1 Spoken language and social groups

The following text is a transcription of part of a conversation between some teenagers (two boys Amrik and Zack, and two girls Bina and Yasmin) talking about some of the part-time jobs they have had.

Discuss ways in which the speakers are using language here to communicate as a group. You should refer to specific details from the transcription, relating your observations to ideas from your wider study.

Amrik: so (.) after that job (.) after the  
Bina: after the one where  
Amrik: then it was removals (.) you know [laughs]  
Yasmin: FURNITURE removals  
Zack: i can just see you amrik (.) like (.) you know (.). (.) like the chuckle brothers¹  
[imitates comic voices] TO ME (.) TO YOU  
Bina: [laughs] yeah i can just see him too  
Amrik: sort of (.) i still (.) sort of do that in the summer now (.) like (.) every so often  
Yasmin: yeah its (.) like  
Amrik: so its like (.) so i've signed on with this (.) this agency  
Bina: its its (.) good money  
Amrik: so they get me (.) like (.) its all like (.). MANUAL labour (.) so  
its like (.), erm (.) what do you call (.) like the (.) you know  
Bina: its good money for that (.) cause i've done that before  
Amrik: GREAT money (.). its like four pounds fifty an hour  
{Yasmin: [both laugh]  
{Zack:  
Bina: i did this (.) this thing (.) where i worked like three (.) three days and i got three hundred pounds for it  
Yasmin: REALLY  
Zack: thats a lot for  
Amrik: sometimes you get

¹ The Chuckle Brothers are a British comedy double act who are known for their comedic style and humor.

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Yasmin: mm hmm
Amrik: you get (. ) like (. ) you know (. ) TIPS and stuff (. ) like (. ) if youre doing
//
Yasmin: yeah (. ) like if youre //
Amrik: if youre 30 doing (. ) like a house move (. ) then some people (. ) like (. ) i got //
Bina: yeah //
Amrik: i got twenty quid\(^2\) one time

Notes:

\(^1\text{chuckle brothers}\) a comedy series involving two clumsy furniture removal men, shown on children's television

\(^2\text{twenty quid}\) slang for twenty pounds (money)

TRANSCRIPTION KEY

(1) = pause in seconds
(.) = micro-pause
// = speech overlap
[italics] = paralinguistic features
[UPPER CASE] = increased volume
2 English as a global language

The two passages on the opposite page deal with the idea of English as a world or global language and were written in 2001.

Discuss what you feel are the most important issues raised here relating to the emergence of English as a global language. You should refer to specific details from the passages as well as to ideas and examples from your wider study.
Passage A is an extract from an article entitled *Teaching World English*.

When we say that English is a world language, we do not only mean that it is used in many countries around the world, but also that there are many contexts in which it is used across borders, in an international context. The traditional emphasis on teaching the language alongside cultural aspects of English-using cultures (usually US or UK) detracts from the sense of English as a language which is not linked to any particular culture(s), but which is used to express a great many cultures, in a great many contexts.

Once students are past the initial stages of learning English, and are in a position to read and listen with a degree of independence, they need to be helped:

- to be made aware of the different degrees of formality, and to understand that structures considered normal and appropriate in some contexts are not considered correct in others;
- to be made aware of some of the common differences between the (Standard) Englishes of different parts of the world;
- to learn how to express their own culture through the medium of English.

Passage B is an extract from an article entitled *The Triumph of English: A World Empire by Other Means*.

*A World Empire by Other Means: English Becoming the New World Language*

The new world language seems to be good for everyone – except the speakers of minority tongues, and native English-speakers too perhaps.

It is everywhere. Some 380 million people speak it as their first language and perhaps two-thirds as many again as their second. A billion are learning it, about a third of the world's population are in some sense exposed to it and by 2050, it is predicted, half the world will be more or less proficient in it. It is the language of globalization – of international business, politics and diplomacy.

It is the language of computers and the Internet. You'll see it on posters in Cote d'Ivoire, you'll hear it in pop songs in Tokyo, you'll read it in official documents in Phnom Penh. Deutsche Welle broadcasts in it. Bjork, an Icelander, sings in it. French business schools teach in it. It is the language of expression in cabinet meetings in Bolivia. It is now the global language.

How come? Not because English is easy. True, genders are simple, since English relies on "it" as the pronoun for all inanimate nouns, reserving masculine for bona fide males and feminine for females (and countries and ships). But the verbs tend to be irregular, the grammar bizarre and the match between spelling and pronunciation a nightmare. English is now so widely spoken in so many places that umpteen versions have evolved, some so peculiar that even "native" speakers may have trouble understanding each other. But if only one version existed, that would present difficulties enough.
3 Language acquisition by children and teenagers

The following text is a transcription of conversation between a four-year-old boy (Tom) and his teacher. They are looking at some drawings which Tom has done.

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

**Teacher:** do you want to put a picture in for me today?

**Tom:** i will if you want me to

**Teacher:** NO (.) do YOU want to do one?

**Tom:** yeah then (.) okay

**Teacher:** i'll see what I can find to draw with (1) do you want a pencil (.) or what else have i got (.) a biro (.) which do you like better? YOU choose

**Tom:** THAT one

**Teacher:** right (.) are you going to do it on that picture there? (1) THAT would be nice

**Tom:** i am going to think (2) i am good at (.) if you show me how to draw a house i will draw one

**Teacher:** i bet you can do one on your own now

**Tom:** i can't

**Teacher:** well (.) do something you can do without any help (.) because then it will be a REAL TOM PICTURE (.) i will close my eyes and you can have a draw and then you can tell me what it is

**Tom:** i can build a dinosaur.

**Teacher:** are you drawing a dinosaur?

**Tom:** can't (2) close your eyes

**Teacher:** have i not to look? i will turn this way

**Tom:** you can open them that way

**Teacher:** are you going to tell me when you have finished?

**Tom:** BUT no peeking

**Teacher:** i'm not peeking

**Tom:** i'm watching you (.) i can see you
TRANSCRIPTION KEY

(1) = pause in seconds
(.) = micro-pause
underlined = stressed sound/syllable(s)
[italics] = paralinguistic features
// = speech overlap
UPPER CASE = increased volume