



Comprehensive Course Companion for AS and A Level AQA English Language

Language and Regional, National and International Variations

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Teacher's Introduction

This resource has been written with the new 2015 specification in mind. All content is relevant to the AQA theme Language and Regional, National and International Variation.

Discussion of relevant topics in a fun and informative tone	The separate sections are largely flexible and are not required to be completed chronologically, though the arrangement of topics is intuitive and can be given straight to students as a complete course companion to work through. This resource has been designed to be co-teachable, so that it can be used in classes made up of both AS Level <i>and</i> A Level students. Sections relevant only to A Level students are clearly marked.
37 Theories relevant to Regional and National Variation	While it would be unnecessary for students to learn 37 individual theories for just one of the six broad topic areas covered in the AQA specification, teachers are free to pick and choose which they believe to be most useful to their students.
52 Tasks and Discussion Points for students to test their knowledge and understanding of the content of the resource	There are a variety of activities in this resource, some of which are best completed in class and others suitable to work on at home. Tasks marked as Research may require access to the Internet.
11 Exam-style Questions	The exam-style questions make for excellent practice for AS and A Level exams. They can be used independently from this course companion to present students with more of a challenge.
7 Non-exam Assessment ideas and suggestions	Interspersed throughout the resource are 'Investigation Idea' suggestions. A Level students must complete a Non-exam Assessment. These suggestions relate to the content with which they are presented, and serve as an idea bank.
Synoptic Link Markers	Due to the synoptic nature of the course, some theories and areas of discussion might be revisited in the study of other themes. Where such links are present, a Synoptic Link Marker (legend in the Student's Introduction) is displayed in the far right margin.
Theory Memoire	The Theory Memoire can be used as a revision tool. It includes a numbered list of all the theories discussed in this resource, so that students can quickly locate theories to use in their work.
Revision Section	Includes a 20-question quiz, bingo, dominoes, content summary and presentation activity, all based on the content of this course companion.
Answers and Indicative Content	Answers and indicative content are provided for all activities where appropriate, including annotated versions of the exam texts printed in the resource. Students can use these for inspiration.
Student-friendly Mark Scheme for each assessment objective	Student-friendly Mark Schemes can be used by students to help them assess the level of their own work or the work of their peers, and help them understand what is required to achieve each band of marks.

The film *Trainspotting* contains potentially offensive lexis. The quotations from the film in this resource have not been censored, and therefore there are instances of offensive language. These occur on pp. 28.

September 2017

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Student's Introduction

There is no area of language study more accessible than the study of language variation, and there is always something noteworthy to say about the way we speak. This companion, entitled *National and Regional Variation*, will guide you through one of the key areas of English Language and Linguistics, and provide you with a comprehensive and thorough introduction to such as accent, dialect, attitudes to variation and English abroad.

Since this course companion is focused on regional and national variation, we're not just looking at the way we speak – but there is a lot of crossover between the scope of this discussion and the scope of the course. Do we not have preconceived notions of the likely social class of those living in certain areas? Do we find higher frequencies of *ethnolects** in certain cities? Does gender not affect our speech? If we're just talking about regions in a broad way, as with north versus south (see *Accents of the North and South Divide*), it can be tricky to separate what constitutes regional or national and what constitutes a social class. The heading of *sociolect**. We can describe these links as synoptic, and demonstrating how different aspects of the course will prove invaluable to your studies. Where there are links between different areas, the following symbols will appear in order to encourage you to make synoptic links between them.

G

Language and Gender

S

Language and Social Groups

O

Language and Occupation

L.C

Language Change

In this resource, you will be exposed to an analytical use of language levels such as the A Level, and a host of theories and case studies that you can apply and discuss in your own work. There will be provoking questions and exam-style practice to equip you with the skills necessary for the exam, and finally, concepts and ideas to inspire your non-exam assessment tasks.

**For definitions of these terms, see p. 4.*

Assessment

Exam

You could be tested on your knowledge of any of the following key themes:

- Language and Gender
- Language and Social Groups
- Language and Regional and National Variation
- Language and Occupation
- Language Change (A Level only)
- Children's Language Acquisition and Development (A Level only)

You will also cover texts from the following modes:

- written, such as a newspaper article
- spoken, such as a transcript of a conversation
- electronic, such as a forum or social media post

These include research findings and collections of language data such as tables and dictionaries.

Non-exam Assessment

You will be required to write:

- an investigation
- a piece of original writing (based on a style model)
- a commentary, to supplement the original writing

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Assessment Objectives and Exam C

Question Number	Assessment Objective	Question Type
AS Paper 2 Q2	AO1	AO3
AS Paper 1 Q3	AO4	Analyse how Text [X/Y] uses language to create
AS Paper 2 Q1 or 2	AO1	AO2
AS Paper 2 Q3	AO2	AO5
A Level Paper 1 Q1 & 2	AO1	AO3
A Level Paper 1 Q3	AO4	Explore the similarities and differences in the w
A Level Paper 2 Q1 or 2	AO1	AO2
A Level Paper 2 Q1 or 2	AO1	AO2
A Level Paper 2 Q3	AO1	AO3
A Level Paper 2 Q4	AO2	AO5
Where ' & ' – you answer both questions. Where ' or ' – you choose one to answer.		Where 'X/Y' – you answer the question twice, on Where 'X & Y' – you use both texts in your answer Where 'X or Y' – you answer the question on one

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Regional and National Variation of Language

What do we mean when we talk about *varieties* of language? In short, if language is shared between humans, then varieties of a language are different idiosyncratic and nuanced forms distinguished by three key aspects of language study: **grammar**, **lexis** and **phonology**. We will use this filter through which to discuss these language levels, so we will revisit them in greater detail in our course companion.

The best way to get started in our exploration of regional, national and (for A Level) international varieties of English is to look at some preliminary key terms. The table below shows some of the terms you will come across in your reading and independent study of this topic. As you may notice, there is some overlap between the first six, which is why we advise that you focus on learning the first six (as highlighted).

Term	Definition
Accent	The way we pronounce words
Dialect	A variety distinguished by social group or geographical location
Idiolect	A variety used by individual speakers
Sociolect	A variety used by a particular social group, e.g. age, class, ethnicity
Vernacular	A dialect used by a group of people. Often describes informal varieties
Register	A variety of language used in certain contexts
Regiolect	A variety of language restricted to a specific region
Ethnolect	A variety of language used by a particular ethnic group
Genderlect	A variety of language related to a specific gender

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Initial Discussion Points

In pairs or in groups, respond to the following questions. You may even use these questions as a starting point for a class discussion, turning it into a mini-investigation.

1. Which fictional characters can you think of who have distinguishable accents? How do their accents or dialect affect the way you perceive the character?
2. At what point do you think a dialect becomes a separate language?
3. Why do you think English is such a widespread language, and why do you think it is the dominant language in the world?
4. Are dialect and accent an integral part of our identity? Discuss why.
5. Can dialect and accent be beautiful or ugly? Discuss why.
6. Do you think you have an accent? Do others around you have a similar accent?
7. Write your top three favourite accents. Compare with a partner.
8. Write your top three least favourite accents. Compare with a partner.
9. Do you wish you used a different variety of language? Which variety, and why?
10. What does accent tell you about a person? Do you think you judge people by their accents, consciously or subconsciously? Discuss why.
11. Do you ever try to change your accent? When and why?
12. Think of different types of media. What examples of accent and dialect do you find in film, TV, radio, music, advertising, newspapers, magazines, etc.?

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Accent

Accent is the way we pronounce words: the kind of phonological quality we inflect our verbalisations with. Everyone has an accent, even if they think they sound completely neutral – don't forget you live with your accent every day, so it's easy to assume your accent is 'middle-of-the-road' compared with people from other parts of the country that you might consider to sound 'exotic' in some regions.

So how can we measure our accent? There is no 'normal' accent to compare them to. We use Received Pronunciation (RP) as a benchmark, and this is for a very specific reason. RP is a London location, that is why many people speak RP no matter where they are from. Additionally, RP is an accent value that we place on others in matters of power and influence in society.

The very nature of an accent can make it tricky to discuss – how can we convey an accent? In fiction sometimes spell words the way they sound in certain accents (see Dialects). Linguists, we use something called the International Phonetic Alphabet.

Phonetic Transcription

When it comes to spelling words in a way that best demonstrates their pronunciation, it's a pickle. If someone asked you how many vowel sounds there were, you might say 26. The right answer, surprisingly. There might only be five vowel *letters* in English, but many *sounds*.

Vowels can be monophthongs or diphthongs. A monophthong is a vowel sound that stays the same throughout its realisation – in other words, the tongue does not really move position. The vowel sound in 'trip' (transcribed as **ɪ**) is a monophthong. A diphthong is a vowel sound that changes throughout its realisation – in other words, the tongue moves position during pronunciation. The vowel sound in 'claim' (transcribed as **eɪ**) is a diphthong. You can reel the difference for yourself by pronouncing a [ɪ] and a [eɪ] sound out loud.

Task 1

The table below shows a series of words spelt with the letter 'a'. Read them out loud and identify the different vowel sound where the letter 'a' is used, and how many of them demonstrate a diphthong.

Hat	Hall	Range	Tomato	
-----	------	-------	--------	--

English is written with the Roman (or Latin) alphabet, so, as the name suggests, it is designed for English. The result is that there aren't enough **sound-letter correspondences** in the alphabet. There are not enough letters for each sound to have its own dedicated letter. Think about the many words that start with an *ough* cluster of letters.

Cough (off)	Rough (gru)
Through (glue)	Drought (ou)
Dough (toe)	Hiccough (pu)
Brought (sho)	Brought (sho)

Task 2

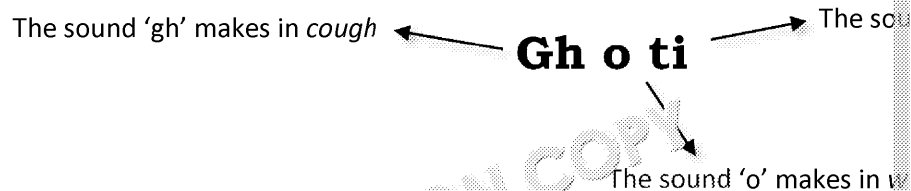
Using your knowledge of the 'ough' cluster, try writing a sentence using as many of the 'ough' vowel sounds as you can.

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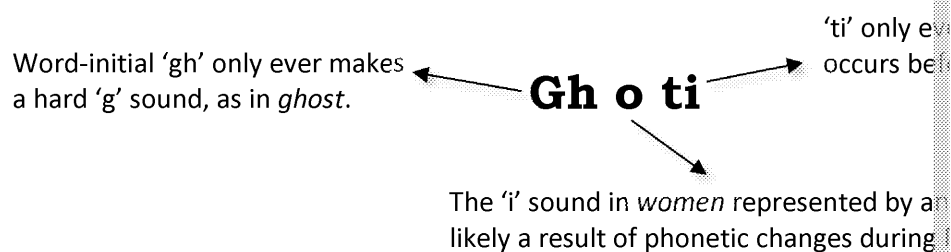
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George Bernard Shaw once playfully suggested that the word 'fish' could be spelled



But as linguists, we can't look at each of these pronunciation patterns in turn, and we can't ever being



Nonetheless, 'ghoti' is the perfect example of why we use a stricter system to transcribe words as pronounced. In English Language and Linguistics, we use the International Phonetic Alphabet (IPA), a set of symbols that represent a specific sound. For example, the words from **Task 1** are transcribed in RP (remember, these transcriptions might be different if you transcribe them in a different accent).



	RP Transcription
<u>H</u> at	hæt
H <u>all</u>	hɔ:l
R <u>an</u> ge	ʃeɪndʒ
Tom <u>a</u> to	təməˈtəʊ
S <u>cep</u> tical	skeptɪkəl
Char <u>a</u> cter	kærɪktə

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Task 3

Now you have a go. Using the IPA sheet provided with this resource (see Appendix) words in your own accent.

Word	Transcription
Dog	
Cat	
8	
Judge	
Axe	
The	
Think	
Church	
Crayon	
Running	
[Your name]	

Investigation Idea

You could try to describe and compare the language of a historical speech and a modern one (e.g. the 20th and 21st centuries).

You could compare the representations of accents in fiction with real-life recordings of a particular dialect. This could focus on dialect in written fiction or dialect in television.

There are so many accents in the UK, it can be difficult to know where to start, so here is a brief overview of northern accents versus southern accents.

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The North–South Divide

You probably have an idea of where the north of England ends and the south of England begins. But is there a physical border. No division or imaginary meridian. No split or fault line or crossroad. How do we divide north and south? Has there always been a north–south divide? And why would you care? The answer to that last question is the simplest: because we can, because it's interesting. The only distinguishing factor between the north and the south.

Task 4

Look at the table of connotations and stereotypes about the north of England and think of any others that you might add.

North	
Friendly	
Cheap	
Cold	

What about the second question – has there always been a north–south divide? Many linguists have come to agree that the original north–south divide arose in the peace treaty between the Danes (in the north) and the Anglo-Saxons (in the south). The area of land controlled by the Danes is commonly called the Danelaw, and so the north, whereby one side spoke the dialects of the Anglo-Saxons and the other side the Danes.

Wider Reading

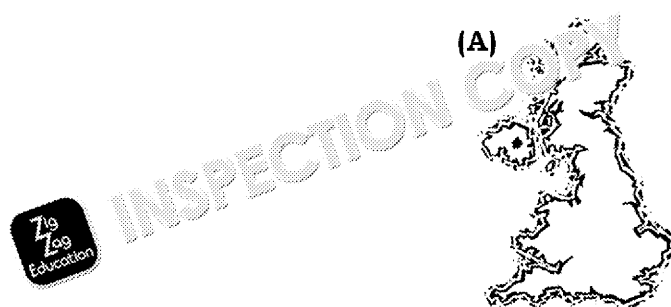
Read more about the North–South Divide.

Chapters 2 and 3 in David Crystal's *The Cambridge Encyclopedia of The English Language*

But the border between the Saxons and the Danes no longer represents a split between languages in England. So how do we divide the north and south today? By population alignment? By finding the exact halfway point of the country? By opinion?

Task 5

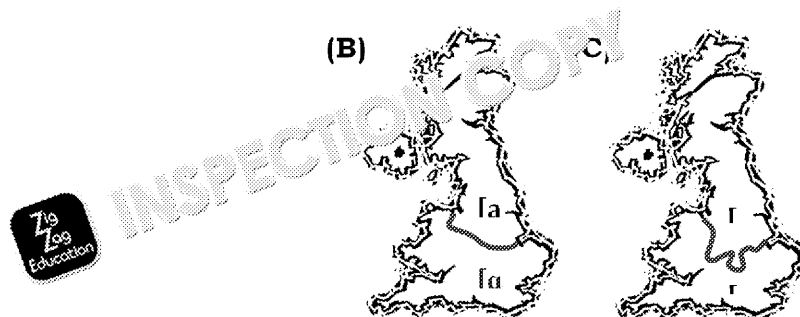
Where do you think the north–south divide is? Draw a line on map (A) below, and compare your placement with the map (A) of other students. If the placement of the line varies



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One way we can divide the north and south is by the features of their accent and *isogloss* to describe divisions of geographical areas based on linguistic variables. The distinctions are shown on maps (B) and (C) above. Map (B) shows a north–south divide in pronunciations of the vowel in /bath/. Map (C) shows a north–south divide between the vowel in /foot/ and /strut/.



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Lexical Sets

1

Theory 1: Wells (1982) Accents of English

Wells created a list of words we call lexical sets, for the purpose of describing vowel pronunciations in different accents. They allow us to compare recordings of speakers reading the lexical sets out loud, and then transcribe how they pronounce them.

Task 6

Fill in the table below by transcribing each vowel sound in your own accent, a friend's accent. Make a note of where they are from, their age and gender.

Investigation Idea

You could record your friends or family reading lexical sets, passages of text or even a conversation. This data would allow you to:

- compare the effect of age/gender/occupation on the features of the speaker
- compare the speaker's accent with features identified in a published investigation, e.g. a Geordie Accent with the findings of Watt and Allen's 2003 Tyneside English
- compare the features of two different accents

You can use the Speech Accent Archive (<http://accent.gmu.edu/index.php>) to search for geographical variants.

Remember, you must get the speaker's written permission to record them – even if they are a friend or family member.

Lexical Set Keyword	RP	Your Pronunciation
KIT	ɪ	
DRESS	ɛ	
TRAP	ʌ	
LOT	ɒ	
STRUT	ʌ	
FOOT	ʊ	
BATH	ɑː	
CLOTH	ɒ	
NURSE	ɜː	
FLEECE	iː	
FACE	eɪ	
PALM	ɑː	
THOUGHT	ɔː	
GOAT	əʊ	

Lexical Set Keyword	RP
GOOSE	uː
PRICE	ɔɪ
CHOICE	aʊ
MOUTH	ɪə
NEAR	ɛə
SQUARE	ɑː
START	ɔː
NORTH	ɔː
FORCE	ɜː
CURE	ɪ
HAPPY	ə
LETTER	ə
COMMA	

Task 7

Why might lexical sets not be the most accurate way of studying the pronunciation compared with spontaneous speech? How might we make them more accurate?

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Case Studies

2

Labov (1963) The Social Motivation of a Sound Change

Labov investigated phonetic variation among speakers of different ages on an island off the coast of Massachusetts.

He found that speakers aged 31 to 45 centralised the vowels in /ay/ (the closest to traditional Vineyarder pronunciation). Speakers aged 46 to 60 did not centralise the vowels, but to a much lesser extent. He found that the younger speakers have temporarily emigrated from the island for university or employment and have not returned. He explained this as a resistance to pressure to conform to the Vineyarder identity.

Labov argued that this was proof of language change in process, as the /ay/ and /aw/ diphthongs were becoming more frequent.

Task 8

Labov's 1963 study suggests that accent is an important aspect of our identity. What benefit is there to maintaining the accent of the community you interact with?

Task 9

Get into small groups, and take turns reading the following words. Does the pronunciation change within the group? How?

Scone	Three	Tongue	Arm	Butter
-------	-------	--------	-----	--------

3

Theory 3: Petyt (1985) Dialect and Accent in Industrial Societies

Petyt investigated the frequency of H-dropping in word-initial position for example, 'Give it to him' rather than 'Give it to him'.

Petyt found that the lower the social class, the fewer Hs were used (i.e. the more H-dropping was used).

Class V	Lower Working Class – 12% (of Hs used)
Class IV	Middle Working Class – 28%
Class III	Upper Working Class – 67%
Class II	Lower Middle Class – 89%
Class I	Middle Middle Class – 93%

Task 10

Are there any non-standard features in your own accent or the people sitting next to you?

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Task 11

If you're getting the hang of transcription, try your hand at this tricky task. Look at a West Yorkshire speaker reading an extract of *'The Invisible Japanese Gentlemen'* by Graham Greene (1965). Try to convert the transcription back into Standard English. Identify any interesting phonological features as you go.

Sentence 1	ðə wɜːl eɪ? dʒapəniːz dʒen?smən havɪn ə fɪt ɪz ɪ ə? ben?lɪz
Sentence 2	sp... sðə ɪz ɪn ə ɪnkɒmpɹəhensɪbəl tʊŋ bʊ? ɔːlweɪz wɪð ɪːl bʊ?
Sentence 3	ɔːl bʊ? wʊn əv ðem wɔː glasəz
Sentence 4	sʊmtaɪmz ðə pɪtɪː gɜːl huː sɑ? ɪn ðə wɪndəː biːjɒnd geɪv ðəm ə pɑː siːm tʊː sɪəɪːəs fə hɜː t peɪ ɪiːl ətenʃən t ɛnɪwʊn ɪn ðə wɜːld ɛksep

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Dialect

Dialect refers to a variety of a language distinguished by social group or geographical location. In the Student's Introduction, we touched upon the idea that there was a lot of crossover between variation based on geography and variation based on social groups – indeed, they are both defined by the term *dialect*. Luckily for us, we don't need to worry too much about prising them apart. They're deeply entwined, and we're encouraged to be synoptic, so there's bound to be some blurring between the two.

In this section we're going to focus on **lexis** and **grammar**, though phonology is also an aspect of dialect.

Task 1

Start a glossary of terms with all the key words and concepts you learn about in this course companion. Don't forget to keep it up to date – you can use it for revision when your exams are near. Use the format of the table below for inspiration.

Key Term/Concept/Theory	Definition
Dialect	A variety of a language distinguished by social group or geographical location

4

Theory 4: Trudgill (2000) The Dialects of England (See

Trudgill distinguished between Traditional Dialects and Mainstream (or Modern Standard) English. (i) Traditional Dialects are very different from Standard English, so you will sometimes have difficulty understanding them. They are all spoken in the UK (as opposed to other English-speaking countries), and the population speaking them is getting smaller, as they are predominantly associated with older speakers. Mainstream Dialects include Standard English and mainstream regional dialects that differ from Standard English predominantly in lexis and grammar, and are predominantly associated with younger speakers.

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Dialect versus Language

Where is the line between dialect and language?

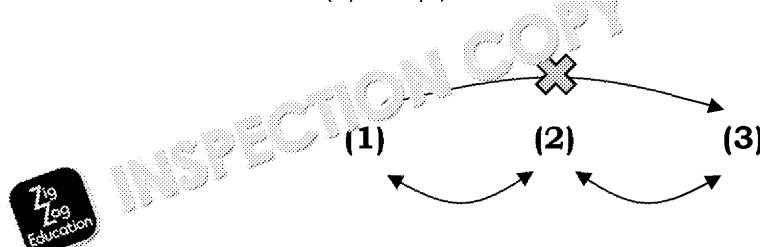
You might think it is an objective separation but that isn't always the case. Luxembourgish was a dialect of German before an Education Law in 1912 made it a mandatory subject in schools, redefining it as a language – this is called **language secessionism**, when advocates of a language to be reclassified as a distinct language.

On the flip side, the speakers of some languages that are considered separate, such as Dutch and Afrikaans, can all understand each other while using their native tongue. Heinz Kohlenstein uses the terms **abstand** and **ausbau** to describe this occurrence.

An **abstand** language ('language by distance') describes a collection of varieties that is distinct from other collections of varieties. Abstand languages are the result of geographical isolation. An **ausbau** language ('language by development') describes a collection of varieties that develops in contact with other collections of varieties. Ausbau languages are the result of sociological factors (the cultural, political and social status of each).

So what's the deciding factor?

Mutual intelligibility is commonly put forward: Welsh is not intelligible to English speakers, so they are considered distinct languages. But as we've discussed, it isn't always this simple. A language that is practically unintelligible to other English speakers and they've never been considered a language. The concept of **dialect continua** (or dialect continuum) describes the situation in which a series of language varieties (1), (2) and (3). Varieties (1) and (2) can understand each other, (2) and (3) can understand each other. But varieties (1) and (3) cannot understand each other.



What about the number of speakers? One might assume a language had to have a certain number of speakers, but the county of Yorkshire is home to more than 5 million speakers (it's difficult to count how many speakers use a Yorkshire dialect, but we can assume that it is a significant amount). On the other hand, it has less than 600,000 inhabitants.

So the honest answer to the question of language versus dialect is: we're not sure. In reality, dialects and languages are defined by politicians. Max Weinreich is commonly quoted as saying 'a language is a dialect with an army and navy.'

An interesting point of speculation is what will happen if Scotland gains independence. Scottish Gaelic is the *de jure* official language in Scotland (nor is there in England or Northern Ireland for that matter, which is English). If Scotland were to gain independence, it might make Scots or Scottish Gaelic the *de jure* official language, even though they are minority languages* – much in the same way that Welsh became the *de jure* official language of Wales in 2011. In either case, English will remain the *de facto* official language because it is spoken by the overwhelming majority.

Definitions

De jure
as 'right'
De facto
translated

*The classification of Scots as a distinct language has been contentious, but as of 2011 it is recognised as a regional language by the European Charter for Regional or Minority Languages.

Task 2

Why would it matter if a variety of language is considered a language instead of a dialect?

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Standard and Non-Standard English

What is Standard English? What does *standard* even mean in this context? Normally these are the kinds of words you'll find if you look it up in the thesaurus. But is this English? In short, yes. Standard English (or more specifically, Standard British English speaking country could have a different Standard English) is the dominant variety, as the accepted, formal variety and the variety we use in writing. This is not to say the topic of a conversation has as much of a bearing on formality as the style of language speakers – but when we think about SE, we tend to imagine an RP speaker abiding by what we're taught to follow. RP is, however, just an accent, and Standard English is not exactly an accent.

So if there's a *normal* English, does that mean there's an *abnormal* English lurking in the shadows, yes. This is a bit of a downer, but it's down to semantics really – abnormal is just another synonym for different, and it's a bit negatively charged. Non-Standard English doesn't enjoy the same status as SE, cuts corners and in many cases encourages informality (think of the generally accepted rules of SE, cuts corners and in many cases encourages informality in media). If SE is the freshly pressed tuxedo we wear to a fancy restaurant, then Non-Standard English is the t-shirt we wear at home in front of the telly, still stained from Friday night's chicken korma. Non-Standard English is chaotic, lacking structure or any less useful than SE, but it is certainly a part of the English language (see Attitudes to Regional and National Variation).

So where do dialects fit in? Well, Standard English is a variety of English and therefore is no longer distinguished by geographical location (since it developed in the south of England and is now spoken Standard English). You can speak Standard English with an accent, such as a Londoner, but you cannot speak Standard English with another dialect, like the Geordie dialect. Non-Standard English, on the other hand, can be spoken with any accent and any dialect that isn't Standard.

How did Standard English become top dog? We mentioned that it originated in the south of England, but it was better placed to be adopted by the Church, Government, media and the courts. It was the language of the institutions, and that's why it's our *standard*.

Task 3

Make a mind map to help you differentiate between an accent, a dialect, Standard English. Include examples, colour and doodles to make it more memorable. For each, give a broad definition of each, then show how they are or are not linked to each other, perhaps even some common features found in those dialects.

Theory 5: Milroy & Milroy (1978) Belfast: *Change and the Urban Vernacular*

5

Milroy studied the language of three different working-class neighbourhoods in Belfast and discovered that a speaker's idiolect is determined in part by their social network. It was not solely a result of their membership of certain social groups (like gender or age), but also of the features occurred with high frequency in women's friendship groups. These were dense and multiplex, i.e. everyone knew everyone (dense), and friends and acquaintances (multiplex). Women might have been friends, sisters-in-law and colleagues, etc. (Milroy & Milroy, 1978).

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Lexis and Grammar in Dialect

A lexicon is a vocabulary – a compilation of words used by a person or group of people. A dialectal lexicon is a list of words used by all the speakers of a language; small – words used within a single dialectal area. Here, we're interested in dialectal lexicons. They're one of the easiest to identify because of their salience, so let's look at a few examples.

Tyke (Yorkshire)	Tyneside (Geordie)	Metropolitan London English
Ginnel	Bairn	Wagwan
Barmpot	Cack/Cack	Peng

Task 4

Find definitions for the words in the table above. What word would you use from your dialect to describe their place?

Investigation Idea

Compile lists of words used by young and old people in a specific dialect. Is there a difference in the words used? Where do the words in each list originate? Do older speakers understand the words in the younger list and vice versa? What other elements of language variation may play a role, such as social class or traditional ones?

Task 5

Are there any lexical items specific to your dialect? What are they and what do they mean?

Grammar refers to the set of rules that govern the construction and composition of sentences. Grammar can vary between dialects, but we still follow a set of rules. Otherwise we'd be unable to communicate. One rule that not even aware that a certain rule exists, but we know when it has been broken. For example, the order of adjectives is a common rule that few people would tell you about. Opinion, Size, Position, Colour, Origin, Material, Type, and Purpose is the acceptable order of adjectives we follow. We can't have a 'rubber, orange, round ball' but you can have a 'round, orange, rubber ball'.



Theory 6: Snell (2010) *Dialect, interaction and class at school: From deficit to difference to repertoire*

6

Snell investigated the use of 'me' as a possessive (standard 'my') by children in working-class areas. She found that working-class children used 'me' (e.g., 'me phone'), not necessarily because they were working-class, but to achieve a certain effect that was comedic or derisive in nature (for example, 'Sir, he me').

Unfortunately, it's very hard to investigate the grammar of a dialect because we'd need data from the same group of people in order to make assertions supported with evidence. Nonetheless, we do have a few ideas about the features specific dialects may demonstrate. The following table shows a few examples of grammar in four dialects. These examples are not necessarily the only features they are labelled with, as features often appear in many dialects.

Tyke (Yorkshire)	Geordie (Geordie)	MLE
'Pass us the salt'	'He were funny'	'Why you lying for'
'Them do it again'	'You've give me a cold!'	'I is joking'

Task 6

- Rewrite the phrases in the table above so that they are in keeping with Standard English. Which rule did they 'break'?
- Are there any Non-Standard grammatical constructions in your own dialect, and if so, what should we consider things such as word class, tense and subject-verb agreement?

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Example Dialect: Multicultural London English (MLE) Vernacular

MLE is a sociolect of particular interest to linguists because of its relative 'newness', the way it has spread and the way it developed. It was first used in London, late in the twentieth century, following immigration from countries in the Caribbean, Africa and South Asia. It didn't pop up overnight – mesolectal creoles (a creole somewhere between, for example, Standard Jamaican English and Jamaican Creole, i.e. between the Standard and Non-Standard varieties of the creoles later) were used by the first generation immigrants. Second generation immigrants used the new sociolect known initially as London Jamaican. English, Caribbean, African and Asian speakers all had an influence, so why was it considered London Jamaican?

7

Theory 7: Sebba (1993) *London Jamaican: Language*

Sebba gave two reasons: (1) The largest group of immigrants were Jamaican. (2) Rastafarianism (originating in Jamaica) were very popular. So it came with the biggest influence on the rise of a new dialect for second generation immigrants.

8

Theory 8: Hewitt (1986) *White talk, black talk: Interaction and communication amongst adolescents*

Hewitt's research showed that there were two distinguishable varieties of MLE that stemmed from immigration: creole (which many members of specific ethnic groups spoke) and MLE (a sociolect spoken by working-class youths). White speakers were criticised by creole speakers (typically British) when they used linguistic features from the creole. The creole speakers' use of the markers of ethnicity was not something the white speakers imitated, as it is an essentialist view of ethnicity.

9

Theories 9 and 10: Rampton (1998) *Crossing* & (2004)

So how did MLE spread? Certainly not through inheritance, since speakers of Caribbean speak it. Rampton (2004) indicated that MLE could spread in diverse urban environments, friendships between Afro-Caribbean, South Asian and white individuals are common. Rampton (1998) also developed the concept of 'crossing' (occurs when one speaker uses small aspects of a language they cannot speak, have no tie to it in their ancestry). So why does it happen? Rampton suggests a specific function – it blurs ethnic boundaries and, if received positively,

10

Task 7

Can you think of any examples of crossing in your own speech, or the speech of friends?

11

Theory 11: Cheshire (2011) *Contact, the feature community: The emergence of Multicultural London English*

Cheshire (2011) notes that, with an increase of immigration following the 1950s, immigrants lived in separation from native speakers due to a lack of contact. Immigrants were forced to learn English from other immigrants, thus creating a new dialect. This is called 'group second language acquisition', and this is the origin of Multicultural London English.

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Commonly Cited Features

- Novel pronoun use. 'Man' is often used for first-person singular *and* second when pluralised, the form remains morphologically the same, i.e. 'them man'.
- 'Innit' used as a tag question and a marker of agreement and attention.
- Ending interrogatives with 'for', especially interrogatives beginning with 'Wh'.
- TH-front is common, except in word-initial position where a plosive is used instead of 'thing'. H-dropping is *not* common, on the other hand, perhaps in cockney.

Example Transcript of Multicultural London English

Lexis	Transcript	
Roadman.	A: So man got on the bus, and this roadman tell me my creps are peak.	'Man
Creps: sneakers/trainers		
Peak: lame		
Fam: friend	B: [laughter] No way fam, myth, innit. Creps are bare peng.	'Innit as g
Myth: untrue		
Bare: intensifier (very, etc.)		
Peng: attractive, good		

Example Dialect: Tyke (Yorkshire)

If you're familiar with Wallace (from *Wallace and Gromit*), Sean Bean or the Arctic Monkeys, you've heard a Yorkshire dialect. It is worth noting that the majority of representations of tyke in film and television typically take the form of dialects found in the West Riding, which therefore have lots of variants under the umbrella term of tyke. Barnsley, Bradford, Leeds, York, Scarborough – they all present features that are distinct from each other. The dialect has roots in Old English and Old Norse.

Theory 12: Stoddart et al (1999) *Sheffield dialect in the revisiting the concept of NORMs*

12

Stoddart et al investigated the Sheffield dialect used by a group of people: mobile, Older, Rural Males (a category first used by Chambers and Trudgill). They identified some interesting characteristics, and gives us an insight into the speech preserved dialect due to the NORM categorisation.

- Word-initial 'th' in function words such as 'that' and 'the' is replaced by 'd'.
- Words ending in -ing (the present participle), like 'running' or 'killing' are reduced to 'runnin' or 'killin'.
- Word-initial 'h' is often dropped, as in 'hospital' to 'Ospital'.
- 'Was' is used in past tense conditional, as in 'we was running', but is distinct from standard 'were'.

The study also suggested that a comparison between older speakers and younger speakers is a good way of showing the development of a dialect.

Task 8

For what reason should we exercise caution when using Stoddart's 1999 Sheffield dialect? Tip: Think about the methodology and data set Stoddart used.

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Commonly Cited Features

- 'Thou' and 'thee' have persisted for some speakers as a second-person pronoun; 'though' is often realised as 'tha'; personal pronoun 'me' is often substituted with 'ma'.
- 'Self' often becomes 'sen', 'nothing' often becomes 'nowt', 'anything' often becomes 'summat'.
- Contractions are often more advanced than in other regional dialects, for example 'I've' becomes 'I'vev'.
- The STRUT-FOOT lexical set is often realised as [ʊ], and almost never as [ʌ]. The FOOT is often realised as [a], and almost never as [ɑ:].

Example Transcript of Generic Tyke

Lexis	Transcript	
Elision of the article (t')	A: Sally says she's goin' t' shop for bread n milk. Bus only costs two pound, dunt it?	Lack of 'Does'
Nowt: nothing	B: Have you told her there's nowt wrong wi' walkin'? She's got legs ant she? Then again, she won't think right much of us for sake of two pound.	'Hasn'
Right: very		Use of

Task 9

In Yorkshire, bread rolls are often called *tea-cakes*, *bread-cakes* or *scufflers*. What are bread rolls called? What are they called in your regional dialect?

Dialect Levelling

What is dialect levelling? Levelling describes the process of dialects or a specific dialect losing features they once had – essentially, features of a dialect are lost over time. Why does this happen between two or more dialects?

Investigation Idea

One way to test the occurrence of levelling is to investigate the speech of your grandparents. Then your own age group.

But it's not just a case of a dialect losing features. One feature *must* be replaced by another. In certain dialects, particularly those with some perceived value or prestige, are difficult to lose. A variety of different ways.

This is why we call it *levelling* and not *loss*. Dialects become more similar, with less variation.

Task 10

In what ways is your dialect different from the dialect of your parents, or grandparents? Consider grammatical features, lexical choices, ways of pronouncing words, perhaps even intonation.

13

Theory 13: Kerswill (2003) *Dialect levelling and geographical variation in British English*

Kerswill investigated dialect levelling in Reading, Milton Keynes and Hull. The southern speakers were showing more signs of a loss of marked features, while northern speakers in Hull were more sheltered from levelling. This is to maintain identity and a sense of southern influence.

The increasing use of glottal stops [ʔ] in non-initial position (glottalisation) are appearing more and more frequently in different dialects. For example, where 'th' is replaced with /f/ or /v/, as in 'teef' (teeth) and 'vuv' (foot). Kerswill (2003) believes these two features have a stronger bond with youth culture. One of the reasons they are spreading so rapidly across the country.

Kerswill adds that dialects are gradually moving towards spoken Standard English. Mainstream Dialects are more phonetically, lexically and grammatically similar to Standard English than Traditional Dialects are.

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Theory 14: Auer and Hinskens (1996) *The convergence and divergence of dialects in Europe. New and not so new developments in an old area*

Auer and Hinskens outlined the reasons for dialect levelling in recent decades: access to other dialects through the advancement of technology, urbanisation and industrialisation.

15

Theory 15: Trudgill (1974) *The Social Differentiation of English*

Trudgill studied the grammar and accent of 50 adults and 10 children in Norway and showed that certain non-standard variables were a reliable indicator of class.

The lower the class, the more likely a speaker would utilise non-standard variables such as glottal stops in place of intervocalic /t/ and omission of third-person singular constructions such as *he walks* (i.e. *he walk*). In the case of the latter example, Middle Class participants employed the standard third-person singular present tense compared with 30% of the Lower Working Class, and just 3% of the Lower Working Class.

He also found that this pattern of variation based on class, men were more likely to use non-standard variations than women. This suggests that women tend to gravitate towards more prestigious variations of language, and men tend to gravitate towards the more non-standard variations of language.

His study also elaborated on the concept of a gravity model of language change, which demonstrated that the diffusion of dialect change (and levelling) was foreseeable from the size of cities. Change would spread from one large city to the next largest city, initially smaller towns in between.

But it's important to remember that dialect levelling doesn't necessarily equate with dialect convergence. A classic example is the BATH split, whereby (generally speaking) those in the north of England pronounce the short 'a' – [baθ] or [bæθ] as found in *trap* – and those in the south of England pronounce the short 'a' as [bɑ:θ] as found in *father*. Another example is reduction of the definite article 'the' to 't' in 'get on t' bus'.

Another example of when dialects *converge* with each other – that is, they become more alike.

16

Theory 16: Giles (1973) *Accommodation theory: a model and some evidence*

Accommodation refers to the process first identified by Giles in 1973, and later adopted by a multitude of linguists. The theory postulates that speakers adapt their speech to that of the other interlocutor(s), with an aim of reducing social distance, increasing communication, likeability and attraction among others. On this basis, accommodation is something speakers must be aware of during an encounter. For example, should someone speak very slowly and loudly to an elderly person in perfect health in order to be helpful? That is an extreme example of over-accommodation – most of the time it's not, but the listener notices!

A related phenomenon is **upward convergence**, where speakers with regional accents gravitate towards more prestigious accents. This typically occurs when a speaker wishes to put space between themselves and their regional identity. It is commonly thought to occur in job interviews and on television, where some believe regional accents are stigmatised. **Downward convergence** is, as you might expect, when a speaker moves further towards broader regional varieties.

Dialects can also *diverge* from each other, creating new features or extending existing ones.

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Theory 17: Watson (2006) *Phonological resistance and innovation in the North-West of England*

An example of divergence would be Watson's investigation into Liverpool English, specifically the realisation of word-final 't' as 'h' in function words. He found that the socially not only still present in Liverpool English, but had unexpectedly been extended to speech. This resistance to the spread of southern varieties (like glottal stops in) is a counterexample to claims of dialect levelling in Liverpool English.

In a world characterised by mobility (social, economic and geographical), it may be surprising that dialects are still a salient aspect of language. As we've discussed, divergence is one way in which identity is preserved, but there's a more important, underlying, substratal force in play: the preservation of dialect identity.

Identity is largely defined as being *who a person is, and the distinguishing qualities they embody in the condition of being oneself*. In linguistics, we often encourage everyone to use the plural form of identity where possible so as to acknowledge that we hold multiple identities at any given time. Things like gender, sexuality, class, ethnicity (and so on), are all component identities that make up us. How does dialect (and necessarily, language) fit into the construction of identities? Well, there's almost every way possible. Language is one of the core channels through which we convey our identity, to the world. Our dialect, our accent, allows us to perform our access to certain social spaces, our membership on different groups, and the levelling of all dialects would dismantle that aspect of

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Dialect in Fiction

Whether it is J K Rowling's West Country Hagrid or Irvine Welsh's cast of Scots, an important aspect of characterisation. The extract below is from *Wuthering Heights* published in 1847. It shows a conversation written in Catherine's diary, between who speaks with a Yorkshire dialect.

So resolved, I grasped the latch and shook it vehemently. Vinegar hid his head from a round window of the barn.
'What are ye for?' he asked me. 'T' maister's down i' t' fowld. Go and laith, if ye can, and wake to him.'
'Is there anybody inside to open the door?' I hallooed, responsively.
'There's nobbut t' missis; and shoo'll not oppen 't an ye mak' yer f'.
'Why? Cannot you tell her whom I am, eh, Joseph?'
'Nor-ne me! I'll hae no hend wi't,' muttered the head, vanishing.

N.B. If such an extract appeared in your exam, it would only appear on the A Level papers over 100 years ago. Nonetheless, this could prove useful for AS Level students too in your don't focus on language change!

Task 11

Read the *Wuthering Heights* extract above.

- Is regional variation the only factor in play responsible for influencing the speech? What other factors are involved?
- How does Joseph's accent make you feel about him?

Task 12

Using quotes from the *Wuthering Heights* extract above, carry out a language level analysis of **grammar**, **lexis** and **phonology**. Use the table below to organise your analysis.

Language Levels		
Grammar	Lexis	

Task 13

What effect might a speaker's accent have on their speech, with regard to register? Answer back to the *Wuthering Heights* extract.

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Task 14

Why might using fiction as data for an investigation into accent and dialect not yield the same results? When might using fiction as data for an investigation into accent and dialect yield the same results?

As happens in such movies, they started off with an obligatory dramatic next phase as the picture involved building up the tension through a dastardly villain and sticking the weak plot together. Any minute Claude's ready to get down to some serious swedgin.

-- Rents. Ah've goat tae see at the Superior, Sick Boy gasped, s

-- Aw, ah sais. Ah... the radge tae jist fuck off ootay ma vis
n jist le... Jean-Claude.




Task 15

Read the Trainspotting extract above.

- (i) What accent do you think this is? Why? Note, your answer should be rooted in your knowledge of the novel or film.
- (ii) How does the narrator's accent make you feel towards him?

Task 16

Using quotes from the Trainspotting extract above, carry out a language level analysis and **phonology**. Use the table below to organise your analysis.

Language Levels	
Grammar	
	

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Dialect in Film and Television

Accent and dialect are also prevalent in film and television. The following tasks will

Task 17

Compare the representations of speakers in three reality television shows: *The Only Way is Essex*, *Geordie Shore* and *Made in Chelsea*.

- Find a short clip of each show online.
- Complete the following table.

Questions	<i>The Only Way is Essex</i>	<i>Geordie Shore</i>
What accent or dialect is most common in each show?		
What are your initial impressions of the speakers?		
What role does their accent or dialect play in your initial impressions of the speakers?		

Task 18

- Watch the following videos on YouTube.
 - Queen's Christmas Message (2016)* – <https://www.youtube.com/watch?v=...>
 - Queen's Christmas Message (1957)* – <https://www.youtube.com/watch?v=...>
- Do you think the Queen's accent has changed at all between these two videos? If so, do you think it has become more or less posh?

Wider Reading

Read more about the changes in the Queen's English:

- BBC – Has the Queen become frightfully posh?
<http://www.bbc.com/future/story/20160202-has-the-queen-become-frigh>
- Monophthongs and changes in Received Pronunciation: an acoustic analysis
<https://www.phonetik.uni-muenchen.de/~jmh/papers/harrington00.jpap>
- Evidence for a relationship between synchronic variability and diachronic change in Christmas broadcasts.
<https://www.phonetik.uni-muenchen.de/~jmh/papers/labphon9harrington>

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Attitudes to Regional and National Variation

Prescriptivism is the belief that one variety of a language is more valuable than another (dictate, impose, stipulate, etc.) aspects of language, in other words, say what we should use in language. Prescriptivists *proscribe* (forbid, prohibit, denounce, etc.) aspects of language that we shouldn't or mustn't do in our use of language – though *prescriptivism* is usually distinguished from *proscriptivism*, since the difference is arguably much more subtly.

Prescriptivism can take the form of linguistic imperialism, whereby an entire language is imposed on other languages, as with Mandarin over minority Chinese languages such as Hokkien. On smaller scales, it can be applied to accents, as with the common view in Britain up to the 1960s that a 'proper' accent was acceptable only if it was close to near on television.

Prescriptivism doesn't have to be endorsed by official bodies such as government. Individuals can engage with prescriptive ideologies, and we do so on a daily basis. We judge others based on the way they speak – we've all done it! – you're constructing an attitude to language and these attitudes can be positive or negative.

Wider Reading

The media is a great place to look for attitudes to language because the media reflects the attitudes of society.

- What is the UK's UGLIEST accent?
<http://www.mirror.co.uk/news/ampp3d/what-uks-ugliest-accent-4789870>
- Yorkshire voted fourth most attractive accent... and Brummies come bottom
<http://www.examiner.co.uk/news/west-yorkshire-4789870/yorkshire-voted-fourth-most-attractive-accent-brummies-come-bottom>

18

Theory 18: Giles and Johnson (1987) *Ethnolinguistic psychological theory and its application to language maintenance*

Giles and Johnson used the Matched-Guise Experiment to investigate the honest opinions of RP and non-RP speakers about accents. He found that RP speakers were believed to be trustworthy, intelligent and capable based on their accent, but he also found that RP speakers were perceived as unfriendly, insincere, unsociable based on their accent.

As linguists, we move towards *descriptivism*. Descriptivism refers to the study of language as it is used, rather than saying how it should be used. We observe language in order to gain an unbiased understanding of it. English Language is a social science after all, and science strives for impartial and objective results. However, it doesn't mean we're not interested in attitudes to language. On the contrary, attitudes to language are an important part of what we study prescriptivism too.

Investigation Idea

Carry out a Matched-Guise Test like the one above. Investigate a listener's attitudes to different accents by playing recordings of speech to a range of different listeners and giving them a questionnaire.

Task 1

What common prescriptive attitudes and rules can you think of? Tip: Think about the attitudes to language in your school.

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Theory 19: Macaulay (1977) *Language, Social Class and Education: A Glasgow Study*

Macaulay focused on the connection between class and language variation. He carried out a cross-comparison between an individual's social class (based on occupation and geographical location) and their use of certain phonetic varieties and pronunciations. He found that there was in fact a correlation between social class and the pronunciation of vowels and glottalisation. Macaulay then took his study one step further, and interviewed employers and teachers of 'working-class' Glaswegian varieties. He revealed that opinions about the Glaswegians were more closely linked to opinions about the speaker of the variety, rather than the variety itself. In other words, their attitude to Glaswegian was rooted in the stereotypes of working-class individuals.

Task 2

What opinion do you have, or think others might have, about the accents in the table below? Write down your stereotypes and connotations when writing your answer.

Accent	Positive Opinions	Negative Opinions
Birmingham		
Newcastle		
Liverpool		
Cockney		
RP		
Sheffield		
Irish		
American		

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Theory 20: Smith (1979) *Attitudes to Language in a Multicultural Community in East London*

Smith interviewed speakers about their opinions of the cockney accent. He found that cockney was identified as having low status (rated in regard to intelligence, attractiveness, etc.) by those who used it. The cockney speakers participating in the investigation had negative stereotypes of cockney, diminishing the value of their own accent. This shows how the values held by the influential and powerful diffusing across society.

Prestige is a concept of value and worth – the regard in which we hold something. We've seen that RP and Standard English are valued above regional variants. What we haven't explored are the realm of prestige: *Overt Prestige* and *Covert Prestige*. While an individual's accent and language change unconsciously over time, speakers can also consciously adapt their accent towards specific perceived prestige (or lack thereof) they maintain.

Overt prestige is prestige gained through the use of the dominant, 'proper', 'correct' variety, such as RP or Standard English.

Wider Reading

The following article is a good example of overt prestige in action.

David and Victoria Beckham 'getting posher', study finds.

<http://www.bbc.co.uk/news/uk-england-22179969>

Task 3

Do you think people in the media spotlight are more likely to strive for overt prestige? Why or why not?

Covert prestige is prestige gained through the use of the (debatably) minority, 'improper', language, such as a regional dialect like MLE. It gives an individual access to a group identity that is non-prestigious and not respectable by conventional society and 'outsiders'.

Wider Reading

The following article is a good example of covert prestige in action.

Why are so many middle-class children speaking in Jamaican patois? Father of an 11-year-old girl explains a baffling trend.

<http://www.dailymail.co.uk/femail/article-2331631/Why-middle-class-children-speaking-jamaican-patois-father-11-year-old-girl-laments-baffling-trend.html>

Task 4

Do you or anyone you know use covert prestige? How?

21

Theory 21: Labov (1966) *The Social Stratification of English in New York City*

Labov went to three different department stores in New York: Saks & Company (representative of the upper classes); Macy's (representative of the middle classes) and S Klein (representative of the lower classes). Labov asked employees at each department store where he was looking for a department (which he already knew was on the fourth floor) and recorded the response.

The employee would tell him the department he was looking for was on the fourth floor. He would then ask again, as though he hadn't heard, to get them to repeat the answer. He found that the higher the social class, the more the employee used the vocalic /r/ (the 'r' after a vowel).

So employees at Saks used the most prestigious form of language; in the case of Macy's, he asked them to repeat their utterance to show the prevalence of the post-vocalic /r/ and to show a conscious desire for prestige; S Klein employees used post-vocalic /r/ less frequently, possibly suggesting a preference for covert prestige.

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**Zig Zag
Education**

Task 5

If you wanted to carry out a similar experiment to Labov's 1966 New York study, what would you do?

22
Theory 22: Trudgill (1974) *The Social Differentiation in Norwich*

Trudgill studied the effect of class and gender on the use of Standard English features like 'ing' > 'in' and intervocalic 'd' > 't' glottal stop. His research found that 'ing' endings as 'in' and using glottal 'd' in place of 't' were a more working class feature. The lower the class, the more likely a speaker would pronounce 'bottle' as 'bo'le'. He also found that within this pattern of variation, men were more likely to use the non-standard than women. This suggests that women are more conscious variations of language, and men tend to gravitate towards more prestigious variations of language.

**Task 6**

What other theories from language study can you link with Trudgill's 1974 comments?

Investigation Idea

Investigate the differences between a male and female speaker with the same accent. Control several variables, such as their geographic history, age, class, etc. You could record a conversation, lexical sets, and reading passages of text.

23
Theory 23: Gumperz (1982) *Discourse Strategies*

Covert prestige is concerned with aligning oneself with a particular group, often of a stigmatised variety. Gumperz (1982) used the terms 'we' code and 'they' code as a way that language or dialect can act as a marker of identity. Users of a particular dialect perceive their own manner of speaking as the 'we' code, tied to informal contexts and relations. They perceive the majority dialect or language as the 'they' code, tied to formal relations and overt prestige.

**24**
Theory 24: Fishman (1966) *Language Loyalty in the Maintenance and Perpetuation of Non-English Mother American Ethnic and Religious Groups*

Fishman investigated the continued use of non-English native languages by ethnic groups and ethnicities in America. He used the term 'language loyalty' to describe choosing to use minority languages over majority languages. We could use this in a similar way to the Gumperz (1982) 'we' and 'they' codes.

Task 7

What effect might using a minority language have on the speaker?



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World Englishes (English in Other Countries)

International varieties of English are a part of the A Level specification.

English is the official language of over 50 countries, and although it doesn't have a native language, it certainly boasts one of the most diverse populations of speakers across the world due to the influence of the British Empire between the sixteenth and twentieth centuries.

Task 1

How many countries can you name where English is the de facto or de jure official language?

25



Activity 25: Kachru (1992) The Other Tongue: English

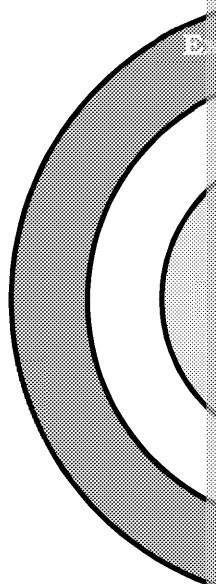
Kachru created a model that helps us describe the spread of English as a language.

The Inner Circle is made up of traditionally English-speaking regions, which are the result of the first diaspora, which refers to the movement of a population from its initial homeland. This circle includes the UK, USA, Australia and South Africa among others. The Inner Circle is 'norm-providing', which means it dictates what are considered the 'norms' in English.

The Outer Circle is made up of the regions where English is not the native tongue, but the result of the British Empire and the second diaspora. English is typically a lingua franca in these countries, such as India and Pakistan. The Outer Circle is 'norm-developing'.



The Expanding Circle is made up of regions with no precedent of the English language. It is primarily for international communication in these countries, such as China. The Expanding Circle is 'norm-dependent', which means that it mirrors the 'norms' dictated by the Inner Circle.



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English Elsewhere in the British Isles: Scottish, Welsh and Hiberno (Irish)

Task 2

If you were to do an impression of a Scottish, Welsh or Irish speaker, what kinds of

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Theory 26: Stuart-Smith et al (2003) *‘Talkin’ Jockney: Change in Glaswegian Accents*

Stuart-Smith et al analysed the speech of 32 Glaswegian speakers. The spread of TH-fronting and the realisation of /wh/ in words like ‘what’



- (i) Middle-class speakers were overwhelmingly more likely to use [tʰ]
- (ii) Working-class speakers were more likely to use [f] (the emerging pronunciation originating in the south of England).
- (iii) Working-class speakers were more likely to use [h] (the traditional pronunciation).

Wh-pronunciation

- (i) Middle-class speakers were more likely to use [hw] (the traditional pronunciation).
- (ii) Working-class speakers were more likely to use [w] (the Standard English pronunciation).

Read more here: <http://glasgowsciencefestival.org.uk/media/media>

27

Theory 27: Thomas (1984) *Welsh English (in Trudgill)*

Thomas broadly distinguishes between two models of Welsh English: the southern model and the northern model.

- (i) **The southern model** is the variety spoken by the majority of the Welsh population, found primarily in the most easterly parts of Wales that share a border with England. This variety has echoes of dialects found in the south-west of England. It indicates that the southern model is based on RP and Standard English. As the variety will slowly assimilate with English dialects and distance from the English border, the variety will slowly assimilate with English dialects and distance from the English border.
- (ii) **The northern model** is the variety found primarily in the more westerly parts of Wales. This variety has echoes of dialects found in the north of England. The further west into Wales one goes, the less influence the north-western dialects have. Instead, the newly revitalised Welsh language is more influential.

28

Theory 28: Hickey (2007) *Irish English: History and Present*

Hickey lists several features as being indicative of Irish English. Some of these are:

- (i) Realisation of dental fricatives, such as [θ] as dental plosives, such as [tʰ], is characteristic of southern Irish English (for example, ‘thing’ might be realised as [tʰɪŋ]).
- (ii) Consonant clusters, such as /lm/ and /rm/, are subject to a process of ‘rhoticisation’ so that [fɪlɪm] and [fɔ:ɪm] becomes [fɔ:ɪəɪm] (a feature of Irish English in general is a rhotic variety – /r/ is usually pronounced as [ɾ] instead of [gɜ:l] (girl)).



Read more: zzed.uk/theory-28

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Antipodean English

Britain first settled in Australia with the objective of establishing a penal colony in 1788. English was brought under British sovereignty in 1840. English is the *de facto* language of both countries and marks one of the largest dialects of English.

29

Theory 29: Britain (1992) *Linguistic Change in Intonation of High Rising Terminals in New Zealand English*

High rising terminals (HRTs), popularly known as upspeak or uptalk, refer to intonation with declarative sentences. Britain investigated the use of HRTs as used by Maori and Pakeha speakers (two ethnicities in New Zealand). She found that HRTs were much more common in young Maori speakers and suggested that it played the role of a positive politeness marker.



30

Theory 30: Guy et al (1986) *An Intonational Change in Australian English*

Guy et al investigated rising intonation in declarative sentences, termed Australian Question Intonation (AQI). They stated that AQI was primarily used as a way for speakers to check the listener's understanding, and found that it was used most often by young working-class interlocutors. They showed that this must be a case of change, as it was not present in these groups 20 years prior.

31

Theory 31: Bell & Holmes (1992) *H-droppin': Two social variables in New Zealand English*

Bell and Holmes studied data from interviews with working-class interlocutors. They found that H-dropping was used more by men than women – particularly older speakers. Pakeha women, on the other hand, seemed to avoid the linguistic variation. They also found that the realisation of -ing endings with [n] occurred more often in women.



Bell and Holmes concluded that both features occurred less often than in American English dialects.

Task 3

Look at the table of Australian slang below. What do you think they mean?

Slang	Meaning
Barbie	
Corker	
Bogan	
Thongs	
Billy	
Dunny	
Arvo	
Straya	



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Theory 32: Bryant (1985) *Regional variation in the Australian English lexicon*

Bryant carried out an investigation into lexical variation across Australia.

- (i) Bryant found that the main source of regional words in Australia is British English (followed by American English and Aboriginal languages) due to the settlement of Australia by Britain and the maintained relationship between Britain and Australia.
- (ii) She found that there was little variation in the lexicon across the country – far less than in Britain, where differences in regional lexicons are common.
- (iii) She also notes the lack of traditional rural dialects in Australia – the differences between urban centres and countryside in countries like Britain can be stark, but Bryant found little of this in Australia.
- (iv) Bryant stated that the use of Australian regional words was not dissimilar to that of English colonised by the British – varieties spread quickly from the first settler localities into large regional dialect areas (as opposed to the much smaller regional dialect areas in Britain). As a result, it is more difficult to tell where in Australia a speaker is from, in contrast to English from England whose regional variety can usually be discerned down to a small area.

Read more here: <https://openresearch-repository.anu.edu.au/handle/1885/8555>

Indian English

English is the lingua franca commonly used in India. It is a language that is used by speakers who do not have the same mother tongue), and has played a significant role in Indian society since its introduction in the 1800s.

Theory 33: Kachru (1965) *The Indianness in Indian English*

Kachru investigated the differences between British English and Indian English. He found that the Indianisation of English was the result of complex social and cultural differences between British English speakers and Indian English speakers.

Indian speakers have mapped new meanings relevant to their culture onto existing English words. For example, he gives the example of 'flower bed', which in English denotes a piece of land where flowers are grown. In Indian English, on the other hand, it is used to denote a place where newly-wed couples consummate their marriage.

Read more here: <http://www.tandfonline.com/doi/pdf/10.1080/00437956.1965.9962484>

Theory 34: Trudgill & Hannah (1994) *International English: A Guide to Varieties of Standard English*

Trudgill and Hannah found that nearly all the alveolar consonants used in British English have retroflex counterparts in Indian English. For example, [ɖɒg] in contrast to [dɒg] in British English, and [tɹɪ] in contrast to [tri:]. To make the retroflexion yourself, start by placing your tongue in the position for [d], then move the tip of your tongue backwards along the roof of your mouth behind the alveolar ridge.

They also found that mass nouns were frequently pluralised in Indian English, such as 'woods' instead of 'wood'.

Wider Reading

While aesthetically dated, this website provides some interesting insights into *IndE*.

Language in India

<http://www.languageinindia.com/junjul2002/baldrigeindianenglish.html>

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In interaction, Lange found that speakers of Indian English (**IndE.**) often repeated segments of the previous interlocutor's turn. She suggested that this was a politeness strategy to achieve a sense of cohesion across contact.

Diglossia

Diglossia occurs when a speech community (a group of people unified by shared linguistic features) uses *two* varieties of the same language or two different languages. In either case, one of the varieties is attributed more value than the other. This value (or lack of value) affects the scenarios in which each variety is acceptably used. Trigglossia, as you might expect, is where *three* varieties with different levels of value are used in a speech community, but these are much rarer.

Ferguson defined diglossia as a speech community with a high variety (or H variety) and a low variety (or L variety) of the same language, and posited that each variety had a specific function. The H variety was appropriate for formal contexts, such as the workplace, and the L variety was appropriate for informal contexts, such as at home or with friends. Ferguson gave the following examples of diglossic societies:

- Switzerland – High German (H) and Swiss German (L)
- Greece – Katharevousa (H) and Dimotiki (L)
- Haiti – Standard French (H) and Haitian Creole (L)

You might not think of Britain as a bilingual community – granted, immigration has seen a rise in the use of many languages, but the majority of the native population remain monolingual in practice (not to mention that most students studying French, German or Spanish during High School!).

In actuality, Britain *has* been a diglossic bilingual society in the past. With the Norman conquest, Norman French was implemented as the language of the elite, with Old English spoken by the common people. This is quite an extreme example of diglossia. The two languages had different functions, but since there was a stark class separation, nobility would have had little reason to learn Old English, and the common people would have had little reason to learn Norman French.

Diglossia can be an interesting source of language change. The change induced by the contact between Old English and Norman French was almost entirely lexical borrowing.

Task 4

- Consider the following words borrowed from French: *commerce, embassy, justice, government*. Which words do you think have in common?
- Investigate the use of French and English words for domesticated animals and food (e.g. *beef, pork, chicken*). What is the pattern of usage (i.e. when is the French origin used and when is the English origin used)?

When language does change in diglossic communities, it tends to be the low variety that eventually changes, as it diverges from the high variety, since the high variety is characterised by strict rules and conventions (and is often discouraged and avoided). If we apply the concept of diglossia to varieties of English, it's pretty clear that Standard English, as the high variety, remains fairly constant, while regional varieties and dialects undergo frequent changes.

Codeswitching

While codeswitching has traditionally been thought of as being a bilingual strategy in the speech of monolingual interlocutors (speakers). Code is another word for a language variety. Codeswitching is when speakers switch between different language varieties, consciously or unconsciously. For example, switching between a variety suitable for use with a colleague (regional dialect) and a variety suitable to use with their employer (such as Standard English).

37

Theory 37: Gumperz (1982) *Discourse Strategies*

Gumperz differentiated between Situational Codeswitching and Metalinguistic Codeswitching. Situational Codeswitching occurs when the use of language is influenced by the situation. For example, switching to a regional dialect because you're communicating in a regional context. Metalinguistic Codeswitching occurs when the use of language influences the situation. For example, switching to a regional dialect marks the situation as informal.

The most common types of codeswitching are *intrasentential*, *intersentential* and *inter-turn*.

- Intrasentential codeswitching is where an interlocutor uses two language varieties in the same sentence.
- Intersentential codeswitching is where an interlocutor uses two language varieties in different sentences (that is, a sentence is completed in one variety and the following sentence is in another).
- Inter-turn codeswitching is where an interlocutor uses two language varieties in different turns of conversation, a speaker uses one language variety for a turn and uses a different variety in the next turn).

Task 5

- What reasons can you think of for codeswitching between different language varieties?
- Do you codeswitch?

A Note on Creoles, Pidgins and Patois

Let's start by getting *patois* out of the way. *Patois* is the odd one out here, and not because it doesn't describe any variety of language that isn't the Standard variety, and is most often used to describe a regional dialect. For that reason, we're more interested in the other two. Creole and pidgin are another pair of distinct definitions.

Pidgins arise when speakers of two or more separate languages come together. The result is an amalgamation of features from multiple languages. They're usually characterized by a simplified grammar, since they are never the L1 (first language) of any of the speakers. They've often been associated with trade and commerce, when speakers from different countries need a common language for communication to conduct business and they do not share a language.

Creoles are the next step for a pidgin variety. Creoles can be the L1 of a group of people when the children of pidgin speakers take on the pidgin as their L1, and expand the vocabulary and grammar of the pidgin until it is a fully functioning language. One such creole is Jamaican Creole, and another is Multicultural London English (See Dialect section, Example Dialect: Multicultural London English).

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Theory Memoire

No.	Section	Theorist	Year	Title
1	Accent	Wells	1982	Accents of English
2	Accent	Labov	1972	The Social Motivation of Language Change
3	Accent	Trudgill	1985	Dialect and Accent in English
4	Dialect	Trudgill	2000	The Dialects of England
5	Dialect	Milroy & Milroy	1978	Belfast: Change and Variation
6	Dialect	Snell	2010	Dialect, interaction and identity
7	Dialect	Sebba	1993	London Jamaican: Language in Contact
8	Dialect	Hewitt	1986	White talk, black talk: Language and communication among young people in London
9	Dialect	Rampton	1998	Language Crossing and Cultural Mixing
10	Dialect	Rampton	2006	Language Crossing and Cultural Mixing
11	Dialect	Cheshire	2011	Contact, the feature position and the emergence of Multicultural English
12	Dialect	Stoddart et al	1999	Sheffield dialect in the 1990s
13	Dialect	Kerswill	2003	Dialect levelling and geographical variation in English
14	Dialect	Auer & Hinskens	1996	The convergence and divergence of dialects in New and not so new dialect areas
15	Dialect	Trudgill	1974	The Social Differentiation of English
16	Dialect	Giles	1973	Accent mobility: a model of language change in contact
17	Dialect	Watson	2006	Phonological resistance to change in the West of England
18	Attitudes	Giles & Johnson	1981	Ortholinguistic identity and the approach to language change
19	Attitudes	Labov	1977	Language, Social Class and Attitudes
20	Attitudes	Smith	1979	Attitudes to Language Change in East London
21	Attitudes	Labov	1966	The Social Stratification of English

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No.	Section	Theorist	Year	Theory Title
22	Attitudes	Trudgill	1974	The Social Differentiation of English
23	Attitudes	Gumperz	1982	Discourse Strategies
24	Attitudes	Fishman	1966	Language Loyalty in the United States: Maintenance and Perpetuation of Tongues by American Ethnic and Racial Groups
25	English in Other Countries	Kachru	1992	The Outer Circle: English across the World
26	English in Other Countries	Stuart-Smith et al	1997	'Talkin' Jockney'? Variation and Change in Scottish English Accent
27	English in Other Countries	Thomas	1984	Welsh English (in Trudgill's Languages in Contact)
28	English in Other Countries	Hickey	2007	Irish English: History and Present
29	English in Other Countries	Britain	1992	Linguistic Change in Intonation: The Role of Rising Terminals in New Zealand English
30	English in Other Countries	Guy et al	1986	An intonational change in progress: The case of New Zealand English
31	English in Other Countries	Bell & Holmes	1992	H-droppin': Two sociolinguistic variables in New Zealand English
32	English in Other Countries	Bryant	1985	Regional variation in the Australian English accent
33	English in Other Countries	Kachru	1965	The Indian Circle in Indian English
34	English in Other Countries	Trudgill & Hannah	1994	International English: A Guide to Varieties of Standard English
35	English in Other Countries	George	2012	The Syntax of Spoken Indian English
36	English in Other Countries	Ferguson	1959	Diglossia
37	English in Other Countries	Gumperz	1982	Discourse Strategies

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Exam Tips

Time and Planning

- Planning is very important, for three key reasons:
 - Writing an essay off the cuff won't leave you with a cohesive response, and all over the place.
 - There's nothing worse than writing an essay response and then losing your mind when you have to write it down in quick, sharp bullet points first!
 - If you run out of time in an exam, the examiner can look at your plan to talk about. This might snag you a few extra marks!
- Everyone has a fear about running out of time in an exam. The only way to write in an exam is to practise, practise, practise. It might not seem like much to prepare yourself.

Exam Question Wording

- The different question types on your exam paper will always use the same phrasing to compare – make sure you compare! If the question asks you to evaluate, or assessment about the concepts and ideas you are using. So make sure you

Theory

- You don't need to know every single theory in this resource! Don't forget that you should be able to display a good amount of knowledge about (language and culture groups, language and occupation, etc.), so don't put all your eggs in one basket and practise applying a range of theories in a good amount of detail.
- Even more important than remembering theories is knowing how to use them. Don't be chucking them in here, there and everywhere. Make them relevant and remember to show the examiner you know how to be critical as well as analytical. If a theory fits with the text or data you're required to work with in the exam, say so!

Marks

- During revision, remember to keep an eye on the assessment objectives to do to achieve the top band of marks in this AO? These are what the examiner is looking for, so it makes sense to be acquainted with them. You can use the Student Guide in this course companion to help you understand what skills each assessment objective is looking for.
- Each question in the exam will tell you how many marks it is worth, but it won't always be awarded to each assessment objective. That's why you should find this out before the exam. The focus of your response should be.

Teacher Knows Best!

- If you have any concerns about your exam, raise them with your teacher! Don't wait until it's too late. They're here to help, so heed their advice!

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Exam Practice 1

AS Level Paper 2 Question [01] or [02] Practice

For AS Level Paper 2: Language Varieties Question [01] or [02] you will need to write an essay in which you **discuss** a key concept from language study with the support of the data provided.

Table 1 is a table of data from ComRes 2013 showing the opinions of over 2,000 people on the intelligence of certain accents.

Discuss the idea that accents are a source of prejudice. In your answer, use the knowledge you have and examples from language study.

Table 1

Accent	Not at all intelligent	Neither intelligent nor unintelligent
Belfast	5%	48%
Birmingham	11%	44%
Cardiff	4%	52%
Devon	3%	46%
Edinburgh	2%	44%
Liverpool	13%	40%
London (Cockney)	7%	43%
Manchester	5%	50%
Newcastle	7%	46%
RP	2%	27%

Accessed: http://www.global.com/wp-content/themes/comres/poll/ComRes_ITV_National_Poll_2013.pdf

A Level Paper 2 Question [01] or [02] Practice

For A Level Paper 2: Language Diversity and Change Question [01] or [02] you will need to write an essay in which you **evaluate** a key concept from language study. Unlike the AS Level equivalent question above, you will not be provided with any data.

Evaluate the idea that accents are a source of prejudice.

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Exam Practice 2

AS Level Paper 2 Question [01] or [02] Practice

For AS Level Paper 2: Language Varieties Question [01] or [02] you will need to write an essay response whereby you **discuss** a key concept from language study.

Text 1 is an extract from a *Mirror* article titled 'Trainees with Northern accents told to speak the Queen's English'.

Discuss the belief that some varieties of language are more valuable than others.

In your answer, refer to the text and your own knowledge and examples from language study.



Text 1

Trainee teachers with northern accents are pressured to speak 'the Queen's English' according to new research.

The study suggests that accents most associated with the Home Counties were favoured in the training profession.

Researchers say teachers with northern accents suffer 'linguistic prejudice' in a profession that tolerate prejudice based on race and religion.

And they said accents are now the 'last form of acceptable prejudice' in our society.

Accessed: <http://www.mirror.co.uk/news/uk-news/teachers-northern-accents-told-posh-79>

A Level Paper 2 Question [01] or [02] Practice

For A Level Paper 2: Language Diversity and Change Question [01] or [02] you will need to write an essay in which you **evaluate** a key concept from language study. Unlike the AS Level equivalent question, however, you will not be provided with any text.

Evaluate the belief that some varieties of language are more valuable than others.



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Exam Practice 3

AS Level Paper 2 Question [03] Practice

For AS Level Paper 2: Language Varieties Question [03] you will need to write an opinion article. A text will be provided for you to refer to in your response.

Read Text 2 below.

Text 2

Geordie dialect gannin out of fashion

<https://www.theguardian.com/uk/2001/apr/06/martinwainwright>

Write an opinion article in which you discuss the issues surrounding dialect levelling for your target audience before you begin.

A Level Paper 2 Question [03] Practice

For A Level Paper 2: Language Diversity and Change Question [03] you will need to analyse and compare two texts. The A Level question will provide two texts for you to refer to in your response.

Read Texts 2 and 3 at the links below.

Text 2

Geordie dialect gannin out of fashion

<https://www.theguardian.com/uk/2001/apr/06/martinwainwright>

Text 3

Are these the most endangered accents of English?

<https://www.theguardian.com/commentisfree/2014/may/27/endangered-accent>

Explore how language is used in Text 2 and Text 3 to reveal views about dialect levelling. You should:

- evaluate the ways both texts introduce their viewpoints;
- explore similarities and differences between the texts.

A Level Paper 2 Question [04] Practice

For A Level Paper 2: Language Diversity and Change Question [04] you will need to write an opinion piece. The A Level question will provide two texts for you to refer to in your response.

Write an opinion article about the idea that all accents are converging on a single standard form of English. Discuss the strengths and problems discussed in Text 2 and Text 3 (linked above) and argue your own case.

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Exam Practice 4

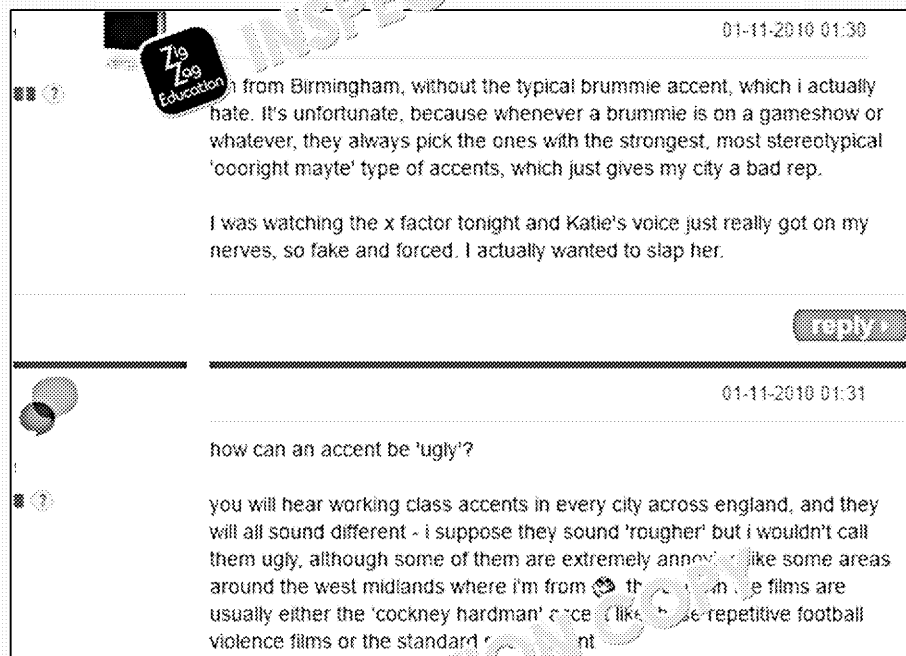
AS Level Paper 2 Question [03] Practice

For AS Level Paper 2: Language Varieties Question [03] you will need to write an opinion article. A text will be provided for you to refer to in your response.

Text 2 is an extract from a discussion on The Student Room, titled 'Are most English accents from Birmingham, without the typical brummie accent, which I actually hate. It's unfortunate, because whenever a brummie is on a gameshow or whatever, they always pick the ones with the strongest, most stereotypical 'oorright mayte' type of accents, which just gives my city a bad rep.

I was watching the x factor tonight and Katie's voice just really got on my nerves, so fake and forced. I actually wanted to slap her.

Text 2



01-11-2010 01:30

from Birmingham, without the typical brummie accent, which I actually hate. It's unfortunate, because whenever a brummie is on a gameshow or whatever, they always pick the ones with the strongest, most stereotypical 'oorright mayte' type of accents, which just gives my city a bad rep.

I was watching the x factor tonight and Katie's voice just really got on my nerves, so fake and forced. I actually wanted to slap her.

reply

01-11-2010 01:31

how can an accent be 'ugly'?

you will hear working class accents in every city across england, and they will all sound different - i suppose they sound 'rougher' but i wouldn't call them ugly, although some of them are extremely annoying like some areas around the west midlands where i'm from. the accents in the films are usually either the 'cockney hardman' type (like those repetitive football violence films or the standard 'chav' type)

A Level Paper 2 Question [03] Practice

For A Level Paper 2: Language Diversity and Change Question [03] you will need to analyse and compare two texts. The A Level question will provide two texts for you to refer to in your response.

Text 2

An extract from a discussion on The Student Room, titled 'Are most English accents from Birmingham, without the typical brummie accent, which I actually hate. It's unfortunate, because whenever a brummie is on a gameshow or whatever, they always pick the ones with the strongest, most stereotypical 'oorright mayte' type of accents, which just gives my city a bad rep.

(See text above).

Text 3

An extract from a 2011 blog post titled 'Accents and IQ's' by John Craig on his blog.

Explore how language is used in Text 2 and Text 3 to reveal attitudes to accents.

- evaluate the ways both texts introduce their viewpoints;
- explore similarities and differences between the texts.

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Text 3

If you're like most, your opinion of someone's intelligence will be formed partly by how unfair that snap judgment may be. British accents, at least upper class ones, suggest superior intelligence. 'The sun will rise in the West tomorrow' just doesn't sound like something a Cockney would say. William F. Buckley was brilliant, but the mid-Atlantic does not convey intelligence. Americans who try to sound vaguely British are not almost always the opposite of intelligent. Cockney accents often exude resentment of the stratified class system of England working class people have reason to be, but I am spiteful comments. Not dumb comments, just spiteful ones. Australian accents are neither smart nor dumb. But they are far more appealing, because they are the way Cockney accents do not. Perhaps it's because there's no hereditary upper class

A Level Paper 2 Question [04] Practice

For A Level Paper 2: Language Diversity and Change Question [04] you will need to write an opinion piece. The A Level question will provide two texts for you to refer to in your response.

Write an opinion article about the idea that some accents are better than others. Discuss the problems discussed in Text 2 and Text 3 (linked above) and argue your own opinion.

Exam Practice 5

A Level Paper 2 Question [01] or [02] Practice

For A Level Paper 2: Language Diversity and Change Question [01] or [02] you will need to write an essay in which you **evaluate** a key concept from language study. Unlike the AS Level equivalent question, you will not be provided with any data.

Evaluate the belief that international varieties of English such as American English and British English.

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Revision Section

Regional and National Variation Quiz

1. What is an accent?

.....

.....

2. What is a dialect?

.....

.....

3. What is an idiolect?

.....

.....

4. What is a sociolect?

.....

.....

5. What are Wells' (1982) Lexical Sets and what do we use them for?

.....

.....

6. Define **dialect** in your own words.

.....

.....

7. What term do we use to describe prestige gained through the use of the dominant form of a language, such as RP or Standard English?

.....

.....

8. What is the difference between prescriptivism and descriptivism?

.....

.....

9. Which theorist investigated the 'rhoticity' of the New York accent in 1966?

.....

.....

10. Transcribe the following sentence in your own accent:

I'm going to pass my English Language examination with flying colours!

.....

.....

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11. What is dialect levelling?

.....

.....

12. What do we mean by divergence and convergence?

.....

.....

13. What is the North-South Divide?

.....

.....

14. What is the difference between Standard English and Received Pronunciation?

.....

.....

15. What are the two types of codeswitching differentiated by Gumperz (1982)?

.....

.....

16. Give two reasons why the growing vernacular in mid-1970s London was called

.....

.....

17. When we describe codeswitching as being *intrasentential*, what do we mean?

.....

.....

18. What process did Rampton (1998) term *language crossing*?

.....

.....

19. What does a Matched-Guise Experiment allow linguists to do? Hint: Giles (1973)

.....

.....

20. Which two features of originally southern dialect are spreading further and

.....

.....

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Student Sheet: Regional and National Variation B

Fill in the five-by-five bingo grid below with a **random** selection of the following words (one word per box). Your teacher will read out a clue. If the clue matches one of the words in the grid, cross it off. Aim to complete a row or column, and then go for the full house.

1. Accent	11. Labov (1963)	2
2. Dialect	12. Standard English	2
3. Idiolect	13. Multicultural London English (MLE)	2
4. Register	14. Language Crossing	2
5. Ethnolect	15. Dialect Levelling	2
6. Diphthong	16. Gravity Model	2
7. The North–South Divide	17. Accommodation	2
8. The Danelaw	18. Convergence	2
9. Isogloss	19. Divergence	2
10. Lexical Sets	20. Prescriptivism	3

		FREE SPACE	

Teacher Sheet: Regional and National Variation B

Read out the clues below in a random order (you can adapt, edit and add to the difficulty as you see fit). When a student wins, you can ask them to explain their

Clue
The way we pronounce words
A variety distinguished by social group or geographical location
A variety used by individual speakers
A variety of language used in certain contexts
A variety of language used by a particular ethnic group
A vowel sound that changes slightly throughout its realisation
An imaginary divide between the north and south of England
A peace treaty between the Danes and the Anglo-Saxons
A division of a geographical area based on linguistic variables
A series of words compiled by Wells in 1982
A study of phonological change in Martha's Vineyard
The dominant variety of English
A dialect typically spoken by young people in the south of England
When one speaker uses small aspects of a language but can not claim ownership
The process of dialects becoming more similar and losing variation
A description of feature diffusion coined by Trudgill in 1973
Adapting your speech so you sound closer to the other interlocutor(s)
Varieties become more similar
Varieties become more different
The belief that one variety is more valuable or more correct than another
The study of how language is used rather than saying how it should be used
A way for linguists to investigate the honest opinions of individuals towards accents
When words beginning with a /th/ are pronounced with a /f/
Prestige gained through the use of the 'improper', 'incorrect' variety of a language
When one variety of language has more value than another variety of language in the same speech community
When speakers switch between varieties of language
Prestige gained through the use of the 'proper', 'correct' variety of a language
A study on the lack of accent levelling in Liverpool English
The reason why the term London <i>Jamaican</i> were discussed by...
A vowel sound that remains constant throughout its realisation

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Regional and National Variation Dominoes

Match each theory with the correct theorist.



Martha's Vineyard – a study into the pressure for and resistance to phonological change in a popular tourist location.

Petyt (1987)



Belfast Study – discovered that speakers' idiolect is determined in part by their social network, rather than solely as a result of their membership of certain social groups (like gender).

Ampton (2004)



Investigated dialect levelling in Reading, Milton Keynes and Hull. Found that the accents of the southern speakers were showing the signs of a loss of marked features, whereas the northern speakers in Hull were much more sheltered from levelling.

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Er & Hinskens

(1996)



Accommodation – this theory has since been built upon by many other linguists. The theory stipulates that speakers adapt their speech during interaction so that they sound closer to the other interlocutor(s), with an aim of reducing social differences to increase ease of communication, likeability and attraction among others.

Giles (1987)



Glasgow Study – found that there was a correlation between social class and the pronunciation of vowels and glottalisation of 't'. Also found that opinions about working-class Glaswegian accents were rooted in the stereotypes of working-class individuals rather than based on the accent itself.

Smith (1979)



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Regional and National Variation Revision Boxes

Use the boxes below to plot the key areas of Regional and National Variation in a
Remember to keep it brief – use illustrations and one-word headings where possible
your key points into the box!

Accent



Dialect



Attitudes to Regional and National Variation

English in Other Countries



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Regional and National Variation Presentation

In groups of four, create a presentation (3 to 5 minutes) to give to the rest of the class on Regional and National Variation. For example, you might discuss attitudes, accents, codeswitching, a specific theory, a specific accent, etc.

You should:

- include new information you have learnt from your own research
- display a detailed and in depth knowledge of your chosen topic
- try to make at least one sync with another part of the course

Use the boxes below to plan what each slide of the presentation will include, and who will be responsible for it. You should practise the presentation together as a group and then present to the rest of the class. Be prepared to answer any questions from the class.

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Answers

Indicative Content for Tasks

Many of the tasks in this resource require students to analyse their own accent and dialect. Examples have been given in the accent/dialect of the author, which may prove useful for students.

Initial Discussion Points

These are open-ended questions. Student responses will vary.

Accent

Task 1

Student responses will vary depending on their accent. West Yorkshire speaker: the only /a/ is /hat/ and the first vowel in /character/: [hat]; [hɑ:l]; [ʝeɪndʒ]; [təmə:tə]; [skɛptɪkəl] found in /range/.

Task 2

Student response will vary. Example sentence: The boy brought the rough dough through

Task 3

Student response will vary depending on their accent. West Yorkshire speaker:

Word	Transcription
Dog	[dɒg]
Cat	[kæt]
Sugar	[ʃʊɡə]
Judge	[dʒʊdʒ]
Axe	[aks]
The	[ðə]
Think	[θɪnk]
Church	[tʃɜ:tʃ]
Crayon	[kreɪɒn]
Running	[ˌʌnɪŋ]
[Your name]	[tɒməs]

Task 4

North	South
Friendly	Unfriendly
Cheap	Expensive
Cold	Warm
Farmers	Businessmen
Posh	Posh
Lower-class	Upper-class

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Task 5

Student response will vary depending on where in the country they are from. West Yorkshire is just beneath Manchester. The placement of the line varies because there is no *right* answer. For the speaker, the higher up the north–south divide seems to be placed.

Task 6

Student response will vary depending on their accent. Even speakers of the same accent

Task 7

Spontaneous speech is continuous speech. This has an effect on our pronunciation, through lack of concentration and attention on pronouncing each word. We might make them more to say each one four times. For example, choosing the second example to analyse (or similar extract in which you find a word multiple times – this way the speaker does not know). Speaker unintentionally change the way they speak if they know what part of the

Task 8

Maintaining an accent allows us access to group membership. Group membership, the social and our use of language as much as we define ourselves. Changing one's accent can be seen interpreted as the speaker no longer wishing to be associated with other speakers of that social species – accent and dialect are one way we can connect with other individuals.

Task 9

Student response will vary depending on their accent and geographical location. The main rhyming with cone or gone; three pronounced with a /th/ or an /f/; tongue pronounced with an arm pronounced with rhoticity or without; butter pronounced with /t/ or a glottal stop; to [tu:nə]; no pronounced with an [əʊ] or something else.

Task 10

Student response will vary depending on accent, dialect, geographical location, gender, age

Task 11

There were eight Japanese gentlemen here, a big winner at Bentley's. They spoke to each other in an incomprehensible tongue, but they all with a courteous smile and often with a small bow. Sometimes the pretty girl who sat at the window beyond gave them a passing glance, but she was too serious for her beauty to attract attention to anyone in the world except herself and her companion.

Dialect**Task 1**

This is an ongoing task that the students can extend to other course companions and work to include any of the key theories discussed in this resource, or definitions to key words like

Task 2

Languages are given support by the government, whereas dialects are not – this means it is languages (although languages do die too! Latin is perhaps the most famous example – but a language that doesn't have a community of native speakers. An 'extinct language', on the other hand (whatever). Languages are also attributed more value than dialects. When a variety (previously as Luxembourgish in Luxembourg) is recognised as a language, it can be a source of national pride. A common misconception that one nation = one language. This is a dangerous notion, since it marginalises

Task 3

Student response will vary. Key information to include is: accent (the way we pronounce words distinguished by social group or geographical location); Standard English (a dialect considered 'valuable' or 'correct'); regional dialects or varieties considered less 'valuable' or 'correct'.

Task 4

Tyke (Yorkshire)	Tyneside (Geordie)	MLE
Ginnel – alley	Bairn – child	Wagwan – what's up
Barmpot – fool	Crack/Craic – good time	Peng – good, attractive

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Task 5

Student response will vary. West Yorkshire speaker: barmpot (fool), sithee (see you, see anything), frame thyssen (pull yourself together).

Task 6

- (i) See table.

Tyke (Yorkshire)	Tyneside (Geordie)	MLE
'Pass <i>me</i> the salt' – using plural object form pronoun rather than singular (me)	'He <i>was</i> in', plural past tense instead of singular past.	'Why <i>are</i> you lying?' – ellipsis of 'are', and use of preposition to mark end of question.
'Thos <i>are</i> are at it again' – plural form used as a determiner.	'You've <i>given</i> me a cold!' – present instead of past.	'I <i>am</i> joking' – third-person singular present instead of first-person singular present.

- (ii) Student response will vary. Might include something such as double negatives.

Task 7

Student response will vary. It may be the case that there are no students in your class who are likely to occur in schools and colleges with bilingual speakers (in order for particles of their language to be picked up by monolingual speakers). Students who also listen to genres of music in which other languages are crossing.

Task 8

The study focuses on older males. We have to be careful about making generalisations based on a narrow scope (how do women or young people in Sheffield speak?).

Task 9

Student response will vary. Responses might include: lark (Midlands), morning roll (Midlands), (Aberdeen), butty, bap (Scotland, Ireland), bap (East of England), rowie, muffin (North), stotty, batch (Cheshire), Vienna, lard, etc.

Task 10

Student response will vary. Responses might include reference to lexical items, phonological features, etc.

Task 11

- (i) Other factors to consider: class, gender, occupational group.
 (ii) He's difficult to understand, which means we're less likely to relate to him. We might think of him as a 'character'. He is not considered a 'nice' person within the story – giving him an incomprehensible accent creates a barrier between the reader and him.

Task 12

Answers may include:

Language Levels		
Grammar	Lexis	
First person (context: diary) Use of 'whom' Use of 'spake' (past tense of speak), but in this case, not used for past tense ('spoke') 'Cannot you tell her when she was, Joseph?' – 'I cannot tell' (can't)	'Fowld' – fold (s' – 'fold') 'Laith' – 'late' (l – 'late') 'Fray' – 'fright' – frightening din (noise)	Stereotype 'the' – 'the' 'ye' – 'you' 'No' – 'no' 'here' – 'here'

Task 13

Occupation is often an indicator of social class, and class can be a big component of regional identity. Working-class individuals (builders, factory workers, etc.) have broader (thicker) accents than middle-class individuals. People who regularly interact with (or don't interact with). Joseph is a servant, thus we might expect him to have a different accent to a politician born in the same town as he was.

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Task 14

Fiction only shows the author's interpretation of the dialect, and is not based on empirical evidence (or stereotypes). It might be useful in studying the attitudes to certain dialects, or perceptions of certain dialects.

Task 15

- The accent is from Edinburgh, Scotland. Features such as /wi/ in place of /with/, /ta/ instead of /down/, etc. are typical of some Scottish accents.
- Student response will vary.

Task 16

Answers may include:

Language Levels		
Grammar	Lexis	
Colloquial, strong narrator voice – narrated by the character of Renton	Swedgin – to fight or brawl Radge – a crazy person	Drop (swear) Much (really) become Many /oan/

Task 17

See table.

Questions	<i>The Only Way is Essex</i>	<i>Geordie Shore</i>	
What accent or dialect is most common in each show?	Essex (urban, London)	Newcastle upon Tyne Tyneside	We (Ch) See dia ht che
What are your initial impressions of the speakers?	Student response will vary.	Student response will vary.	Stu
What role does their accent or dialect play in your initial impressions of the speakers?	Student response will vary.	Student response will vary.	Stu

Task 18

The Queen's accent has definitely changed. It is still undoubtedly RP, but, particularly in the 1990s, it moved towards Estuary English. The Wider Reader article below might help to elaborate.

Attitudes to Regional and National Variation

Task 1

Don't end a sentence with a preposition; do not split the infinitive; use of who/whom; few Jenny or Jennifer.

Task 2

Student response will vary. Visit http://www.bbc.co.uk/voices/yourvoice/poll_results.shtml for survey results.

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Task 3

Possibly – the media spotlight might make people more self-conscious about their accents (and their accent, making it difficult for large audiences to understand them), but at the same time it might help them to embrace their identity – imagine The Beatles if they weren't from Liverpool! Some celebrities might think it fits the image they are trying to emulate.

Task 4

Student response will vary according to personal experience.

Task 5

Student response will vary. One idea might be to go to a restaurant, asking about a specific item on the menu. In the experiment, he just noted down his findings immediately. It's ok if you want to focus on specific aspects of speech (like a single word), but it's bound to be a bit awkward. You might want to check and recheck multiple times.

Task 6

Several potential answers include: Lakoff's features of women's language – hypercorrectness; see: Gender Paradox (https://en.wikipedia.org/wiki/Gender_paradox) – Labov notes that women use more prestigious, standard form than men.

Task 7

Marginalised; segregated (or not properly integrated); outcast; stronger group bonds with in-group and 'we' code); less opportunities within society (jobs, relationships, etc.).

English in Other Countries

Task 1

A full list can be found online.

Task 2

Student response will vary. The three following theories may reflect some responses: The 27 (Thomas); Theory 28 (Hickey).

Task 3

	Meaning	Slang
Barbie	Barbecue	Billy
Corker	Something excellent	Dunny
Bogan	Chav	Arvo
Thongs	Flip-flops	Straya

Task 4

- Due to the fact that French words entered the language as a result of French nobility, words borrowed tend to be found in semantic fields of the government and courts and other formal contexts.
- Pork > pig, beef > ox, mutton > sheep, veal > calf. The agricultural, domesticated animals (since they were used by farmers), and when the animal became meat, they were renamed. They were used by those who could afford to eat them).

Task 5

Codeswitching allows speakers to present information to listeners in different ways, such as for reported speech, to mark a shift from formal/informal, etc.

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Revision Section Regional and National Variation Quiz Answers

1. Accent is the way we pronounce words: the kind of phonological quality we inflect on.
2. Dialect refers to a variety of a language distinguished by social group or geographical area.
3. A variety used by individual speakers
4. A variety used by a particular social group, e.g. age, class, ethnicity
5. Wells created a list of words we call lexical sets, for the purpose of distinguishing speakers in different accents. They allow us to compare the realisation of vowels by recording them out loud, and then transcribing and analysing the way they are pronounced.
6. Diglossia occurs when a speech community (a group of people unified by shared linguistic features) uses the same language or two different languages. In either case, one of the varieties is considered more valuable than the other. This value (or lack of value) affects the scenarios in which each language is used.
7. Overt prestige
8. *Prescriptivism* is the belief that one variety of a language is more valuable or more correct than others. It refers to the study of how language is used rather than saying how it should be used.
9. William Labov
10. Student response will vary depending on accent. West Yorkshire speaker:
I'm going to pass my English Language examination with flying colours!
[aɪm go:ɪn tə pas maɪ ɪŋglɪʃ lɛŋgwɪdʒ ɛgzæmɪneɪʃən wɪð flɑɪɪŋ kʊləz]
11. Levelling occurs when features of a dialect are lost over time as a result of contact between different dialects.
12. Divergence: Varieties move away from each other in terms of similarity (they become more different).
Convergence: Varieties move towards each other in terms of similarity (they become more similar).
13. An imaginary divide between the north and south of England, demonstrating different cultural and social values, dialects, economy, weather, political allegiance, etc.
14. Standard English is a dialect, RP is an accent, though neither of them is tied to a specific geographical area.
15. Situational Codeswitching occurs when the use of language is influenced by the situation. Regional dialect *because* you're communicating with friends. Metaphorical Codeswitching occurs when the use of language influences the situation, for example, using a regional dialect *marks* the situation.
16. Sebba gave two reasons: (1) The largest group of immigrants were Jamaican; (2) Reggae music (originating in Jamaica) were very popular. So it came to be that Jamaican was the basis for the new dialect for second generation immigrants and *creole*.
17. Intrasentential codeswitching is where an interlocutor uses two languages or language varieties within the same sentence.
18. Crossing occurs when one speaker uses aspects of a language they cannot claim to be a native speaker of (have no tie to it in their ancestry). So why does it happen? Rampton claims crossing ethnic boundaries and is received positively, brings speakers together.
19. Matched Guinean experiments allow linguists to investigate the honest opinions of individuals.
20. T-glottalisation and TH-fronting

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Revision Section Regional and National Variation Dominoes Answers

Theorist	Theory
Labov (1963)	Martha's Vineyard – a study into the pressure for and resistance to change in a popular tourist location.
Petyt (1985)	Bradford Study – discovered that the lower the social class, the more the accent became.
Milroy (1980)	Belfast Study – discovered that a speaker's idiolect is determined by their social network, rather than by class (as a result of their membership of a particular gender)
Rampton (2004)	Sheffield Study – found that MLE could spread because of the friendship networks between Afro-Caribbean, South Asian and British white speakers.
Kerswill (2003)	Investigated dialect levelling in Reading, Milton Keynes and London. Southern speakers were showing more signs of a loss of marked features. Northern speakers in Hull were much more sheltered from levelling.
Auer & Hinskens (1996)	Investigated the cause of dialect levelling, and found that it was influenced by technology, urbanisation, mobility and industrialisation.
Giles (1973)	Accommodation – this theory has since been built upon by many others. It postulates that speakers adapt their speech during interaction with other interlocutor(s), with an aim of reducing social differences. This can be done by convergence (communication, likeability and attraction among others).
Giles (1987)	Matched-Guise Experiments – found that RP speakers were perceived as confident, well-educated and capable based on their accent. Non-RP speakers were considered unfriendly, insincere, unsociable based on their accent.
Macaulay (1977)	Glasgow Study – found that there was a correlation between the use of certain vowels and glottalisation of 't'. Also found that opinions on different varieties were rooted in the stereotypes of working-class individuals and their accent itself.
Smith (1979)	Cockney Evaluation Study – found that cockney was identified as being less intelligent, less effective, kindness, etc.), even by those who were not speaking in the investigation had accepted the negative stereotypes, thus diminishing the value of their own accent.

Revision Section Regional and National Variation Revision Boxes

Student response will vary.

Revision Section Regional and National Variation Presentation

Student response will vary.

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Indicative Content for Exam Practice

Exam Practice 1

AS Level Paper 2 Question [01] or [02] and A Level Paper 2 Question [01] or [02]

Answers might include a discussion of: bias towards RP (as the standard variety), notably Birmingham or Liverpool, viewed negatively, attitudes to vowels, effect of class. Students can use the Standard Variety Mark Schemes to assess their response.

With reference to Table 1, RP is considered to be the most intelligent-sounding accent, with Birmingham trailing in last place. However, students should be careful when using this data to make assertions because RP is considered to be an intelligent accent doesn't mean it is also considered, for example, to be a gross generalisation to say prejudice favours intelligent-sounding accents over attractive-sounding accents.

In addition, the student knows little of how this information was collected – ample theories suggest regional varieties tend to be based on opinions about working-class people who use the accent (see the Glasgow Study, Theory 19 in this resource). Unless the data was compiled using a matched design, the information may be biased.

The centre column of percentages is the best place to look regarding prejudice – there are no significant differences (Manchester) where at least half of the participants show a lack of tendency towards intelligence. This suggests that in the majority of cases, the majority of speakers have an opinion, a preconception, about an individual based on the way they speak.

Table accessed:

http://www.comresglobal.com/wp-content/themes/comres/poll/ComRes_ITV_News_1

Exam Practice 2

AS Level Paper 2 Question [01] or [02] and A Level Paper 2 Question [01] or [02]

Answers might include a discussion of: prestige, 'he' and 'they' codes, attitudes in the media, and 'they' codes. Students can use the Standard Variety Mark Schemes to assess their response. The text below for inspiration.

Text 1

Trainee teachers with northern accents are pressured to speak

'the Queen's English' in the classroom, **according to new**

research. The study suggests that accents most associated with the

Home Counties were **favoured by the teacher training profession**.

Researchers say teachers with northern accents suffer 'linguistic

prejudice' in a profession that would not tolerate prejudice based on

race and religion. And they said accents are now the 'last form of

acceptable prejudice' in our society.

Accessed: <http://www.mirror.co.uk/news/uk-news/teachers-northern-accents-told-pos>

Attitudes
Slightly
include
First line
the con
Counties
Passive

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Exam Practice 3

AS Level Paper 2 Question [03] and A Level Paper Question [03] and A Level Paper 2 Question [03]
Answers might include a discussion of: convergence, divergence, accommodation, spread, glottalisation and TH-fronting. Students can use the Student-friendly Mark Schemes to assess their response, and the annotated version of the text below for inspiration.

Exam Practice 4

AS Level Paper 2 Question [03]

Answers might include a discussion of: language stereotypes based on the speakers rather than the situation, accommodation/divergence and convergence, overt and covert prestige. Students can use the Student-friendly Mark Schemes to assess their response, and the annotated version of the text below for inspiration.

Text 2

I'm from Birmingham and I don't have the typical brummie accent, ▼

Potential

which I actually have. It's unfortunate, because whenever a

Strong

brummie is on a gameshow or whatever, they always pick the ones

with the strongest, most stereotypical 'oorright mayte' type of

accents, which just gives my city a bad rep.

I was watching the x factor tonight and Katie's voice just really got

on my nerves, so fake and forced. I actually wanted to slap her.

Lack of

how can an accent be 'ugly'?

Synonym

you will hear **working class accents** in every city across England,

and they will all sound different – I suppose they sound 'rougher'

Stereotype

but I wouldn't call them ugly, although some of them are quite annoying

like some areas around the west midlands where I'm from

☺. the ones in the films are usually the 'cockney hardman'

Effect

accent like those seen in football violence films or the

standard pronunciation

Stand with

Accessed: <https://www.thestudentroom.co.uk/showthread.php?t=1453698>

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A Level Paper 2 Question [03] Practice

Answers might include a discussion of: electronic texts, folk linguistics, attitudes to language judgements. Students can use the Student-friendly Mark Schemes to assess their response to the text below for inspiration.

Text 1

If you're like most, your opinion of someone's intelligence will be formed partly by his accent -- no matter how unfair that sort of judgment may be. **British accents, at least in popular ones, tend to be associated with superior intelligence.** 'I do believe the sun will rise in the east tomorrow' just doesn't sound as dumb as it does in a **plummy** accent. **William F. Buckley** was brilliant, but **the mid-Atlantic accent he affected usually does not connote intelligence.** Americans who try to sound vaguely British are merely pretentious, which is almost always the opposite of intelligent. Cockney accents often exude resentment. **Perhaps in the rigidly stratified class system of England working class people have reason to be, but I associate the accent with spiteful comments.** Not dumb comments, just spiteful ones. Australian accents sound a bit like Cockney accents, neither smart nor dumb. **But they are far more appealing,** because they exude good fellowship in a way Cockney accents do not. Perhaps that's because there's no hereditary upper class in Australia.

Internal

Internal English on date

Potential

Meaning

Also known as the speaker - had to be

Synoptic line

Concept the

A Level Paper 2 Question [04] Practice

Answers might include a discussion of: language stereotypes based on the speakers rather than the content, accommodation, convergence, overt and covert prestige. Students can use the Student-friendly Mark Schemes to assess their response, and the annotated version of the text below for inspiration.

Exam Practice 5

A Level Paper 2 Question [01] or [02]

Answers might include a discussion of: American influence, examples contrary to American influence, Canadian English, Kachru's Circles of English. Also might include mention of beliefs that British English is the standard, or that some languages (Welsh, Scots, etc.). Discussions of prescriptivism (can languages really be corrected?). Students can use the Student-friendly Mark Schemes to assess their response.

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Student-friendly Mark Scheme

Mark Scheme [AO1]

What you need to do			
Level	3 (5 to 6 Marks)	4 (7 to 8 Marks)	5 (9 to 10 Marks)
	<p>In order to achieve a level three answer, you need to tick off the following points.</p> <ol style="list-style-type: none"> 1. Have you accurately commented on features and frameworks of language (like grammar and syntax), using the correct terminology in your analysis of a text? 2. Is there a clear, cohesive structure to your analysis, where you've drawn links between different features? 3. Is your analysis consistent, and is your coverage of topics broad? 4. Is there virtually no error in your analysis? 	<p>In order to achieve a level four answer, you need to tick off the following points.</p> <ol style="list-style-type: none"> 1. Have you accurately commented on features and frameworks of language (like lexis and semantics), using the correct terminology in your analysis? 2. Have you commented on more than two frameworks of analysis, with a through-line to your discussion? 3. Is there a clear, cohesive structure to your analysis? 4. Is there very little error in your analysis? 	<p>In order to achieve a level five answer, you need to tick off the following points.</p> <ol style="list-style-type: none"> 1. Have you accurately commented on features and frameworks of language, using the correct terminology in your analysis? 2. Have you commented on features of language relevant to the question? 3. Is your analysis correct more often than incorrect? 4. Is there a clear structure to your analysis?

Note that AO1 is marked out of 15 in A Level Paper 1 Section B Questions 4 and 5. See table below for

Level	Marks
5	13-15
4	10-12
3	7-9
2	4-6
1	1-3

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Mark Scheme [AO2]

AO2 is all about how consistent you are with your application and discussion of appropriate theories, notions, concerns or problems in language study			
Level	5 (17 to 20 marks)	4 (13 to 16 marks)	3 (9 to 12 marks)
What you need to do	<p>In order to achieve a level five answer, you need to tick off the following points.</p> <p>1. Have you thoroughly and appropriately commented on theories, notions, concerns or problems in language study with exceptional accuracy and detail?</p> <p>2. Have you evaluated different opposing opinions in your discussion?</p>	<p>In order to achieve a level four answer, you need to tick off the following points.</p> <p>1. Have you thoroughly, appropriately and accurately commented on theories, notions, concerns or problems in language study?</p> <p>2. Have you shown different opposing opinions in your discussion?</p>	<p>In order to achieve a level three answer, you need to tick off the following points.</p> <p>1. Have you appropriately and accurately commented on theories, notions, concerns or problems in language study?</p>

Note that AO2 is marked out of 15 in A Level English Paper 1 Section B Questions 4 and 5. See table below for

Level	Mark
5	15
4	10-12
3	7-9
2	4-6
1	1-3

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Mark Scheme [AO3]

AO3 is all about how consistent you are with applying your analytical skills to context and language			
Level	5 (13 to 15 Marks)	4 (10 to 12 Marks)	3 (7 to 9 Marks)
What you need to do	<p>In order to achieve a level five answer, you need to tick off the following points.</p> <p>Have you discussed the context, and the way representations and language relate to it?</p>	<p>In order to achieve a level four answer, you need to tick off the following points.</p> <ol style="list-style-type: none">1. Have you commented on how language features and frameworks generate representation and meaning?2. Have you discussed how the choice of language is influenced by context?	<p>In order to achieve a level three answer, you need to tick off the following points.</p> <ol style="list-style-type: none">1. Have you used the context to evaluate the importance of individual language features, and suggest why they're used?

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Mark Scheme [AO4]

AO4: all about how consistent you are when comparing texts			
Level	5 (17 to 20 Marks)	4 (13 to 16 Marks)	3 (9 to 12 Marks)
What you need to do	In order to achieve a level five answer, you need to tick off the following points. Have you discussed the importance of links between texts?	In order to achieve a level four answer, you need to tick off the following points. 1. Have you commented on linguistic features and contextual factors, and the way they link between texts?	In order to achieve a level three answer, you need to tick off the following points. 1. Have you commented on linguistic features and contextual factors, and linked them between texts by a discussion of the similarities and differences?

Note that AO4 is marked out of 15 in A Level Paper 2 Section B Question 3. See table below for adjusted marks.

Level	Marks
5	13-15
4	10-12
3	9
2	
1	1-3

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Mark Scheme [AO5]

AO5 is all about how well you use language in an imaginative and original way			
Level	5 (17 to 20 Marks)	4 (13 to 16 Marks)	3 (9 to 12 Marks)
What you need to do	<p>In order to achieve a level five answer, you need to tick off the following points.</p> <ol style="list-style-type: none"> 1. Have you been imaginative and original with the format of your response? 2. Have you used a relevant variety of language in an imaginative way to contextualise your response? 3. Is the content of your response always correct? 	<p>In order to achieve a level four answer, you need to tick off the following points.</p> <ol style="list-style-type: none"> 1. Have you been effective with the format of your response? 2. Have you used a relevant variety of language in an effective way to contextualise your response? 3. Is the content of your response mostly correct? 	<p>In order to achieve a level three answer, you need to tick off the following points.</p> <ol style="list-style-type: none"> 1. Have you been consistent with the format of your response? 2. Have you used a relevant variety of language in a consistent way to contextualise your response? 3. Is the content of your response frequently correct?

Note that AO5 is marked out of 10 in A Level English Literature 2 Section B Question 4. See table below for adjusted marks.

Level	Adjusted Mark
5	10
4	7-8
3	5-6
2	3-4
1	1-2

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Appendix

The International Phonetic Alphabet (IPA)

THE INTERNATIONAL PHONETIC ALPHABET (revised 1989)

CONSONANTS (PULMONIC)

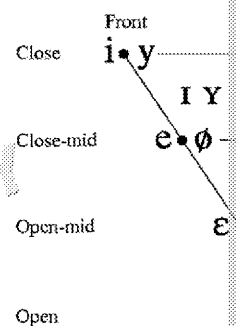
	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ
		m		n		ɳ	ɲ	ŋ
Tap or Flap				ɾ		ɽ		
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ
Lateral fricative				ɬ ɮ				
Approximant				ɹ			j	ɰ
Lateral approximant				l		ɭ	ʎ	ʟ

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas denote articulation

CONSONANTS (NON-PULMONIC)

Clicks	Voiced implosives	Ejectives
◌ Bilabial	ɓ Bilabial	ʼ Examples:
◌ Dental	ɗ Dental/alveolar	pʼ Bilabial
◌ (Post)alveolar	ɟ Palatal	tʼ Dental/alveolar
◌ Palatoalveolar	ɡ Velar	kʼ Velar
◌ Alveolar lateral	ɠ Uvular	ɰʼ Alveolar fricative

VOWELS



OTHER SYMBOLS

◌ Voiceless labial-velar approximant	◌ Voiced labial-velar approximant	◌ Voiced labial-palatal approximant	◌ Voiced alveolar lateral flap	◌ Simultaneous ʃ and x
◌ Voiceless epiglottal fricative	◌ Voiced epiglottal fricative	◌ Epiglottal plosive	◌ Alveolo-palatal fricatives	◌ Voiced alveolar lateral flap

Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.

ts kp

DIACRITICS Some diacritics may be placed above a symbol with a descender, e.g. ŋ̥

◌ Voiceless	◌ Breathy voiced	◌ Dental
◌ Voiced	◌ Creaky voiced	◌ Apical
◌ Aspirated	◌ Linguolabial	◌ Laminar
◌ More rounded	◌ Labialized	◌ Nasalized
◌ Less rounded	◌ Palatalized	◌ Nasal retraction
◌ Advanced	◌ Velarized	◌ Dental release
◌ Retracted	◌ Pharyngealized	◌ No audible release
◌ Centralized	◌ Aryngealized	
◌ Mid-centralized	◌ Raised	
◌ Lowered	◌ Advanced Tongue Root	
◌ Rhoticity	◌ Retracted Tongue Root	

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IPA and Transcription Cheat Sheet

Transcribing speech with the International Phonetic Alphabet can seem a daunting task, but it is actually quite simple. It will also come in useful for a variety of Non-exam Assessment ideas you may have. This cheat sheet is a quick guide to the different terms used in the IPA chart provided in the companion. It is also in useful for any investigations that require you to transcribe speech and some of the symbols used in the companion.

First, a few key pointers.

- Where slash brackets are used around a letter or word like this – /b/ – we are referring to a phoneme.
- Where square brackets are used around a letter or word like – [b] – we are referring to a specific symbol/realisation.

Miscellaneous Key Terms	
Term	Definition
Articulator	Articulator refers to the parts of the mouth involved in the production of speech. In phonetics, articulators are the parts of the mouth that move, such as the lips, tongue and teeth. The parts of the mouth that the active articulators move against, such as the alveolar ridge.
Diphthong	A vowel sound that changes slightly throughout its realisation. The tongue moves position during production. The vowel sound in /face/ (shown as [eɪ] on the IPA) is a diphthong.
Monophthong	A vowel sound that remains constant throughout its realisation. The tongue does not really move position during production. The vowel sound in /kit/ (shown as [ɪ] on the IPA) is a monophthong.
Pulmonic	Pulmonic means air from the lungs.

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Key Consonant Terms on the IPA Chart

Manner refers to the way in which air leaves the mouth	
Manner	Definition
Plosive	When air builds up in the mouth before being released from your mouth and make a /p/ sound. Then make a /d/ sound. Air hitting your hand will produce a /p/ but not with /d/, because the air can no longer escape this way – that's why we call it a blocked nose!
Nasal	Nasals are produced when air escapes through the nose. Make a /n/ or /m/ sound and then pinch your nose to stop the air. The air can no longer escape this way – that's why we call it a blocked nose!
Fricative	Fricatives use friction to create sound. When you make a /s/ sound, your tongue gets very close to the roof of your mouth. Air is produced by friction.
Approximant	An approximant is when the two parts of the mouth come close to each other, but not as close as during a fricative. Make a /w/ sound (shown as [w] on the IPA). Notice how the tongue gets close to the roof of the mouth but not as close as when producing a /s/.
Lateral Approximant	This is similar to an approximant, only the air flows around each side of the tongue. Make a /l/ sound. Notice how the air can only escape around each side of the tongue.

Place refers to which parts of the mouth are involved in the production of the sound	
Place	Definition
Bilabial	Produced when both lips come together to make the sound. Make a /p/ or /b/ sound.
Labiodental	Produced when the lower lip moves towards the upper teeth. Make a /f/ or /v/ sound.
Dental	Produced when the tongue moves towards the upper teeth. Make a /θ/ or /ð/ sound (shown as [θ] and [ð] on the IPA).
Alveolar	When the tongue moves towards the alveolar ridge. The section directly below the roof of your mouth slopes upwards is the alveolar ridge. Make a /t/ or /d/ sound.
Postalveolar	Produced when the tongue moves towards the space behind the alveolar ridge. Make a /ʃ/ or /ʒ/ sound (shown as [ʃ] and [ʒ] on the IPA).
Palatal	The palate is the roof of the mouth after the alveolar ridge. It is divided into the soft palate (at the back) and the hard palate (the higher part). Palatal sounds are produced when the tongue moves towards the hard palate. Make a /ç/ or /j/ sound (shown as [ç] and [j] on the IPA).
Velar	Produced when the back of the tongue moves to the velum (the back of the mouth). Make a /k/ or /g/ sound.
Glottal	Sound is produced through the vibration of vocal folds in the larynx. Glottal sounds are produced when the air is released from the glottis. Say 'butter' with a glottal stop at the end. This is a glottal stop, shown as [ʔ] on the IPA.

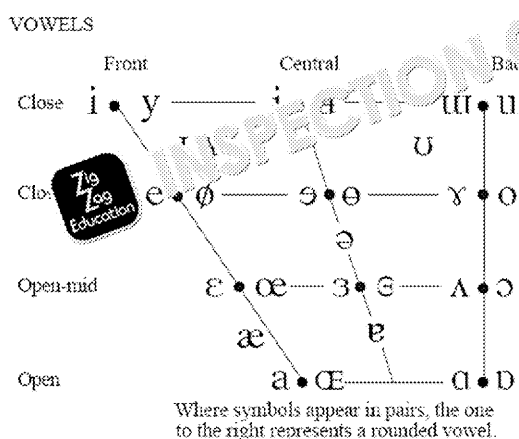
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Key Vowel Terms on the IPA Chart

Monophthongal vowels in the IPA are often shown on a vowel chart shaped like a trapezoid. The trapezoid represents the shape of your mouth in profile (see image below), and the placement of the symbols represents where your tongue moves to in order to create that specific sound. For example, the vowel in /kit/ (shown as [i] on the IPA) is more front and open than the vowel in /foot/ (shown as [ʊ] on the IPA).



Height refers to the vertical placement of the tongue

Height	Definition
Close to Open	Make the vowel sound in /kit/ (shown as [i] or [ɪ] on the IPA). Notice where your tongue is placed (close). Now make the vowel sound in /trap/ (shown as [a] on the IPA). Notice where your tongue is placed (open). Move your tongue back and forth between [i] and [a], and feel how your tongue moves.

Frontness or Backness refers to the horizontal placement of the tongue

Frontness/Backness	Definition
Front to Back	Make the vowel sound in /trap/ (shown as [a] on the IPA). Notice where your tongue is placed (front). Now make the vowel sound in /pud/ (shown as [ʊ] on the IPA). Notice where your tongue is placed (back). Move your tongue back and forth between [a] and [ʊ], and feel how your tongue moves.

Rounded or Unrounded refers to whether the lips are rounded

Rounded/Unrounded	Definition
Rounded to Unrounded	Make the vowel sound in /trap/ (shown as [a] on the IPA). Notice how your lips are positioned (unrounded). Now make the vowel sound in /pud/ (shown as [ʊ] on the IPA). Notice how your lips are positioned (rounded). Move your tongue back and forth between [a] and [ʊ], and feel how your lips are being rounded and unrounded.

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