Answer two questions.

1 Spoken language and social groups

The following text is a transcription of part of a vlog that belongs to Louise and has 2.5 million followers. In this extract, she is giving her friend, Zoe, her Christmas presents. Louise and Zoe (both in their twenties) are facing the camera throughout the conversation.

Discuss ways in which the speakers are using language here to communicate and how their language is affected by the context. You should refer to specific details from the transcription, relating your observations to ideas from your wider study.

Louise: right (.) ok (.) so i bought you a mixture of presents (1) there isnt (.) a big main present
Zoe: ok
Louise: theyre all just things I thought youd like
Zoe: im very excited
Louise: some of them are a bit of a more
Zoe: do you feel like theres more pressure each year
Louise: yeah (.) because (.) especially when you tweet things like (.) just got chummy the best gift ever (.) im like (.) OH NO [smiles]
Zoe: [laughs]
Louise: so (.) ill go with the gamble first (1) ive just been picking things up as i go (.) that i thought youd like
Zoe: ok
Louise: i dont know if you can tell but (.) im very nervous
Zoe: oh dont say that cause (.) im not one of those people that gets nervous opening gifts but now youve said that i feel quite nervous to open this
Louise: ah
Zoe: oh my gosh what is it
Louise: here you go chummy [passes Zoe her present] (.) you can return it if you dont like it
Zoe: [starts unwrapping present] erm
Louise: thats the worst thing that anyone ever says
Zoe: your wrapping skills are on point this year louise
Louise: [laughs] ive been very busy [laughs] (1) yeah i wrapped that (.) i worked really hard to wrap that
Zoe: [unwraps the first layer of wrapping, to reveal tissue paper] my nan is the kind of person that would be literally like this (1) oh (.) yes (.) save that tissue paper
Louise: i mean (.) i save tissue paper
Zoe: do you want this one↗
Louise: not now youve squished it i dont //
Zoe: ooh (1) oh my gosh are these pajamas↗
Louise: yes
Zoe: oh (1) i LOVE them
Louise: oh good
Zoe: thank you very much
Louise: if ive left the price on just ignore that (.) oh no they took it off
Zoe: [laughs]
Louise: i got them in extra small cause //
Zoe: [laughs] thank you //
Louise: youre really small
Zoe: hm hm (.) logic [laughs] //
Louise: [laughs]

Notes:
1 vlog: a video documentation on the internet of a person’s life, thoughts, opinions, and interests
2 tweet: short message on social media
3 chummy: the nickname that Louise and Zoe use for each other

TRANSCRIPTION KEY
(1) = pause in seconds
(.) = micro-pause
underlined = stressed sound/syllable(s)
// = speech overlap
[italics] = paralinguistic features
↗ = upward intonation
UPPER CASE = words spoken with increased volume
2 English as a global language

The following two extracts are about how different varieties of English are evident across the globe.

Discuss what you feel are the most important issues raised here relating to the changing use of English as a global language. You should refer to specific details from the passage as well as to ideas and examples from your wider study.

Extract A – Which variety of English should you speak?
(from a British Council article in 2014)

The results of my research suggest that people are increasingly and deliberately using English in a way that identifies them with a particular place. They do this by incorporating into their speech a set of linguistic features drawn from a particular variety of English. In the UK’s West Midlands, for example, people may pronounce ‘you’ as ‘yow’, use ‘Brum’ for ‘Birmingham’ and ‘cor’ for ‘cannot’ or ‘can’t’. By using features in this way, people emphasise their place of origin over other factors such as age, gender, social class and ethnicity.

The research highlights how dynamic, fragmented and mobile the English language has become. At the same time, the influence of traditional gatekeepers of ‘standard’ English, such as the BBC, is weakening. We live in a world where English crosses national boundaries and migration brings people together from different backgrounds and cultures.

Even though English is used around the world for the purposes of trade, travel, medicine and so on, it is an interesting fact that the majority of the world’s population today is largely bilingual, if not multilingual, even in nations where English is the mother tongue. In parts of Birmingham, for example, there are primary and secondary schools where nearly 100 per cent of pupils speak English as an additional language; in many others, 40 per cent is the norm.

The implication of this for education policy is that we can no longer speak of the ‘superiority’ of one variety of English over all others. Instead we need to recognise the roles and functions that different varieties of English, including those of standard English, fulfil.

Extract B – Examples of varieties of standard spoken English
(from a Daily Telegraph article in 2008)

Indian: He’s a real enthu guy.
British: That guy is really enthusiastic.

South African: Jislaaik, china, I was in a bit of a dwaal.
British: Wow, my friend, I was in a bit of a daze.

Nigerian Pidgin: I no know wetin u dey yarn.
British: I don’t know what you are talking about.

Islander Creole (from Colombian islands of San Andrés and Providencia): Da wan gud ting se di pikinery dem laan fi riz an rait.
British: It is a good thing that the children learn to read and write.
3 Language acquisition by children and teenagers

The following text is a transcription of two extracts from a conversation between Nathan (4 years 3 months) and his mother. She is showing him photographs of people with different occupations and asking him about them.

Discuss ways in which Nathan and his mother are using language here. You should refer to specific details from the transcription, relating your observations to ideas from your studies of language acquisition.

**Extract A**

**Mother:** oh look at this one

Content removed due to copyright restrictions
Mother: just always two to help each other

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