go for makan.
LECTURE 17 (Week 8)
Power and Politeness

Key Readings:

Concepts:
Politeness
Social dimensions: solidarity, status, context
Face-threatening acts (FTAs)
Negative and positive politeness
Power

Aims of the lecture:
• To understand what constitutes ‘being polite’
• To become familiar with a model of linguistic politeness: Brown and Levinson (1987)
• To look at conversational style’: the general use of strategies to be polite
• What being polite indicates: social consequences of politeness (power)
Exercise 1

The scene
It’s Friday night in 2003 in the UK. It was 9.30 pm and dark. Adam, a 38-year-old white male, was walking along the street in a black suit, white shirt and black bow tie. He was carrying a briefcase. 50 meters ahead was petrol station. 150 meters ahead was a newsagents and tobacconists. Two young teenager girls were walking a few paces in front of him wearing casual sportswear.

The exchange

1. Girl: Here mate c’n ya go to the shop for us please
2. Adam: No.
3. Girl: Why?
4. Adam: Because if you want me to go, it’s for something illegal.
5. Girl: It’s only for a packet of CIGARETTES!!

The questions
Describe the face threatening acts going on in this exchange. You might find it useful to operate on a line-by-line basis asking yourself the following questions each time:

1. Whose face is threatened?
2. What type of face (positive/negative) is threatened?
3. What is it exactly that produces the threat?
LECTURE 18 (Week 9)
Language and Gender

Key Readings:

Concepts:

Sex vs. Gender
Deficiency and Difference theory
Features of ‘women’s’ language
Conversational goals and styles
Stereotypes
Multi-functionality

Aims of session
• To consider two interactionist approaches to language and gender theory: deficiency and difference
• To discuss features characterised by Lakoff (1975) as ‘women’s language’
• Within the difference theory, to explore and offer criticisms of the idea of a ‘woman’s language’
• Within difference theory, to explore whether linguistic features are multi-functional
Exercise 1: Consider the following sentences. Put F beside those you think were said by a woman, M beside those you think were said by a man and F/M beside those you think could have said by either.

1. Close the door.
2. That’s an adorable dog!
3. Oh dear, the TV set’s broken.
4. I’ll be damned, there’s a friend of mine!
5. I was very tired.
6. Won’t you please get me that pencil?
7. They did the right thing, didn’t they?
8. My goodness, there’s the Prime Minister!
9. I was so mad.
10. Shit, I’ve lost my keys!
LECTURE 19 (Week 10)
Spoken and Written English

Key reading:

Key Concepts:
- Oracy and literacy
- Prosody
- Paralanguage
- Deictic expressions
- Normal non-fluency features
- Discourse markers
- Phatic communication
- Redundancy

Aims of session:
- To consider the key similarities and differences between speech and writing.
- To examine how speech and writing are interdependent and overlap, and how they can be regarded as a continuum
Activity 1

In pairs / small groups, consider the following:

(1) How do these two texts (examples of discourse) differ?

(2) Make a list of linguistic and - if there are any - non-linguistic features which differentiate the two texts

Text 1: Description of a university sickness scheme:

An employee is able to insure himself or herself for up to 75% of gross income, less the Single Person’s Allowance, at present £1781. Should an employee suffer long-term sickness or injury, he or she would receive this amount beginning 26/52 weeks, according to the waiting period selected, from the date of becoming unable to work up until reaching the normal retiring date.

Text 2: Conversation between 2 lecturers

1 A: [picks up book] Jack’s this here is Jack’s
2 B: Yes he gave it to me last week (.) he was clearing out (.)
3 A: Oh (.) well I don’t know whether to check through the references right now or just leave it (.) for you to do
4 B: Don’t leave anything else for me to do (.) can’t you do it
5 A: Will the editors mmh check (.) go over the references
6 B: They should do
7 A: I think someone should mmh go through before anyway to check the photocopies of all the quotations (.) can you do that?
8 B: Yeah (.) OK [takes photocopies]
9 A: OK I think that’s everything then
10 B: Right
11 A: OK see you then
12 B: See you

(.) = brief pause
Activity 2

Read through the email exchange (from Johnstone, 2008, pp. 192-193). In pairs / small groups, discuss and note down:

- features which resemble speech
- features which would not occur in speech / are more like writing

Date: Mon, 22 Feb 1999 09:09:14 -5000 (EST)
From: <Xxxx@university.edu>
To: <Yyyy@university.edu>
Subject: Re: Friday PageMaker Quiz

Yyyy,
How was the party? I’ve got to mail that woman. I don’t need the quiz grades until March 4th. And as for meeting, this week it’s going to be crazy. I have the [conference] thing in the works and oh so much more );, but I do want to talk about your concerns tieh PagMarker and the class. Could I call you toning or tomorrow evening. I don’t want you to run your phone bill up and I already pay for service to [the city]. So, send me your number and a good time to call.
Thanks,
Xxxx
LECTURE 20 (Week 11)
Paralanguage and non-verbal communication

Key Reading:
Useful website: http://nonverbal.ucsc.edu

Key concepts:

Paralanguage/Paralinguistics
Modes of language
Writing and Typography
Prosody
Non-verbal communication (NVC)

Aims of the lecture:

- To examine the role of paralinguistic features in spoken and written discourse and in the media
- To discuss whether paralanguage is universal or culturally-specific
- To discuss the implications of paralanguage for studying language
Exercise: Observe the front cover of The Sun below. Discuss the effect of paralanguage.
LS1ELS
English Language in Society

Spring Term
Seminars
Exercise 1

Different varieties of English use different words. Individually, think about your own variety of English by deciding which word you would use to describe the following:

1. The place where pedestrians walk alongside the road
2. A sweet, crumbly, baked snack
3. The implement for attaching paper to a noticeboard
4. The elasticated straps worn over the shoulders and clipped on to the waistband of lower-body clothing
5. A woolen garment worn on a chilly summer evening
6. Discarded waste or unwanted or useless items
7. The item of clothing which is worn on the lower part of the body, encasing the legs
8. Fuel for a car
9. The hinged part of the car that gives access to the engine
10. The separate compartment with storage space at the back of the car

In pairs, compare your answers.

Now, take a look at the list on the board. The list on the left reflects British English usage and that on the right American English usage.

In groups of three discuss the following questions:

1. Do your own replies seem to be more in line with the British or American vocabulary?
2. Do you answers have words from both lists?
3. Do you have any words that don’t appear here? If yes, do you think they are words in local or general use?
Exercise 2
How do you pronounce butter? How many different pronunciations of this word have you noticed? Try to represent differences in pronunciation using the International Phonetic Alphabet (IPA).

Exercise 3
A preference for different vocabulary by different social groups is relatively easy to identify and always fascinates people.

In groups of three, find alternative ways of saying the following words: lavatory, really good, woman, boy and alcohol. You may also think of additional words.

Exercise 4
Each of the following is found in some variety of English. Each is comprehensible. Which do you yourself use? Which do you not use? Explain how those utterances you do not use differ from those you do use.

1. I haven’t spoken to him.
2. I’ve not spoken to him.
3. Is John at home?
4. Is John home?
5. Give me it.
6. Give it me.
7. Give us it.
8. I wish you would have said so.
9. I wish you’d said so.
10. Don’t be troubling yourself.
11. Coming home tomorrow he is.
Prepare exercise 1 before the seminar

Exercise 1
Discuss with five different people their views about the language. Find out how they feel about:

- their own speech,
- the speech of other local people,
- the speech of immigrants, and
- the way the TV newsreaders speak.

Note any evidence in the comments you collect of a difference between covert and overt attitudes to language. In other words, do people criticise a variety which they nevertheless use regularly, while saying they admire a variety which they would never or very rarely use? How do they feel about the way others speak?

Bring your notes to class.

In class

Exercise 2
In groups discuss the findings that you obtained from the five people. Then, as a whole seminar group, share some of your findings.

Exercise 3
Think of three ways that a sociolinguist could find out about a community’s attitudes towards a particular language variety. Identify one advantage/strength and one disadvantage/weakness of each method.
SEMINAR 7 (Week 8)
Power and Politeness

Exercise 1

The scene
It is break time in a long linguistics seminar. Because you have been talking a lot, you’re thirsty and want a drink. But you are also exhausted to walk to the vending machine along the corridor and down two flights of stairs. Below are seven choices for explicitly asking someone to get you a can of Coke. Rank them from least polite to most polite.

a) If you’re going to the machine, would you possibly be so kind as to get me a Coke while you’re there please?
b) I’m really sorry to ask, but if you’re going to the machine, I’d be ever so grateful if you would possibly be so kind as to get me a Coke while you’re there please.
c) Get me a Coke, Andy!
d) You’ll be a pal and get us a Coke won’t you Andy?
e) Could you possibly get me a Coke from the machine please, Andy? I’ll go next week.

Which of these choices would you actually use to ask someone to get you a can of Coke?

Exercise 2

In groups discuss the difference between positive and negative face? What do we mean by Face Threatening Acts (FTAs)? Give examples for:

- Threats to the hearer’s negative face
- Threats to the hearer’s positive face

Can you think of cases where the speaker’s face (positive or negative) is threatened?
Exercise 3

The scene

Abe (a linguist) telephones his sister. His 25-year-old (ex-marine) police officer nephew (who normally lives away from home) answers. After some initial pleasantries, Abe gets to the purpose of his call.

The exchange

((telephone rings))

Matt: Hello?

05 Matt: Oh it’s okay thanks. (.) A bit itchy.
((several turns omitted))
Abe: You’ve got SKY haven’t you.
Matt: At home, (.) yes.
Abe: Does that mean you can get CBeebies?
Matt: Hang on a minute mate, I’ll just have a check. ((long pause while Matt checks with his mum))
Yes we can.
Abe: Can you do me a hu:::ge favour.
Matt: Yeah?
15 Abe: On CBeebies tonight,
Matt: Yeah?
Abe: At five to seven, Newsround is on.
Matt: Yeah?
Abe: Could you possibly record t for me? I’m interested in the
20 exact wording of the West Indian Cricket Board’s apology for the West Indies’ abysmal performance in the first test. They put up a quote of the apology and I keep missing it on terrestrial TV. Could you write it down for me and call me back with it?
25 Matt: Sure. No worries mate.
Abe: Thanks ever so much. I’ll talk to you later.
Matt: Okay. Bye!
Abe: Bye.

NB: Newsround is a news and current affairs programme shown on the CBeebies UKTV channel for young children.

(%) = pauses
1. Who has what power in this interaction? Why?
2. What evidence of power is there? Is it linguistic or non-linguistic?
3. In what other possible scenarios (linguistic or otherwise) might there be a power differential between these participants? Why?
Exercise 1
‘Difference’ theorists, such as Coates (2004), claim that males and females have different conversational styles. While *males* generally use a competitive style of speech that is more direct, referential, goal-orientated and argumentative, *females* tend to use a co-operative style of speech that is more indirect, affective, and facilitative.

In groups, discuss whether you feel males and females tend to use each of the following speech features in broadly similar or different ways:

- Swearing/giving verbal abuse
- Compliments
- Politeness
- Orders and commands
- Use of minimal responses (e.g. *uh huh*, *yeah*, *right*, *mm*)
- Hedges (e.g. *like*, *so*, *just*, *actually*, *you know*, *I mean*)
- Gossip
- Making jokes

As a whole seminar group, share some of your findings.

Exercise 2
On your own, read the two oral narratives. Both are research data from Jennifer Coates (1996; 2003).

Individually, answer the following questions:

- In which context or setting do you think each narrative is related?
- Is the narrator of each story likely to be a male or a female?
- In which variety of English do you imagine each story to be told?

Then in groups of three, choose one volunteer to read out ‘The Fight’, a second volunteer to read out ‘Sardines in Aspic’, and a third to provide the audience reactions (*laughs*, *yeah*, etc).

In your group, use the linguistic evidence of each story to complete the following grid. In order to identify the ‘key stylistic features’ you should underline and name any linguistic features in the text that seem either typically masculine or feminine according to difference theorists.
<table>
<thead>
<tr>
<th></th>
<th>‘The Fight’</th>
<th>‘Sardines in Aspic’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversational goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genre</td>
<td></td>
<td></td>
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<td>Characters</td>
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<td>Style</td>
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<td>Key stylistic features</td>
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In small groups, share your ideas. From this evidence alone, does your group feel that there are gender-differentiated styles of oral storytelling? If so, how would you characterise them? Be prepared to justify your answer to the whole group.

**Further discussion topics:**

How far do you think the following social factors are likely to interact with gender in determining a person’s speech style?

- Age
- Class
- Ethnicity
- Education

Which social groups/types of individuals are more likely to use gender-differentiated speech styles, and which less in your view?
Readings Sardines in aspic
Spring Term Assignment
Non-standard English: Usage and attitudes

The assignment for the Spring Term requires you to produce a report on language change, by focusing on usage and attitudes towards non-standard English. You need to complete both tasks below.

Task 1
Consider the following sentences:

1. That’s the girl he gave the bracelet to.
2. Buffy the Vampire Slayer is dead cool.
3. My old man gave me a set of wheels for my birthday.
4. The guy that works in the bar is really nice.
5. Who did you see?

Each sentence contains a non-standard linguistic feature (either lexical or grammatical). Your first task is to identify and discuss the variation in the usage of the linguistic features in the sentences above. You may want to check a reference grammar, such as Fowler’s Modern English Usage (University library has both paper and electronic copies) and an English dictionary.

Task 2
We have seen in the course that a consequence of language standardisation is the development of certain attitudes towards users of more or less powerful language varieties. Summarise two examples of cases which focus on attitudes towards varieties of English. The cases can include African-American Vernacular English, RP, or any other regional or social variety of English.
The assignment should be 1350-1500 words in length. You should include at least THREE books in your List of References. Wikipedia and other unreliable internet sources are not acceptable.

Submit your assignment to Anne Whitbread by 12 noon on Friday, Week 8 (Spring Term).

**Marking Criteria**

1. Correct identification and discussion of non-standard linguistic features (Task 1)
2. Clear summary of two cases on attitudes towards varieties of English (Task 2)
3. Good understanding of how language varies and how this influences language attitudes
4. Coherence of assignment, articulation of arguments effectively in writing and ability to organise knowledge
5. Presentation: Formatting, correct referencing practice, appropriate use of appendices and good quality of academic writing

**FAQ**

- For title use: **Non-standard English: Usage and attitudes**
- Assignments should be word processed, using Times New Roman 12pt.
- Lines should be double spaced throughout the assignment. Single space is not acceptable.
- Page numbers should be at the bottom of every page (including List of References).
- Check your Handbook for **guidelines for correct referencing practice**.
- You may use headings if you wish, but don’t overdo it!
- Avoid using the first person singular in your assignments.
- Indicate exact word count at the end of your text (i.e. after your Conclusion)
- You have a flexible word limit (i.e. 1350-1500 words) which means that you are not entitled of an additional ±10% margin.
- List of References do not count towards the word limit. Quotes and anything else presented within the text does count towards the word limit.
- List of references should be presented on a separate page after your text.
- You should make sure you keep a copy of your assignment.
• Do not write your name or registration number on the pages of your assignment.
• Questions about the assignment should be posted on Blackboard. Make sure you read the assignment rubric, the relevant lecture and seminar handouts AND other posts on the Discussion Board before posting questions. Tutors will not respond to questions by email.