

2015 specification
first exams in 2017 (2016 for AS)



AS/A Level AQA Comprehensive Course Companion

Language and Occupational Groups

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Indicative Content: Article 2

Revision Section

Word Class Revision

Occupational Groups Quiz 1

Occupational Groups Quiz 2: Theory

Occupational Groups Quiz 3: More Theory.....

Bingo

Language and Occupation Groups: Theory Aide-memoire

Additional Materials: Exam Practice for Paper 1.....

Indicative Content for Additional Materials

Answers



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Teacher's Introduction

This resource is for teachers of AQA English Language for the 7701/7702 AS and Language and Occupational Groups.

The resource notably includes:

- Worksheets leading up to exam questions for the new 2015 onward specification
- A range of 19 theories differentiated to suit all abilities of learner
- More AO1 background to key terminology (levels of language / frameworks)
- Quizzes for consolidation and revision (including answers)
- A really useful collection of data
- Answers to tasks at the back to be used by students directly to aid self-assessment or to find information on the Internet

Topic areas for assessment are based on the following modules but the examination is not completely linear and so it is highly advisable that each one is studied.

- Social Contexts
- Occupational Groups
- Language and Gender
- Regional and National Variations
- Language Change since 1600 (*A Level Only*)
- Children's Language Development (*A Level Only*)

There is a revision tips table towards the end which collates together all the learning points. This is designed to assist students in applying data to a range of contexts.

Questions are based on a range of unseen data/texts (covering the new AQA requirements for spoken and electronic texts) which could include:

- Transcripts
- Advertisements
- Magazine articles
- Business documents, such as written warnings, contracts, etc. and other occupational documents
- Educational documents, such as JCQ guidelines, school prospectuses, etc.

Most data has a 'multitask' option, meaning that teachers can utilise the data given to decide which part of the synoptic exam they will focus on, choosing from the following:

- A/B/AB meanings and representations task
- Discuss/evaluate task
- Opinion piece task

Please choose however many of these options are relevant for your group and year.

Please find overleaf a student-friendly version of this introduction.

For all links go to zzed.uk/7283

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Student's Introduction to Language and Occ

As an overview, for this module you will cover:

- Levels of language (such as graphology, lexis, discourse structure and grammar) but that you will learn how to apply to issues of society (e.g. power) and work.
- Theories to test out on different types of data. You should be confident enough to both agree and disagree with how these theories apply in different contexts.
- Data relating to language, diversity and discourses. You will then apply your theories to the data. Examples include data such as advertisements, people conversing at work – in short, the wider spectrum of contexts you could examine you will be.

What about the Exam?

Time to get started on Language and Occupational Groups. At this point, it is helpful to look at the requirements. That way, you can see where all the small stuff is leading you.

The Question

The examinations are synoptic which means everything is examined together. You must prepare for each key type of question (shown below) for the following key

- Social Groups
- Occupational Groups
- Language and Gender
- Regional and National Variations
- Language Change since 1600 (*A Level Only*)
- Children's Language Development (*A Level Only*)

There is also a requirement to cover electronic, spoken and written texts, which

- Transcripts
- Advertisements
- Magazine articles
- Business documents, such as written warnings, contracts, etc. and other occupational documents
- Educational documents, such as JCQ guidelines and school prospectuses

The key questions are as follows:

AS only

Paper 1:

'Analyse how Text A/B/AB uses language to create meanings and representation'

Paper 2:

Q1 or Q2 – Language and the Individual

Question on a short transcript or other data on a key topic of study, such as power. 'Discuss or evaluate the idea that...' (using the data as a springboard into a longer response)

Paper 2:

Q3 – Language Discourses

'Write an article giving your own opinion to discuss issues relating to the topic...'

Full A Level

Paper 1:

'Analyse how Text A/B/AB uses language to create meanings and representation'

Paper 2:

Q1 or Q2 – Language and the Individual

Question on a short transcript or other data on a key topic of study, such as power. 'Discuss or evaluate the idea that...' (using the data as a springboard into a longer response)

Paper 2:

Q3 – Language Discourses

'Write an article giving your own opinion to discuss issues relating to the topic...'

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An evaluative question in Paper 1, Section B, e.g. 'Evaluate the statement' or 'evaluate the language change or acquisition')

Therefore, it is advisable to practise the following questions for each key area of

- How meanings and representations are created in A/B/AB (comparative)
- Typical question on short transcripts, e.g. how is power created? how are we influenced? (using the data as a springboard into a longer answer)
- Opinion pieces with exemplars (e.g. 'Write an opinion article in which you discuss the impact of...') for Paper 2 Q3 (needed for both AS and full A Level courses)
- Evaluative question (if studying the full A Level) – although these will be on language change/acquisition, the skills are very similar to the AS paper's 'discuss the impact of...'

This resource will give options for all of the above (for AS, go to the key theme of

Assessment Objectives

Here are the assessment objectives for your AS and A Level Language examination

- AO1: use of terminology, clear written expression, ability to analyse
- AO2: texts, issues, concepts
- AO3: context (e.g. form, audience, purpose – newspaper article, blog, persuasive speech)
- AO4: connections (similarities, differences, use of comparative phrases such as 'in contrast to...')
- AO5: creativity (e.g. ability to create an enjoyable, controlled narrative voice)

Make sure you know which AO you are being assessed on for each question.

AS Paper 1

	AO1	AO2	AO3
Q1, Q2 (A, B analysis)	✓		✓
Q3 (AB comparison)			

AS Paper 2

	AO1	AO2	AO3
Q1, Q2 (discuss)	✓	✓	
Q3 (opinion piece)		✓	

A Level Paper 1

	AO1	AO2	AO3
Q1, Q2 (A, B analysis)	✓		✓
Q3 (AB comparison)			
Q4 (lang acq)	✓		

A Level Paper 2

	AO1	AO2	AO3
Q1, Q2 (evaluate)	✓	✓	
Q3 (A, B analysis lang change)	✓		✓
Q4 (opinion piece)		✓	

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Language and Occupational Groups: Initi

1. Who in the class has (or has had) a job?
2. Is there much special lexis (jargon) used in your job that others might not understand? Choose words from your profession (or one you might know fairly well) and see if the word means.
3. How many specialist terms do you use (or would you use) with your customer? Try to be able to make a transaction, keeping your language specific enough to get the job done without excluding or confusing a customer. If you need an example, think about working behind the counter. What might you say to the customer and what might you say to the manager? Find out and make annotations to find out the linguistic differences.
3. How did your superior give you orders? Write down several examples. Use A01 terms to explain what words were used and what sentence types are used when giving orders to people. Are there different ways of giving orders – is there any gender difference?
4. Instruct Your Friends! What is the best way to give employees instructions? What would you say to the others in the class to pass you a pen. Which was the most and least successful?



Tip!

Use A01 terms to explain.

5. What sort of language used by employers/bosses is guaranteed to upset employees? Try to get others in the class to pass you a pencil but aim to upset them (be a bad boss). Find out the differences in gender – does one gender find it harder to be rude or confrontational?



Tip!

Use A01 terms to explain and explore if language changes when orders are given in different contexts.

6. What sort of boss would you be? What type of language would you use in order to be happy?

Synoptic Opportunity

Language Diversity and Discourses: Gender

Are there any differences in the ways males and females have responded to these tasks?



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Occupational Groups Theor

Here is a selection of theories related to language and occupational groups. You selection of these as you progress through this module. It is not essential that you should prepare yourself for examination by having a good range of theories different types of data in diverse occupations. These will differ from student to student.

1

Theory 1: John Swales – Web of Discourse

John Swales coined the term ‘web of discourse’, which examines the how workplace language is varied, with participants making conscious divergence, amount of jargon, tone and register. A discourse community goal or purpose.

He also theorised the membership of a discourse community (e.g. a affiliation (shared understanding) with colleagues who share specialised jargon which could exclude non-members of that community.

Draw a web of discourse for an occupation of your choice (like the one to the right).

Next, make a list of everyone involved in that occupation, e.g. a designer (has the initial idea), marketers (advertise the product), product testers (see how well the product would work), buyers (buy the materials), cost estimators (decide how much the product will need to be sold for in order to make a profit), shops (their buyers decide whether to include this product), and the final person on the web is probably the consumer (such as you or me). These people are all attached on the web. Draw different coloured lines to show who talks to whom. You could extend this by also adding levels of formality to the web.

What you should finish with is an example of how many different people (with different hierarchies) work together within every occupation. You should also be aware of use occupational jargon and how different levels of formality exist.

Here are a couple more useful occupational theories to extend your knowledge of the

2

Theory 2: Herbert and Straight – Compliments at Work

Herbert and Straight (1989) found that compliments flowed from high

How far do you agree with this theory? Why might lower ranks not compliment their superiors? That subordinates do give compliments to their superiors.

Synoptic Opportunity

Language Diversity and Discourse Gender

Are there any differences in the ways males and females give compliments?

3

Theory 3: Fairclough – Conversationalisation

Fairclough (1992) stated that there is a modern trend towards ‘conversationalisation’ where exchanges are becoming less and less formal.

How far would you say this is true? Do you have any examples from your own experience? Think of any conversationalisation which might occur on your web of discourse?

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Hierarchy and Power in Occupation

For this section, you will need to recognise how the context of work impacts upon how power is often achieved through hierarchy and roles.

Initial Discussions

What is power?

- What is 'power'? What is 'influence'? Write a dictionary-style denotation to influence are. Your answer should be no longer than 20 words.
- How do power and influence differ? Discuss different denotations and differences. You might have different ideas on how society represents it. If through power or influence?

Who has the most influence in the world of work?

1. As a class, come up with a list of 10 different jobs or professions.
2. In groups, rank these from most influential to least influential.
3. Discuss your rankings with an aim to be able to write, in two sentences, who has the most influence in the world of work. Is this the same as power in general.

Basic Language and Power Types

The two main types of power are:

1. Influential power (e.g. advertising, politics, media, culture) – these are **implicit** in 'society' but are also part of people's jobs to create, such as a TV advert for a product.
2. Instrumental power (e.g. law, education, business, management) – these are **explicit** in denying this power and often have influence in both 'society' and 'work'; for example, regulations which impact a place of work.

Task 1

Which of these are influential and which instrumental?

Context	Influential
Manager: I'm sorry to say that your position has been made redundant.	
Teacher: Kyle, I've had enough of your rudeness. You will stay in with me over break for a detention.	
Driving Instructor: Try your hands at ten to two instead of horizontal from each other as it's easier to turn the wheel.	

Task 2

Watch a clip of *Educating Essex / Yorkshire / The East of England* to find examples of influential power. Find patterns, e.g. are there gender differences or particular different teachers, or does the power differ according to the age of the pupil, or the subject?

Synoptic Project

Language Discourse and Discourses: Gender

Are there any differences in the ways male and female teachers use these types of language? Record your observations over the next week to discuss in class.

Investigation Idea

If you've been interested in this area of language and gender in soap operas, why not do an investigation, e.g. 'Do soap operas utilise gender stereotypes to create comedy?'

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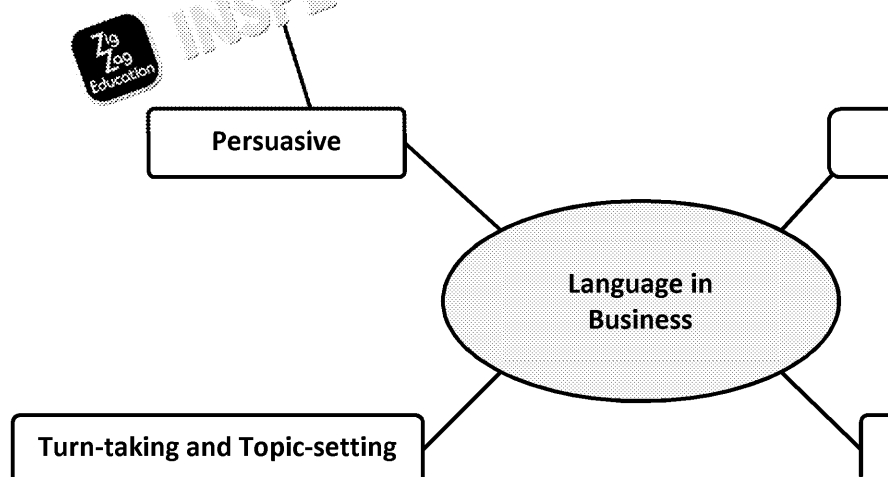


Task 3

- Fill in this mind map to discuss how powerful language can be used in different contexts.
- Use the boxes provided and add on examples.
- Try to add at least one more box of your own (e.g. a new framework to explore).

Management – to persuade an employee to take on an extra role

Celebrities – for popularity or promotion of a film



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Types of Power

Even though you will come across theories which are more complex, including at your answer will help you to focus on the intention behind the language. You can also consider occupations (and also as part of gender or dialect as well).

Task 4

Match the types of power to the denotations (1–5) below. Then match one of the denotations:

Type of Power	Denotation
Asymmetrical or Symmetrical	1. Power to enforce authority (e.g. language as an instrument of power)
Political	2. ...balancing the balance or imbalance of power (e.g. is the power equal or does one person have more? Why?)
Instrumental	3. Power with legal backing

Kinaesthetic Learners!

If this is your learning style, you may wish to make a table with three columns (try an example), and then cut out and sort the answers and paste them into the table.

Investigation Idea

If you have a part-time job, you could investigate the different types of power in your workplace. Alternatively, you could investigate the different types of power within your family, such as the differences between parents together and then between siblings and parents interacting.

4

Theory 4: French and Raven's Six Bases of Power

French and Raven divided types of power into these six useful categories:

① Legitimate Power

This power belongs to a role (same as positional power). It is given to police, managers and anyone in a superior position. It is a formal right.

② Coercive Power

This power is to do with coercion which has the consequence as a result of coercion. It is used to coerce students into better behaviour with the threat of a detention, paying taxes with the consequence of a legal repercussion, and dictating with violence. People can be punished for non-compliance.

③ Reward Power

This power gives people what they want, e.g. you go to work to earn money in some way for complying with us.

④ Referent Power

This is the power people hold if others wish to be like them, e.g. actors chosen to advertise a product such as perfume or aftershave in the hope to encourage fans to purchase the product in order to emulate their image and perceived attractiveness and right to respect.

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⑤ Expert Power

This is the power people have when they are in possession of more knowledge than others. This power requires this knowledge, e.g. doctors can tell us (hopefully) what is what and what is better.

⑥ Informational Power

This is the power gained by providing information which results in someone else's behavior. e.g. advertisers make products seem as if you can't live without them, or something we feel we 'need'.

Task 5

French and Raven: How many of these types of power have you seen already today? From the moment you woke up, on your journey to school or college, to where you are now.

Investigation Idea

If you find French and Raven's theories interesting, why not apply them in your own investigation? Use them as the basis of your entire investigation, e.g. 'An investigation into how power bases are used in different family contexts, such as parent and child, siblings, children and friends.'

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It is safe to suggest that most occupational roles have more than one purpose. For example, a teacher's primary role would presumably be 'to educate'. But is this it? How many other purposes does a teacher have? What about their role? List as many as you can. Consider what other tasks a teacher does apart from teaching. Consider about their interaction with parents? With their line managers?

Theory 5: Michel Foucault – Power Controls Society

- how it controls knowledge
- how it controls society

How might the education system be seen as a controlling force on society? What must go to the system for how long, etc.? And how is society controlled by education results might be different due to the control that education has on wider society, e.g. employment, friendship groups?

Language Diversity and Discourses: Media and ICT

How much control does the media have over society? Discuss the way refugees are portrayed in the news, on television, in newspapers, or perhaps how we are positioned by media to believe certain issues.

If you would like to learn more about media control, why not read Noam Chomsky on this issue, such as 'The Spectacular Achievements of Propaganda' or 'Propaganda: why he believes we are treated as a 'bewildered herd'. YouTube also has many on understanding, such as: <https://www.youtube.com/watch?v=bk3A9C6u5Bk>

Schools' success is measured by the governing body, Ofsted. Schools prepare for the inspection as the labels given by Ofsted are published nationally and head teachers monitor their success or otherwise. A label of 'unsatisfactory' can lead to schools being closed and new management forced upon them.

NB There are many other ways schools are monetized, e.g. Fischer Family Trust.
lexemes (or educational sociolect or in-school exam data).

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Exam Practice 1

- Read this Ofsted report and answer the following question.
- Make full annotations using all relevant levels of language (10 minutes – be as speed of annotation is key on the day).
- Write up the question below in timed conditions (30 minutes). This question
- Check your answer against the indicative content.
- Peer- or self-assess using the exam board's mark scheme.
- Set yourself a couple of achievable targets for improvement, e.g. I need to re-particular what a complex sentence is, so that I can explore this in the exam

Discuss (AS) / Explore (A Level) the idea that occupation might affect

Ofsted Inspection report: St Luke and John's High School

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate. Please turn to the appendix for a description of the grades and inspection terms

Inspection findings

Overall effectiveness: how good is the school? 2

The school's capacity for sustained improvement: 2

Main Findings

This is a good school. As the only comprehensive school in a large geographical area, it has built a strong community which welcomes and meets the needs of students from a range of very different backgrounds. Underpinning a strong set of values are a strong support. Parents and carers value the system because it enables staff to know their children well. As one parent commented, 'It has the sense of a small community in a very big school that your child is happy'. There is very well targeted support for students, including those who are potentially vulnerable. A very strong partnership with parents and carers builds on the school's strengths.

Teachers plan well and are increasingly making effective use of assessment information to monitor the achievement of individual students. In the great majority of lessons, students make good progress because the planning ensures that, from the start of the lesson, there is a careful attention to the abilities of different students in the group. In the small number of lessons where progress is not as rapid, the work is pitched at the middle of the ability range so less able students find it challenging and the most able find it too easy. Teachers assess and mark students' work regularly and consistently. Outstanding practice which involves students in assessing how well they have done their work. Nevertheless, marking is inconsistent in that some students are not given enough feedback to improve and are not encouraged to do so. The inconsistencies in the quality of assessment are more marked in the sixth form where a greater proportion of teachers are new. In the sixth form, students only make the progress expected of them. The use of assessment information to monitor underachievement in the sixth form is at an early stage of development so it is not as timely as it needs to be.

What does the school need to do to improve further?

- Ensure that all students make good progress by: matching a range of activities to the needs of individual students throughout the course of all lessons making sure that marking and assessment consistently engages them in a dialogue which helps them to improve their work.
- Raise the rate of progress across all courses in the sixth form so that it is at least consistent with the consistency of the quality of sixth form teaching using best practice to improve the quality of teaching; embedding the systems to track progress so that speedy action is taken when underachievement is identified.

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Indicative Content for Exam Practice 1

Discuss (AS) / Explore (A Level) the idea that occupation might affect

- Tick off anything you found.
- Highlight any areas you need to focus on next time.
- Add at least one area of your own to share with the group.

Types of Power / Theory / AO2

Instrumental power: Ofsted have the power to close schools based on their reputation; therefore, jobs are on the line. They are backed up by the government.

Influential power: These reports are very persuasive and informative. Prospects look at them for information on whether to send their children to a school. Schools also use them to set targets for improvement (so that they can show the senior management team can use Ofsted's power to bring about mental improvement, etc.).

Vygotsky: Language as a tool of the workplace. Essentially, Ofsted's reports are a tool for teaching and, by making suggestions and setting targets for improvement, they are a tool for learning. The use of subject-specific lexis aids schools in understanding the world in a clear and professional manner.

Fairclough: Power in and behind the discourse: power in the discourse is shown by the commands; power behind is shown by the instrumental backing of the state, others, e.g. senior management, parents and local council, which can be used to address any shortcomings.

Bakhtin: No voice is isolated: each school is influenced by Ofsted, the head teacher and governors, etc. so very much proving the point that language is polyphonic.

Unfinalisability: No person (or in this case, school) can be fully defined. Schools are seen to Ofsted reports as just one factor; others may include staff, parents, training and strike action.

Dialogic: The Ofsted reports are published on their own websites, and schools produce their own plans to action targets set. Parents may also be involved. Local newspapers may publish the reports and letters to the editor, or issue a press release, etc.

Syntax

- Declaratives: inspection report grades are not called into question and their status is a (professional) fact, e.g. 'this is a good school'.
- Interrogatives: 'what does the school need to do to improve further?' Targeted question, perhaps acting on behalf of parents or senior staff, second guessing the school's knowledge.
- Imperatives: targets are later split into firm commands, e.g. 'raise the rate of improvement, be checked by the Inspector' (1). These sound official and quite intimidating, showing instrumental power.
- A full range of simple, compound and complex structures is used. Complex subordinate clauses lead into a new subject area, e.g. 'in the great majority of cases, the school has a good range of facilities (which may be a surprise in an official document, but these are perhaps present because there is an awareness that the report will also be read by non-specialists (easier to digest)).

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Lexis

- Factual rather than emotive, e.g. number of students attending, accredited (no emotive language is used around emotive topics such as special needs, p... unbiased and clear). The tone is fairly scientific, as if the school has been di...
- Collective nouns are used, e.g. 'teachers'. Obviously, using personal inform... nouns) would be inappropriate in singling out teachers for praise or otherw... professional and the focus on roles rather than favouritism.
- Subject-specific lexis: used to keep a professional tone and for clarity of pur... e.g. 'assessment', 'planning'. Not too complex as the document is also read...
- Abstract adjectives and nouns are also used, perhaps surprisingly in an offic... or 'good' – issues which are immeasurable. This could seem an unfair way c... areas are subjective and open to opinion.

Discourse Structure

- Discourse markers are often used, e.g. 'nevertheless', to guide the reader ar...
- Logical order – moving from findings which uncover some problems. T... address... a... of possible solutions. This sets up Ofsted as a know...
- Without... of the document, you could speculate that each departme... area as... more detailed information is given.

Pragmatics

Due to its influential power, any areas for improvement could be a potential em... school and particular departments. Yet again, positive comments would be som... these show occupational power and perhaps personal power (or loss of this) for teachers.

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Exam Practice 2

You will find this type of question in Paper 2 (Q1/2) (AS).

Mark Allocation:

AO1 – 10 marks

AO2 – 20 marks

TRY IT!

Text A is a transcript of a telephone call from a mobile phone company (1) to pro private landline (2) at 7:45pm.

'Discuss the idea that occupational interaction is always influenced by language. In your answer you should discuss concepts and theories from language studies, supporting your arguments with examples and the data in Text A below.'

Planning Tasks

1. Annotate the transcript below to answer the question above. Focus on structure and syntax (types and structures).
2. Look at the indicative content to see what you could have written. Tick off your less successful areas as a target for next time (e.g. not enough focus on pragmatic context).
3. Extend your analysis by applying two theories of influence, e.g. French and Le Vygotsky, Grice, etc. Use more theories to extend your range if possible.
4. Evaluate the statement using what you have discovered as a basis for your conclusion, e.g. 'there is evidence to show' or 'it could be argued'. Remember to use e.g. it could be this, it could be that, with emphasis on one particular point of the transcript. Remember also to **focus on the question** (not just describing analysing in general) repeating the key words to keep your answer focused.

Essay Tasks

1. Next, write the essay under timed conditions. Your plan and writing should take 20 minutes for AS.
2. Remember to use a range of AO1 terms and AO2 theories, plus clear discussion (the examiner).

Assessment Tasks

1. Afterwards, use the mark scheme to self-assess. To do this use the AQA marking scheme here: <http://www.aqa.org.uk/subjects/english/as-and-a-level/english-language/>
2. Lastly, set yourself targets on the areas you need to revisit and revise. You can use the teacher has marked your work – pay attention to the areas for improvement.

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Text A

- 1: good evening madam how are you
 2: (2) fine thank you and you
 1: fantastic yes so my name is Henry and I'm calling with great news (1) you've receive a brand new Motorola mobile with blue tooth the very latest model for of Orange you get this phone which is really up to the minute everything you w (1) isn't that fantastic
 2: erm yes but
 1: can I just ask how old is your current mobile phone
 2: erm almost a year old
 1: a year old (1) right well I'm pleased to be calling you with such a great deal c all I have to do is take a few details from you and your n Motorola will be on use and ring all your friends and family straight t wa
 2: can I just stop you the
 1: yes of course madam
 2: is this pay as you go or a rental
 1: could be rental
 2: alright I already have a pay as you go phone which I'm more than ha
 1: you wouldn't be interested in a brand new Motorola phone with blue tooth
 2: no sorry
 1: it is a really fantastic deal
 2: yes but I'm already happy with the one I've got
 1: alright madam (1) sorry to have bothered you
 2: that's alright (2) bye [hangs up the telephone]
 1: goodbye

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'Discuss the idea that occupational interactions are always influenced

Discourse Structure

Although the caller tries his best to be persuasive by rapid declaratives in his second turn, the customer takes the power back by being repetitive and firm, but particularly by repeating the word *no* in her third turn. The caller is a telemarketing rep. After all, it is late at night and she is in power in her own home.

The caller does persist for a while since no doubt his salary is based on commission. But when the customer interjects that she is not a salesperson, the interaction crosses the line to become face-threatening, especially when the customer interjects a comment about the salesperson's attitude, signalling that her patience is wearing thin.

One very strong way the caller structures the conversation is by positioning the call in his product with persuasive phrases such as his significant interrogative 'so you presume declarative, 'everything's waiting'.

Interestingly, the customer's final utterances gives her power as she reveals her increasingly assertive and unlikely to be persuaded stance. This is opposite to that most powerful participant talks the most.

The caller also repeats words in the semantic field of phones which are proper nouns. This serves to make him sound knowledgeable and able to help while also constantly repeating the word 'phone'.

Lexis

The caller tries to baffle the customer with jargon in the semantic field of mobile phones. This is a strategy of politeness, but it is also a strategy of power. The caller is trying to assert his authority over the customer. This is a strategy of politeness, but it is also a strategy of power. The caller is trying to assert his authority over the customer.

The caller also uses words in the semantic field of sales, e.g. 'great deal', 'free' and abstract terms. Most of these words are adjectives and, therefore, hint at persuasion, like a must-have item.

Both participants use the pronoun 'I', which makes the conversation almost like intent on fulfilling their purpose either of selling an item or refusing to buy the item.

Syntax

The customer doesn't use any exclamatories, which reveals her lack of interest; since she has no useful information, she hasn't been hooked in or surprised by excellent offers. None of this is surprising, since she is saving the face of the caller, who is struggling to fulfil his purpose.

The customer only uses a couple of interrogatives, neither of which show interest and end the conversation and the second is to prove the point that they are not interested.

The caller uses declaratives to position the customer (see discourse structure above) and uses what is imagined to be exclamatories ('isn't that fantastic') which is actually an interrogative. The overall tone is declarative but excitable.

Structurally, the customer uses mostly simple sentences, showing her lack of interest. The caller uses a range of sentence structures to keep his customer's interest. The cleft sentence is often used to add focus on the positive aspects of his product, e.g. 'the position the customer is in'. The caller is also using sympathy or supposed knowledge of her life situation, e.g. 'and ring all the relatives and family straight away'.

Theory

- Persuasive usage of Fairclough's synthetic personalisation and member's re
- Fairclough's power in and behind the discourse.
- French and Raven's power bases.
- Face theory.
- Swales – use of jargon tries to create a joint understanding (or shared affilia
customer feel part of something special, like a veiled compliment.
- Eakins and Eakins – men speak for longer.

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Discourse Structures

Structure can play an important part in different occupations. For example, some occupations, such as medicine and law, are steeped in ancient traditions that govern their sociolect. In most occupations, there is a perhaps 'wrong' way to conduct business, which might affect how the speech act is performed. In this section, we will look at how this can happen.

While some legal processes are used to **enact** power (instrumental), others are used to **persuade** a judge or a jury (influential). This has its own distinctive language form, which is more constrained by rules than other kinds of persuasion – so much so that failure to conform can result in the reversal of decisions of a court. There is very often asymmetric power in court, revealed by the position of the judge at the top and the accused at the bottom. However, even the accused have the right to be heard and listened to carefully and deemed not guilty unless proven otherwise.

Task 1

Legal texts have a very complicated structure. Using the following example, identify the differences between legal texts and other texts (e.g. letters or fiction novels).

3. (a) The provisions of Part II of GATT 1994 shall not apply to measures taken under mandatory legislation, enacted by that Member before it became a contracting party, which prohibits the use, sale or lease of foreign-built or foreign-reconstructed vessels in international waters or applications between points in national waters or the waters of an exclusive economic zone. (b) The exemption applies to: (a) the continuation or prompt renewal of a non-conforming provision of such legislation; and (b) the amendment to a non-conforming provision of such legislation, provided that the amendment does not decrease the conformity of the provision with Part II of GATT 1994. The exemption is limited to measures taken under legislation described above which was in force prior to the date of entry into force of the WTO Agreement. If such legislation is amended to decrease its conformity with Part II of GATT 1994, it will no longer qualify for the exemption in this paragraph.

Read more here: https://www.wto.org/english/sectors/legislation/tariff_rmt.htm

* If you are struggling, think about ways the text is separated (and why it needs to be separated).

Wider Reading

Why not read *Legal Language* by Peter M Tiersma, which examines the history of legal language?

Investigation Idea

Why not make a diachronic study of the history of legalese, noting what has remained static and why this is necessary due to occupational restraints?

Task 2

Extension: In the UK Parliament, a range of discourse features marks proceeding

- Use of specific structures
- Rules for opening and holding turns
- Procedures for supportive and explicatory interventions

Write down (or guess) the rules for turn-taking in Parliament (approximately three rules will help).

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Investigation Idea

If Law is an area you are interested in taking further, why not make your language? You could visit local proceedings and examine power differences, such as testing theory is true, that power has less to do with gender and more to do with social a recent legal event such as a high-profile murder or political misdemeanour and

Synoptic Opportunity

Language and Media:

Examine the treatment of high-profile legal cases in the media, such as the treatment of high-profile divorce cases, sexual scandals, recent politics, etc.

6

Theory 6: Grice – Conversational Maxims

Grice presented four conversational maxims which he suggests are w conversational

- Quality (we should avoid being ambiguous)
- Quantity (we should speak truthfully)
- Quantity (we should not talk for too long or too little)
- Relevance (we should stay on topic, one of mutual interest)

These maxims can, of course, be broken – either consciously or without. You should look for ways in which Grice's maxims are upheld or broken have made and for what reason. Intentionally breaking a maxim is called flouting a maxim, they generate an implicature. An implicature is when an underlying meaning not present in the surface force of the words.

Task 3

Think back over the conversations held in your classroom today. How many of Grice's maxims were upheld or flouted? What about your language use at home? Do you and your family uphold or flout? Is there a difference between the two contexts – home and school, formal and informal?

Task 4

Homework Task: Now you are aware of Grice's maxims, note down some language use from the next lesson. Focus on whether Grice's maxims have been adhered to or flouted. Make special consideration of context.

Task 5

Theory Task: Occupational Group: Lawyers: How do Grice's maxims apply to a conversation between a lawyer and a client?

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Specialist Lexis

One of the most difficult aspects of joining a new occupational group is the exclusion of fields to learn, new acronyms to decipher, etc. Without knowledge of these, it is difficult and unable to perform your tasks properly – or even understand what you’ve been told.

Task 1

Guess the occupation!

See if you can guess what occupation the following language comes from (you may use the words and phrases first as part of your investigation):

Language	Meaning
Bear market Bull market Scalping FOK order	
Chain Stamp duty Caveat emptor	
Cortège Exhume Plot	
Bleaching Edentulous Gingivitis	
Curette Forceps Rib spreader	

Task 2

Debrief

1. Which word or phrase did you find the most difficult to work out, and why?
2. Which of the occupations above has the most complex terminology, and why?
3. How did you feel when you couldn’t understand these words or phrases? How did it affect your understanding of the occupation; for example, on your first day?
4. What can you do to understand work-related language?

Synoptic Opportunity

Language Diversity and Discourses: Gender, Media and...

Do certain occupations that use a profusion of specialist lexis seem to have any gender bias? Which of those above – which ones are male or female dominated and is this affecting the way they are perceived? What about occupations that use many neologisms, such as ICT? Is there more to this?

Task 3

Quiz: Take some terms that you know from your own occupation and see if the other can guess. Search ‘glossary of terms’ and your chosen profession to find some new terms that you can use in your occupational terminology.

Investigation Idea

Why not investigate how well a range of different ages and different genders understand occupational jargon. You could choose an occupation such as ‘Medical’ and investigate how professionals use jargon, as opposed to why the specialists use it.

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Neologisms

A neologism is the linguistic term for a 'new word'. These can be found regularly particularly in a modern occupation which might be influenced by technology.

Task 4

- What do the following neologisms (new words) mean?
 - Palmtop
 - Incent (as in an 'incent manager')
 - Afpak
 - Retronovation
- What business field do neologisms most seem to affect and why?
- Are the words modern or older?

Task 5

Match the occupation to the neologism.

 Boy	
J Lo	
Jankers	
Flairing	
Brangelina	

Task 6

What do you think these neologisms mean – is there much of a clue in the lexem recognisable words elided (merged) or compounded (put together as one new w there any clipping (shortening) where you can guess the original word and mean

Task 7

Name one positive and one negative effect of using neologisms in the different c

Task 8

For fun! Merge (elide or compound) your name with that of another student in t some humorous pairings?

Synoptic Opportunity

Language and Media

Using a mobile device, scan today's news for neologisms. Are there any you don their meaning out using linguistic clues, such as root words? Up you find these m and why might this be? Extend this task for homework.

Investigation Idea

You could s... interview a range of different genders a understand... these terms.

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Initialisms

Initialisms are often confused with acronyms. Whereas an acronym can be read which stands for light amplification by stimulated emission of radiation), an initialism (e.g. DNA – which stands for deoxyribonucleic acid).

7

Theory 7: Herrgard – Jargon and Efficiency

Herrgard (2000) believes that it is important to use jargon at work. Her theory suggests that using jargon makes the workplace more efficient, particularly in today's society where time is money.

Try to apply this theory to the email below. You should first know what the following initialisms stand for:

- MFL – Modern Foreign Languages
- TAs – Teaching Assistants
- SENCO – Special Needs Coordinator
- Y10 – Year 10
- P1, p2 – Period 1, Period 2

How far have initialisms saved time?

Why might the writer have wanted to save time? Think about what occupational group the email is about.

Send	From ▼	E Clemett
	To...	Teachers, TAs, SENCO
	Subject	Y10 MFL speaking exams Tuesday 3rd May to Friday 5th May

Date: 2 May (10 days ago)

Please excuse the following Y10 students from lessons this week. They should have 15 minutes for module FR1b worth 15% of their GCSE.

8

Theory 8: Herring – Emails

Herring (1992) found that, in work emails, men's language is more direct ('It is obvious that...') whereas women's is more personal and emotive ('I'm sorry...'). Men's emails were also twice as long.

How far do you agree with this statement? If you don't have a workplace to compare, think of a general workplace.

Synoptic Summary

Language Discourse and Discourses: Gender

Would you say the email above was written by a man or a woman, and why? Use evidence to explain.

Investigation Idea

If you've found analysing emails interesting, why not think of a useful social group for your investigation, e.g. 'How do emails between members of staff reveal power in actually completing tasks?' or 'How do emails differ between the genders?'

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Taking a Closer Look: Specialist Lexis in Law

Occupational jargon can be used to exclude people from fully joining that discou large extent in the legal profession, much of which comes from the ancient langu frequency language for most people (unless you are trained in the legal professio linguistic group but you find it necessary to communicate within the community must seek the expensive advice of legal representatives, such as solicitors, lawye

Task 9

See if you can match these legal terms to their definitions. There are clues in the you might recognise because our modern language shares many roots with this, use today but in a broader sense.

In loco parentis
Abet
Inquest
De minimis

Encourage
An insight
Instead
A formula

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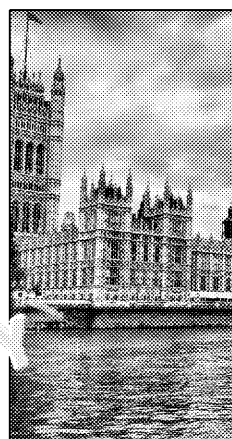


Taking a Closer Look: Specialist Lexis in Government

Parliamentary and Unparliamentary Language

In the UK parliament, a range of special language features marks proceedings. These include:

- A special lexicon and forms of address
- Disallowing personally abusive epithets
- Parliamentary privilege – freedom from liability for slander
- Submission to the arbitration of the chairman or woman, the Speaker and Deputy Speakers



Task 10

Special lexicon of politics

What do the following lexemes or phrases from political sociolect mean?

Order	
Front bench	
Crossing the floor	
Black rod	
Another place	
Terminological inexactitude	
Aye and no lobbies	
Filibustering	
Wash up	
Ping pong	

The following website may be of use:

 <http://www.parliament.uk/site-information/glossary>

Task 11

Meanings and representations

How does the amount of political information affect meaning? Is it harder to understand learning the sociolect of your own work?


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Task 12

Homework or Extension Task on Political Sociolect:

Below is a list of further words and phrases which have a special meaning in the many do you know? Check the BBC's, or Parliament's own, A to Z guide to find out

 http://news.bbc.co.uk/1/hi/uk_politics/a-z_of_parliament/default.stm or

 http://news.bbc.co.uk/1/hi/programmes/bbc_parliament/7098934.stm or

Adjournment debates	Coalition	Lord Chancellor
Amendments	Command papers	Lord Privy Seal
Annunciators	Committee office	Lords Commissioners
Another place	Committee stage	Lords Spiritual
Any hours motion	Constituency	Lords Temporal
Autumn Statement	Consultation paper	Mace – Commons
Backbencher	Contempt of Parliament	Mace – Lords
Below the gangway	Cost of living	Maiden speech
Bills	Crossing the floor	Ministers
Bisque	Deputy Speaker	Motions
Black Rod	Dilatory motion	No-confidence motion
Blocking motion	Disclaiming a peerage	Nodding through
Budget	Divisions	Oaths
Budget briefcase	Draft bills	Ombudsman
Budget leaks	Early day motion	Order book
Cabinet	Expulsion	Order Paper
Cabinet committees	Father of the House	Orders in Council
Cabinet Office Secretariat	Filibustering	Orders of the Day
Cabinet reshuffles	First reading	Overseas Office
Casting vote	Foreign Secretary	Pairing
Censure motions	Free vote	Parliamentary Private
Central Lobby	Front bench	Secretaries (PPSs)
Chairman of Ways and Means	Grave disorder	Parliamentary privilege
Chairmen's Panel	Green card	Parliamentary question
Chancellor of the Duchy of Lancaster	Green Paper	Points of order
Chancellor of the Exchequer	Guillotine procedure	Portcullis
Chief whip (government)	Hansard	Prime Minister's
Church Commissioners	Hybrid bills	Questions
Civil list	I spy strangers	Printed Paper Office
Clauses	Journal of the Commons	Private Bill Office
Clerk of the Parliaments	Journal Office	Private Bills
Closure	Leader of the House	Private Members' Bill
	Lobby system	Private Notice Question
	Lobbying	Privilege

Task 13

Ask different people what the words above mean. Record your findings and your degree to which they are generally known. Do any of them fall into the common none of the words you questioned could recognise? Did this meet your expectations?

Investigation Idea

A similar investigation could be used to create your A Level coursework (language other sociolect to suit your interests. For example, 'An investigation into the acc language to those outside the discourse communities with a focus on finding past and infinitives'.

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Theory 9: Drew and Heritage – Institutional Talk

Drew and Heritage (1992) coined the term ‘institutional talk’ to explain how language is different at work to other contexts. They claimed there were three dimensions to institutional talk:

1. Goal oriented: language that works towards a final goal related to the institution. The person who initiates the conversation will usually introduce the goal (e.g. ‘I need to get that shipment’). Such explicit signalling of goals never really occurs in everyday talk; institutional talk is less transactional.
2. Special and particular constraints: this is what participants consider appropriate for the workplace (e.g. taking blunt orders is OK at work but not in other contexts – a postman saying ‘take this letter!’).
3. Inferential procedures: language used to describe processes and procedures, often using jargon (e.g. a ‘gusset’ is a type of reinforcement in a manufacturing industry – a seam in a piece of clothing in the fashion industry).

Members of institutions tend to use the first-person plural pronoun ‘we’ to indicate their involvement in a larger institution.



Task 14

Apply this theory! Occupational Group: Lawyers

How could this theory fit the occupation of law? Write down examples which connect the three of Drew and Heritage’s ideas. Most importantly, your answers should show how language is different at work – can your sentences say something which would seem unusual in a more private setting?



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Political Rhetoric

Politicians are renowned orators (public speakers) and are masters of using persuasion. Remember that their purpose is also to ensure that you vote for them, support their policies and maintain a positive public image. By studying this area of political language, you can focus on the structure.

Max Atkinson, of Oxford University, suggests that political speechwriters consist of a range of techniques, many of which will be familiar to you from GCSE English study:

- Alliteration
- Allusion (alluding to or making reference to something which has already been mentioned)
- Antithesis (inversion or using opposites against one another, e.g. Tory vs Conservative)
- Asking questions and suggesting answers
- Lists (especially of three items – the tripartite list)
- Metaphor (especially extended metaphor or similes)
- Parallelism (repeated sentence structures)
- Parenthesis (using brackets or hyphens to separate clauses or thoughts)
- Repetition
- Rhetorical questioning (rhetorical questioning)

Wider Reading

Why not read more about language and politics in Max Atkinson's *Our Masters'* paralinguistic features/

Task 15

In your class, choose a politician – perhaps one who is currently making the news. Watch a YouTube clip of one of their speeches and fill in the table below with the techniques you can find. Fill in the 'evidence' column with quotations.

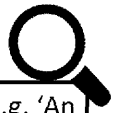
Atkinson's Technique	Evidence
Alliteration	
Allusion	
Antithesis	
Questions with answers	
Lists of three	
Metaphor	

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Atkinson's Technique	Evidence

Compare Donald Trump, 45th US President, with his background in business and politically incorrect to a more polar opposite such as Barack Obama.

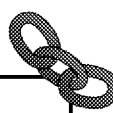
In American politics, you could examine the political rhetoric of certain antonymic politicians, e.g. 'An analysis of the rhetorical styles of American politics looking at the Democrat Hillary Clinton and Republican Donald Trump.' Or 'An investigation into the derogatory language used by politicians from both sides (e.g. Conservatives, Britain First) versus left-wing parties (e.g. Labour, the Green Party)'.

One of the most powerful rhetorical technique, and why? Write a short answer that includes the technique at least once. Also include at least one sentence that focuses on the way they represent themselves. Think about the type of exam question you will be asked: how does that language might be affected by occupation.

represent, affected

Activity

Language Investigation

Compare the language of politicians and the language of parents? This could make an interesting investigation into types of power between different social groups in the public and private spheres. Discuss in some ways that parents use their power at home to discuss at the next lesson.

Examples of Political Rhetoric

Consider this extract from a speech made by the late Harold Wilson, the Labour leader, at the 1964 general election:

This election is not about the miners; not about the militants; not about the path of prosperity or the disastrous failure of three and a half years of Conservative government which has led us from the road of prosperity to the road of ruin.

What is Mr Wilson doing here? We find:

- repetition of the formula 'not about'
- antithesis between 'is not about' and 'it's about'
- 'path of prosperity' and 'road of ruin'
- repetition of the same form
- use of alliteration
- related metaphors

In John F Kennedy's inaugural address from 20th January 1961, we find an extended metaphor (bringing a fire to give light to the world) and a concluding antithesis:

The energy, the faith, the devotion which we bring to this endeavour will light our country and the glow from that fire can truly light the world. And so, my fellow Americans, ask not what your country can do for you. Ask what you can do for your country.

The last two sentences use many of the same lexemes, but transpose (switch) them. You can find the whole text of the speech and an audio recording [Real Audio] to listen to at the Kennedy Library, hosted by the University Of Massachusetts Department Of Computer Science. <http://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntFI7SVAJA.aspx>

For a humorous allusion, consider Margaret Thatcher's:

To those waiting with bated breath for that favourite modern catchphrase they have been waiting to say: You turn, if you like; the lady's not for turning!

There is **wordplay** on the **homophones** U-turn / you turn, and a **reference** to Mr. U-turn while the final phrase is a painful pun on the title of Christopher Fry's play (about the U-turn). *Burning*.

Ronald Reagan's speechwriter, Peggy Noonan, borrowed an image from John Gilstrap to explain the disaster in 1986 when the Challenger space shuttle exploded:

We will never forget them (the crew), nor the last time we saw them this morning as they began their journey and waved goodbye, and slipped the surly bonds of earth, to touch the face of God.

Task 17:

Now look at the longer extracts below from which some of the examples above were taken and see if you can find the ways in which the writer (not the same person as the one who usually has the words) uses specific techniques.

In the long history of the world only a few generations have been granted the hour of maximum danger. I do not shrink from this responsibility; I welcome it. I would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavour will light our country and all who serve it, and the glow from that fire can truly light the world. And so, my fellow Americans, ask not, what your country can do for you, but what you can do for your country.

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Suddenly the nation has been plunged into a midwinter election. You must have decided to make a desperate run for it. It can't be because of the dispute with the miners, asking you to vote him back so that he can make an honourable settlement with them. Making a run for it, in the hope that the smokescreen of the miners' dispute – stoked up – will distract you from the real issues. This election is not about the miners; not about the power of the unions: it's about the disastrous failure of the Conservative government which has turned Britain from the path of prosper-

I'll tell you what happens with impossible promises: you start with far-fetched pickled into a rigid dogma cold. And you go through the years, sticking to the irrelevant to the real needs. And you end in the chaotic chaos of a Labour hiring taxis to scuttle round a city, and your redundancy notices to its own no matter how entertaining, to the short-term egos – I'll tell you a I'm telling you – I'll play politics with people's jobs and people's service.

And I want to say something to the schoolchildren of America who were watching shuttle's take-off. I know it's hard to understand, but sometimes painful things of the process of exploration and discovery. It's all part of taking a chance, of the future doesn't belong to the faint-hearted. It belongs to the brave. The Challenger and the future and we'll continue to follow them. We will never forget them, nor the morning, as they prepared for their journey and waved goodbye, and slipped away from the face of God.

10

Theory 10: Bourdieu – Linguistic Capital and Linguistic

French sociologist and anthropologist, Pierre Bourdieu, is associated with the concept of *habitus*, which refers to the internalized patterns of behavior and thought that are shaped by social capital and linguistic habitus.

Linguistic Capital

Bourdieu claims that language can be seen as capital – like money. A language can be invested over time to become profitable. Language in this way is seen as part of the universe to an exchange of goods and maximising profit (economic capital).

Therefore, language at work becomes part of making money, equal to Language keeps the economic world turning. Linguistic capital can be force behind, economic transactions (Sapir-Whorf).

Linguistic capital is field-specific, i.e. it allows the acquisition of education in a particular field. In their turn, will be given access to prestigious jobs (all related to the semantic field of biology). The sub-field of certain subjects such as the semantic field of biology.

Liberalistic Habitus

Habitus is discourse adjusted to a situation or a semantic field. Bourdieu proposed this formula:

Speaker competence + market = profitable discourse

In other words, the more competent a speaker is about a topic, the more successful.

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Interestingly, Bourdieu's theories suggest that comprehension is not communication. Bourdieu stressed that speakers monitor their language outcomes (e.g. to be believed, to be obeyed, to bring about a decision) rather than misunderstandings.

A speaker's linguistic strategies (condescension, repetition, use of jargon) are used much so a person will be understood but rather by the chances of being obeyed, even at the cost of misunderstandings (e.g. political manifestos). But, by seeming knowledgeable and competent, they increase their chances of being understood.

Note: This view is diametrically opposed to those of philosophers such as Socrates, where speakers' efforts are always focused upon achieving understanding and not being understood.

Task 18

Theory Task: How far does Bourdieu's theory apply to any of the political speeches you have studied?

Task 19

Extension: How far does Bourdieu's theory apply to an educational context, e.g. the classroom? Remember to keep applying new theories to other contexts.

Synoptic Opportunity

Language and Technology

How can the theory of linguistic habitus be applied to a group of friends who are playing a game such as COD?

Wider Reading

Read more of Bourdieu's ideas; for example, *Language and Symbolic Power*, or *Social Research* by Mark Murphy, which discusses the major sociolinguists like Bourdieu.

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Taking a Closer Look: Specialist Lexis in Medicine

The field of medicine certainly has its own sociolect. Often this is due to medical terms. Medical terms have to be used correctly and often quickly so need to be understood by patients; therefore, professionals have to make sure they are understood by lay people.

11

Theory 11: Tannen – Power in the Workplace

Professor Deborah Tannen (1987) observes that:

The professionals, in numerous contexts, are doing something they do rarely. Thus, doctors, lawyers and teachers and classrooms (respectively, of course, are doing business-as-usual or clients pass through the system) are always confused and often ignorant of the system.

There are many different kinds of power and influence that people exercise. When people are taking different roles, it may not be that one doesn't, but that they have different kinds of power, and are exercising it differently.

<http://www.pragmaticshumour.com>

Task 20

Think back to your experiences at a doctor's surgery or dentist's. Explain how the relationship is obviously asymmetric doctor/patient occupational relationship. This will help you understand how organic power can be – always changing, even sometimes giving power to the patient. Think about who has power and when. What sort of utterances might be said, for example, and what does this show about power?

Read the following two new theories. You will apply these to the doctor/patient relationship.

12

Theory 12: Heritage – Use of Interrogatives

Heritage (1997) wrote that, in transactional conversations between a professional and a client, usually the professional who asks the questions (e.g. a doctor will ask questions in order to better treat them). This turn-taking seems formalised (as if it were a script).

Workplace interactions are often asymmetrical. In particular, the professional relies on the layperson to guide and advise them (e.g. a customer adviser can point you to the correct treatment or a DIY store customer adviser can point you to the correct product).

13

Theory 13: Roberts and Sarangi – Multiple Discourse Identities

Roberts and Sarangi (1999) suggest that roles and workplace identities are negotiated through talk. For example, an employee might be subservient to a boss, but at the same rank. One boss might be more respectful to a colleague, but in a colleague, you may be more polite to a customer. This shows how 'multiple identities' are negotiated while at work.

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Synoptic Opportunity

Language Diversity and Discourses: Gender

In your own experience, are there any differences between the way a male doctor treats their patients?

Wider reading:

Here are some ideas that take studies into doctor/patient relationships even further. Quantitative study of West in 1984:

➔ <https://www.nottingham.ac.uk/english/documents/innervate/09-10/0910lydfor>

You could also read *The Discourse of Nurse–Patient Interactions* by Shelley Staple

Task 21

Annotate this transcript between a doctor (Dr) and mother (Mo) discussing her son's severe learning difficulties. Consider the language levels (AO1) you feel are appropriate. Also apply theories from Heritage, Heritage and Roberts and Sarangi to ensure you cover your exam (if they are apt). Share your findings with the class. Apply other theories if you feel appropriate.

Mo: [knocks on the door and enters] Hello, doctor
Dr: Come in (.) sit down (2) how can I help
Mo: well I've come about my son, Dan (2) he's been having some (1) difficulties
Dr: ah what do you see as his difficulty
Mo: mainly his um the fact that he (2) he doesn't seem to understand everything
the fact that his speech is very hard to understand what he's saying you know
stuttering and things
Dr: right
Dr: do you have any ideas why it is (2) are you (1) do you
Mo: well no
Dr: okay I (1) you know I think we basically in some ways agree with you in the
main problem you know does involve obviously language
Mo: mm yes alright
Dr: you know both his being able to understand you know what is said to him
his uh his thoughts um in general his speech development
Mo: yes that's right
Dr: so what needs to happen is that I see you both together so that I can listen
Mo: okay
Dr: if you see the receptionist on your way out (.) I will send her a message
and will make you an appointment for a couple of days' time
Mo: thank you doctor

Prompt Questions

1. Is there any jargon used in this transcript? Why (or why not)? What theory could you apply?
2. What is asymmetrical in this occupational exchange and what theory might you apply?
3. Is this extract transactional or interactional, and why? Is there any theory to support this?
4. What do you notice about the questions and which theory could you apply?
5. How might you describe the register of both interlocutors? Why have they not both spoken the same in their home environment or what might change?

Task 22

Extension Task: Occupational Group: Law, Education

Now apply these three new theories to the courtroom transcript (p. 25) and the coming up!) It is important that you can be flexible and cross-reference theories to different contexts. Get into the habit of applying new theories to transcripts you are already familiar with.

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Exam Practice 3

You will find this question in AS Paper 2 Q3 OR A Level Paper 2 Q4.

Try it!

Write an opinion article in which you discuss ideas surrounding the influence of both Blair and Obama's speeches below (for A Level) or for a choice of one speech (for AS). State your form, audience and purpose before writing.

Text 1

Tony Blair's speech to the United Nations delivered on 14th September 2005, the full text is available here:

<http://www.guardian.co.uk/politics/2005/sep/14/tonyblair>

And ... never forget September 11th ... happened, just a short distance from here in Afghanistan, and when it happened an active attempt to bring peace to the Middle East, Chechnya, Kashmir or Bosnia, and if none of these it will be to the states. And if none of that fails, those states themselves will be blamed, or a ... and we must unite ... by taking action against those who incite, preach or teach them, in whichever country, and also by eliminating our own ambivalence, the methods of this terrorism but their motivation, their twisted reasoning, their violence.

Text 2

Barack Obama's Victory Speech, 2008 ('Yes We Can')

The road ahead will be long. Our climb will be steep. We may not get there in all the time it takes, but America — I have never been more hopeful than I am tonight that we will as a people get there.

There will be setbacks and false starts. There are many who won't agree with me as president, and we know that government can't solve every problem. But I will listen to you, especially when we will ask you join in the work of remaking this nation the only way it's been done before — block by block, brick by brick, callused hand by callused hand.

What began 21 months ago in the depths of winter must not end on this autumn night. The change we seek — it is only the chance for us to make that change. And we go back to the way things were. It cannot happen without you.

So let us summon a new spirit of patriotism; of service and responsibility where we stand in and work harder and look after not only ourselves, but each other. Let us remember that in this crisis taught us anything, it's that we cannot have a divided Wall Street while the rest of the country, we rise or fall as one nation — as one people.

Let us resist the temptation to fall back on the same partisanship and pettiness that poisoned our politics for so long. Let us remember that it was a man from this banner of the Republican Party to the White House — a party founded on the individualism and national unity. Those are values we all share, and while we celebrate a great victory tonight, we do so with a measure of humility and determination held back our progress.

As Lincoln said to a nation far more divided than ours, "We are not enemies, but friends. We must not break our bonds of affection." And, to those Americans yet to earn, I may not have won your vote, but I hear your voices, I need your support as president, too.

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And to all those watching tonight from beyond our shores, from parliaments crouched around radios in the forgotten corners of our world — our stories are shared, and a new dawn of American leadership is at hand. To those who will defeat you. To those who seek peace and security: We support you. And wondered if America's beacon still burns as bright: Tonight, we proved once more our nation comes not from the might of our arms or the scale of our wealth, but from our ideals: democracy, liberty, opportunity and unyielding hope.

For that is the true genius of America — that America can change. Our union we have already achieved gives us hope for what we can and must achieve to

Read full speech here: <http://www.npr.org/templates/>

Planning

Mind map ideas.

- Look at what exactly is influential politically (remember your audience are not politicians, so reduce the amount of terminology and AO2 theory you can use).
- Look for what is not influential, if anything? For A Level (both speaking and writing), who uses what technique more successfully? What contexts?
- Choose a selection of quotations from the data that you will use to back up your springboard into your argument. Note that the best answers will keep referring back to the data.

Remember the key to a successful opinion piece is to:

- showcase your knowledge about this occupational group (AO2 issues and their relevance)
- have a readable, informative narrative voice (AO5)

The purpose of this task is to consolidate all your knowledge about this particular occupational group and the examiner that you have understood the key issues and concepts.

Tasks

1. Write your opinion article.
2. Self-assess – what mark would you give yourself, and why? Use the AQA mark scheme.
3. Read the exemplar for Obama's speech on the next page. What is different about it?
4. Set yourself a couple of achievable targets for the next time you try this task.

Paper 2

Use your knowledge of these two political texts to write up an exam-style answer.

'Discuss (AS) / Evaluate (A Level) the idea that occupation affects the way we think.'

Investigation Idea

If politics is one of your interests, why not make your Language investigation about a politician's language during peace time and during conflict? 'An investigation into the differences in political rhetoric between the genders'.

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Sample Answer for Exam Practice 3

Write an opinion article in which you discuss ideas surrounding the po
Obama's speech. You should state your audience and purp

Form: Newspaper article
Audience: Broadsheet readers, e.g. *Guardian*
Purpose: Explain and inform

Barack Obama is arguably this decade's most influential man, being the f
Even if you don't agree with all his policies such as O't macare which has
with his lack of support lately, one thing can't be disputed. He talks li
point when we begin to tune out since they all sound the same?

Take, for instance, when he evokes the emotions of his audience; a key
speaker of 'liberty' and 'unyielding hope'. Great words but
touch how to quantify liberty. These abstract terms can be picked out
they have an amazing impact upon those listening. Once said, it can't be
believe?

Another type of rhetoric creates strong contrasts, in this case and in m
either for or against. We either support you or we are against you. Th
from wars to home front politics. Obama is no exception. He claims th

'To those who would tear this world down: We will defeat you. To those
support you'

One would certainly hope so. Where would we be with a leader who support
downfall of the nation they lead? Soundbites like this are so completely cli
believe that he cares. We believe he will fulfil these promises. Every single

Obama even uses the royal 'we'. This is a great rhetorical technique which l
them feel wanted, but, cleverly, also shares the blame. For instance, 'We as
biblical, isn't it? He even refers to Lincoln, as if his bond with the people w
Particularly at the moment when his popularity was at a peak. Oh yes, this
anything. Intriguing, isn't it, how we can swallow all those confident words b

I defy you to look at any political 'or' present that does not
single one has and will, I promise.

However, there is a problem here. Obama doesn't write his own speeches;
him: speechwriters to help him persuade those who might not be easily pers
insert all these rhetorical tricks so that he sounds organised, emotional,
how much of this is Obama and how much those behind the scenes remains
to believe that, if he didn't believe it, he wouldn't say it. At least not
Some things can't be written, such as a lilt in the voice, a look in the e
than a thousand words.

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Saving Face

Have you ever heard of the phrase, 'to save face'? This means to protect your own and react to you, looking for a positive outcome.

So by choosing to save face (maintain a good image of yourself) or make a face to somebody without worrying what they will think of you or how far you will upset, you create a certain identity or control different contexts and outcomes.

Task 1

Discuss how saving face might be relevant in the workplace: for example, an education about how you might react if you give an answer in class which turns out to be wrong, saved or lost in educational establishments?

14

Theory 14: Goffman and Brown and Levinson – Face Theory

This section looks at how theorists refined the theory of face.

Erving Goffman (1967)

These were Goffman's main theories about saving face:

1. Verbal considerations need to be made during the interaction.
2. Politeness maintains the persona and status of speakers through the interaction.
3. Loss of face disrupts conversation and may need to be repaired (facework).
4. Most important at the beginnings and endings of interactions.

Goffman's 'verbal considerations' are as follows:

- Before ending a conversation, use positive expressions, e.g. 'thank you'.
- Explain your reasons for leaving (a coda).
- Endings should usually be repetitive, such as repeating back your partner's last point, referring back to earlier topics before the final 'Goodbye' (to show that you have enjoyed or gained something from the interaction).
- Express positive evaluations of their time together, e.g. 'thanks a lot for your solidarity'.

Goffman suggested that a loss of face equals rejection (and, therefore, a breakdown in relationships).

Brown and Levinson 1987

This pairing took Goffman's work further and in particular looked at positive and negative face.

Positive face

This is a natural desire to be liked and admired, e.g. making greetings and compliments, expressions of approval.

Negative face

This is a natural desire not to be imposed on, e.g. making apologies for inconveniencing, or the desire to avoid a face-threatening act would be to say 'I'm sorry' instead of 'how could you have done that?' after an accident.

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Face-threatening acts

Causing loss of face is simply a face-threatening act (with or without politeness). There are four ways to commit a face-threatening act (FTA):

1. Baldly, with no politeness (e.g. 'Shut your mouth, idiot.')
2. With positive politeness (e.g. 'You have a wonderful voice. Shame you're not singing.')
3. With negative politeness (e.g. 'I know you're extremely thirsty but I wouldn't gulp it down.')
4. Indirectly, or off-record (e.g. 'I wonder what the most annoying speakers are?'). FTAs are ambiguous (or passive-aggressive) so the receiver may choose to ignore them. The speaker deny their meaning if they choose.

Of course, a person can choose not to threaten another's face at all, but if they are threatened, a speaker can decide how much face they want to save for themselves.

Face-saving devices

Brown and Levinson introduced these common ways in which we try to save face in a powerful position:

1. Hedges: markers of possibility and uncertainty which reduce the force of a request. 'I might suggest' (Leech, 1983). These give the addressee the option to refuse. 'seems', 'maybe', 'perhaps', the use of modals (e.g. 'can'), past tense and questions.
2. Point-of-view distancing: 'I suggest', 'I think', and 'personally'. This makes the speaker less authoritative, more personal and by making the speaker less responsible.
3. Understatement markers: e.g. 'quite', 'fairly' or 'somewhat', which lower the force of a suggestion.
4. Diminutives: 'a few', 'little' and 'a bit' reduce the negative aspect of a criticism. Also adding the suffix '-y'.
5. Compliments: balance the negativity of criticisms and suggestions.
6. Pessimism: assuming that the request will not be met might make the speaker feel less of guilt.
7. Deference: giving deference (superiority) to another's viewpoint.
8. Apologising.

Task 2

1. Using the four face-threatening acts, create your own for one of the following contexts:
 - As if you were the manager, asking somebody to stop using their mobile phone
 - As if you were a waiter, telling a customer that the food they ordered is out of stock
 - As if you were a hotel manager, telling a colleague that they have to work on a weekend
2. Using the eight face-saving devices, create dialogue for one of the following contexts:
 - Asking a boss if you can leave work earlier than planned
 - Asking your partner to go to work

Synoptic Opportunity**Language Diversity and Discourses: Gender**

Theorist Deborah Cameron might suggest that men and women save face differently (model?). What might these differences be?

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Task 3

Theory Task

Apply these two face theories (Goffman, and Brown and Levinson) to the classroom the more apt theory, and why?

Teacher waits at the entrance to their classroom. Students begin to line up with straightening their ties.

Teacher: good morning year 10 (.) come on line up [strolls along the line checks and tidy please (.) Edward shirt in (.) also Jacob (2) very smart Yasmin

Yasmin: thank you miss

Jacob: how's that miss

Teacher: much better, Jake (.) are we all nice as start (2) right then in you in now

Connor: oh but miss it's too 'cause ' keeps coming out

Teacher: I don't care (.) (1) why do we have to have this conversation (.) just do it Connor (1) thank you [walks to the front of the class] today's lesson is all about creative writing (1) George don't groan just ready for work (2) as I said today's aim is to learn the best ways around

Connor: I don't see why we have to do this now (.) I mean if it's not important point

Teacher: the point is practise Connor (.) nobody does anything right or to the around (.) not even me so that's why we are going to do it today

Connor: but I hate creative writing (.) it's boring and I'm just I'm useless at it

Teacher: you're not useless at it (.) you're actually very good (.) you all are but you can get better at it and that's what we're going to work on this

Connor: but miss

Yasmin: just shut up Connor

Connor: did you hear that miss (.) Yasmin just swore at me

Teacher: no she didn't

Connor: well she was rude to me

Teacher: Connor nobody is being rude to you (.) look at your own behaviour (1) I think we would all just like to get on now (1) brilliant okay get today's date

Task 4

Classroom Management Research and Presentation

- Arrange to observe other teachers. Try to get a range of subjects and types of teaching styles and subjects. However, remember this is not a 'gender' investigation might be useful for a gender task or even for A2 investigation.
- Transcribe (or record and then transcribe) sessions in their lesson.
- Look for different ways power is used, contested or usurped in the classroom. Different status representations as part of the classroom hierarchy and create meanings.
- Make a presentation to the rest of your class to show your findings (use key 'representations').
- Please remember that this should be handled sensitively and is not an excuse to be rude to students – this is a professional linguistic exploration and should not become a personal attack.
- Ensure that you are using plenty of AO1 terminology.

Investigation Idea

You could investigate the different ways and means of saving face in the classroom. You could also investigate different teaching styles, perhaps between teachers in different positions in the school hierarchy.

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Convergence and Divergence

When people speak, they make snap decisions about the way they will present themselves. In this section, we will look closely at how and why people might decide to speak in a particular way or how and why they might decide to stand out as being different.

15

Theory 15: Giles – Communication Accommodation Theory

Giles suggested that we alter our way of speaking to achieve different goals, such as to assess issues of power or powerlessness and as part of occupational group identity.

These ways include:

- Convergence (speaking like others)
- Divergence (speaking differently to others)

And people can converge in these two ways:

- Upwards (becoming more formal)
- Downwards (becoming less formal and more colloquial)

For instance, if we were to have an audience with royalty, we would upwards converge (become more formal to sound like them, pragmatically so we seem to belong to the upper class/underclass). This accommodation has to do with class.

If we were going out of our way to upset a figure of authority (e.g. a boss), we might downwards diverge by using more slang or youth sociolect (to let them know we are not from them and perhaps to suggest that they cannot understand us). This is often done with structures of society and rebellion.

Sometimes people will accommodate their language to either use or avoid a particular dialect stigmatisation, such as people stereotyping those with a Liverpool or Glaswegian accent as fighters, but also people might adopt an accent or manner of speaking (downwards convergence).

Accommodation can be partial or complete, mutual or non-mutual. It is often a result of power at play when linguistic accommodation occurs.

Task 1

Theory Task: Occupational Group: Government

If politicians are communicating with the general public, they might downwards converge to be understood by potential voters by using language which has too high a register. However, if they are communicating with other politicians who understand political jargon, they will upwardly converge.

- Look at the website for your local council and compare the pages for councillors and members of political parties.
- Make full annotations with a range of features of language; for example, syntax, semantics, lexis and register.
- Now add in your own comments about accommodation theory – how is it being used?

Task 2

Extension: Can linguistic accommodation lead to a feeling of being patronised? Can it be used as a device? Does this change between occupations? Is the same effect felt when accommodating to peers (e.g. friends) outside of any occupational environment?

Synoptic Opportunity

Language and Gender

Who is more likely to use language accommodation – males or females, and why? Where you hear this happening, analyse any gender differences and discuss this.

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Occupational Address

It could be fair to say that there is a great range of occupational address. By this we relate to roles and hierarchies, or the informal ways we might address colleagues or we might speak to customers. In this section, we will look at the importance and use of occupational address, along with some helpful theories that you could choose to use in your examination.

Forms of Occupational Address

Task 1

Make a list of occupational addresses (e.g. titles such as 'Mrs' or 'Judge'). See worksheet 16.

Task 2

On a scale of 1 to 10, how powerful are terms of address in occupations (10 being the most powerful)? What makes titles important?

Task 3

Which occupational group has the most need for specific terms of address, and why? Write your answer in your notebook with the class.

Task 4

Occupational terms of address can be categorised like this:

- Professional titles, e.g. professor
 - Gendered titles followed by surname, e.g. Mr Smith
 - Surnames only, e.g. Jones
1. Extend these lists of examples.
 2. Put these into order of formality.
 3. Which do you use at work (or hear around your school or college) and how do different people?

Task 5

How could the theory below explain how occupational terms of address could be used?

16

Theory 16: Holmes and Stubbe – Status

Holmes and Stubbe (2003) suggested that those in higher power make use of status or to assert it, depending on the context. How might you apply this to occupational address?

17

Theory 17: Vygotsky – Language as a Tool of the Work

Particularly useful when exploring power in occupations, this simple theory states that 'language is a tool of the work'. Language can gain good marks using specifics from the data to provide a possible, insightful analysis.

Task 6

Theory Task: Apply Vygotsky's theory to the use of occupational addresses.

18

Theory 18: Fairclough – Dominant Bloc

Dominant bloc – the state is not neutral but dominates others through power. Capitalists will firstly try to use coercion/consent. Through discourse of consent or coercion and thereby promote their ideologies, e.g. education.

Task 7

Theory Task: Apply Fairclough's dominant bloc theory to the use of occupational address of different occupations, from factory work to butlers to police officers, etc. Write your answer in your notebook with the class. How could Fairclough's theory apply to each sector?



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Exam Tips

The examiners will be looking for specific ideas including the ones below. This helpful table puts all the theories in one place. Use this alongside your exam practice papers to make sure you revise any areas you are weak on.

What they are looking for	AO1	
 <p>That you recognise people <u>do change</u> their language when they are at work (they speak differently from when they are at home).</p>	<p>Register (formality). Code-switching. Jargon. Politeness features. Sociolect.</p> <p>In general, we are more formal, more overtly polite at work and use jargon that would seem out of place and is often misunderstood at home. It is unlikely that a politician makes lengthy, complex speeches at home.</p>	<p>Trudgill/Giles: use of language to accommodate to the situation. Myers-Scotton: language change is a benefit to us (code-switching). Fairclough: there are exchanges between work and home. Cameron: work language is a way that callers are seen to be competent. Kollataj: slang is used to show solidarity. Blank: language change is a sign of social change.</p>
 <p>There is a hierarchy at work (power issues). Some employees will support it, some will flout it.</p>	<p>Code-switching (polite to bosses, informal to colleagues). Bosses will give more orders (imperatives). Colleagues might agree (declaratives). Non Fluency Factors (NFFs such as fillers, pauses and false starts are more likely with colleagues, less with superiors). Superiors will be more directive.</p>	<p>Trudgill/Giles: use of language to accommodate to the situation. Herbert and Strauss: language change in the workplace to show solidarity. Drew and Heritage: language change to give orders or to give advice. Hornyak: compliance with authority. Roberts and Scahill: language change negotiated through power but on an equal basis. Holmes and Stubbs: language change to show status. Thornborrow: language change to show status. French and Raven: language change to show status (e.g. of a worker).</p>

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What they are looking for	AO1	
That each person has a clearly defined role.	Transactional talk (a 'complete'). Jargon. Clear purpose. Features.	Swales: web of – all using language Althusser: inter the thoughts of product/service
That there is a clear transactional purpose.	Transactional talk. Clear purpose.	Drew and Heritage: begins with talk Drew and Heritage: the singular ('I') Fairclough: men Fairclough: power Eckert: work is a

You are marked on:

AO1: terminology, clear expression, relevant argument – 10 marks

AO2: theories, concepts, issues (relating to occupational groups) – 20 marks

Remember that AO2 is a big part of the mark!

How AO3 is important because the context is the occupation (where it is, who is there, etc.)
AO2 must have reference to the occupational context.

Better answers will EXPLORE rather than just EXPLAIN. They will weigh up HOW FAR the occupation affects the relationship between different people.

Structuring your answer:

Go back and forth from the data to other occupational groups you have looked at (e.g. politics, etc.)
Link in key points from the table, e.g. hierarchy, code of conduct, jargon, transactional purpose (etc.)
Use F, A, P if it helps, or the four points above to go through the data (then more widely) chronologically.

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Exam Practice: Compare the Pro

In this section, you will build on your comparative skills. You will also evaluate skateboarding and midwifery.

Skateboarder vs Midwife

Shortly, you will make a full comparison of the following websites:

- Insider Info – what's it like being a professional skateboarder?
- National Careers Service – how to become a midwife

Task 1

First of all, make some assumptions about each text (assuming you have good purposes and audiences – this means you have excellent transferable skills to use with exam). Write down your answers to the following questions. Which text:

1. will be the most formal, and why?
2. will be the most informal, and why?
3. will use the most acronyms and other jargon, and why?
4. will use the first, second or third person (or a mixture of all of them), and why?
5. will use the most complex sentences, and why?
6. will use the most short, simple sentences, and why?
7. will have the most helpful discourse structure – how and why?
8. Will give the best information – why and how?

Task 2

Make a full annotation of both texts (or get each half of the class to do different answers). There are prompt sheets to follow or prepare on your own if you wish.

How close were you to your initial preconceptions?

Check your annotations against the indicative content. Tick off ones that match. Cover should you wish to revise these or use these in the essays that follow.

Task 3

Make an A/B/AB analysis (AS and A Level Paper 1).

Task 4

Write an evaluative/discussion piece (AS Paper 2 Q1 or Q2, A Level Paper 1 Section 3).

'Discuss (or evaluate) the way different professions are presented to prospective employers.'

Task 5

Write an opinion piece to answer the question (AS Paper 2 Q3, A Level):

'Are different professions stereotyped fairly?'

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Article 1

Skateboarder

"I've always believed in dreaming and [the belief that] whatever you want, you can have it. I've seen a lot of guys who are really good at skateboarding, but they're just going to make it. But it doesn't always work that way, so you have to be realistic. You probably have a better chance of being a professional football player or being a professional skateboarder, because there are not as many of us."

There are different types of skateboarding: some skaters prefer to skate on a horizontal plane (e.g. from a horizontal to a vertical plane); some like to keep to the city-built skate parks for their residents; others ride street, which means riding around and performing skateboard tricks on and off of.

There is no typical hourly wage for a pro skateboarder. Sometimes you have to do contests, so be ready for irregular hours and weekend work.



Read more here: https://www1.cfnc.org.uk/Career_Profile.aspx?id=tgXAP2BPAXW8f0tc

Prompt Questions – Professional Skateboarder

1. Highlight the verbs in paragraph one. Are these active or stative verbs? What is the occupation of professional skateboarder?
2. What is the effect of the rhetorical question in paragraph 2? How does it relate to the text?
3. Why is there a quotation from Kristian Svitak included?
4. What do you learn about the day-to-day work of a professional skateboarder? How has this information been included?
5. How much jargon is used? Is this suitable for the audience and purpose?
6. What are the pragmatics of having to use the pre-modifying adjective 'professional'? How does it normally preface other jobs, e.g. 'professional midwife' is just 'midwife'?
7. What theories could you apply to this context? Aim for at least three.

Investigation Idea

If you enjoy looking at occupations that are more based around hobbies or sports, you could use this as your main investigation, e.g. 'An investigation into how sporting occupations have a hypothesis such as: 'I expect to find a large amount of sporting jargon in blue-collar occupations.'

Synoptic Opportunity

Language and Technology

Do you think that similar language would be used on a website or advertisement for games development? In relation to the skateboarding profession, the gaming industry is a youth-oriented industry. Would the language be the same? What might be different?



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Indicative Content: Article 1

Lexis

Verbs such as 'ride, practise, take, enter, sponsored, receive' make the sport seem accessible to those who are good enough. There are also colloquial verbs such as 'hit [the park]' which appeal to stereotypically young, informal readers.

There is quite a lot of jargon (e.g. 'ramps, vert, tricks'), again suiting younger readers. 'Vert' is also an abbreviated form of 'vertical', which lowers the register even further. Contractions (e.g. 'you'll') and the conversational, direct style with second-person pronouns ('be complaining') as if this were a friendly discussion.

Syntax

The rhetorical question 'sounds like fun, right?' works on the assumed point of view of someone who works on the weekends but, since it is a hobby, it isn't a negative towards this career choice. It is an explanation that very few people actually get a career out of this hobby.

Pragmatics

Anecdotes and quotations from a professional skateboarder make the text more engaging. The skateboarder who is well known and admired. The tone feels less didactic.

The phrase 'professional' infers that most people will believe the noun 'skateboarder' refers to a hobby rather than their profession.

Structure

The writers of the text have made sure to include both the good and bad sides of the sport. Thinking of making this sport their career can weigh up the pros and cons. It is clear that the main money is made from sponsorship rather than competitions.

Theory

Fairclough would say that this text shows evidence of 'conversationalisation' (lower register, contractions, conversational approach). This said, the text does have elements of higher formality, such as its use of discourse markers 'although' to guide the reader. 'Conversationalisation' is used mostly towards the younger generation who would find formal language unacceptable.

Drew and Heritage's 'inferential procedures' are seen here as the reader is expected to understand (infer the meaning of) the jargon.

French and Raven's referent power is present, given to the skateboarder Svita. Readers listen to because of his role as a professional (worthiness and right to respect). This gives him power.

Holmes and Stubbe would note that Svita downplays his authority by his relatively colloquial, youth sociolect choice of verb 'hit' meaning 'to go' or 'to do' which has a more violent meaning. This suits the sociolect of a skateboarder as opposed to a formal profession.

Herrgard would say that jargon saves time, e.g. 'vert' is an abbreviation for 'vertical' which is quicker. This would appeal to the target audience of younger people.

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Article 2

Midwife

Job profile: Midwife (NHS)

Hours: 37.5 per week

Starting salary: £21,692 per year

As a midwife you would care for and support pregnant women and their childbirth. If you would like taking care of the mother's welfare, and the babies into the world, this could be the perfect career for you.

To qualify as a registered midwife you need to complete a degree in midwifery and pass a Disclosure and Barring Service (DBS) check. Courses take at least three years and are regulated by the NMC (Nursing and Midwifery Council).

To be a midwife you need excellent communication and 'people' skills, as well as patience and confidence. And you will also need a calm manner to deal with stress.



Activities

Before a birth, your work would typically include:

- giving pregnant women advice on issues such as healthy eating

Working hours and conditions

You would usually work 37.5 hours a week, including evening, weekend and night shifts. Some midwives offer part-time hours.

Re

Prompt Questions – Midwife

1. What are the main sentence types and why have they been chosen?
2. What is the effect of the modal auxiliary verb 'would' which is used frequently?
3. Contrast this with the use of the auxiliary verb 'will' – what parts use it?
4. What initialism does the text assume readers understand?
5. What semantic fields are present, and why (choose at least three)?
6. Is there much jargon present, and why (or why not)?
7. Explain the use of cataphoric reference.
8. What theories could you apply here? Aim to use around three.



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Indicative Content: Article 2

Syntax

The main sentence types are declarative which matches the text's purpose to be authoritative and knowledgeable narrative voice which the reader is likely to expect. Interrogatives might make the narrative sound uncertain or badly researched. Imperatives might sound too flippant, incongruous with serious advice.

Lexis

Modal auxiliary verbs such as 'would' (e.g. 'During labour you would') show a professional tone. The text is aimed at people who have not yet qualified so are likely to be new to the labour. In this same way, there is very little jargon, nothing that a non-specialist would find difficult to understand.

The auxiliary verbs such as 'will' (e.g. 'you will also need to pass') show more certainty. The reader will certainly have to do if they wish to progress down this career path.

The writer assumes the reader knows what the initialism NHS (National Health Service) is a widely used and recognised term in general society. There are other initials used but these are explained in full as they are less widely known.

Semantics

Obviously there are medical, specifically midwifery, terms (e.g. 'labour, pregnancy, delivery') which are complex or too Latinate since the reader is not yet indoctrinated into that discourse.

There are also the semantic fields of education (e.g. 'degree, maths') as there are likely to be there to guide the reader towards their next steps. Also, there is the semantic field of career advice (e.g. 'you should consider this', 'an advice site for career advice salary').

Structure

Cataphoric reference is present as this fits with the text's purpose of explaining a career (e.g. 'you would go to clinics').

Each section is clearly demarcated for ease of navigation.

Theory

Swales' web of discourse could show how this web expands once a person has entered the discourse community) for longer. At the moment, the web is limited to low-level discourse which excludes non-professionals and be unable to fulfil its purpose to explain.

Drew and Heritage say that occupational talk is 'goal orientated'. This is true as the text aims to explain about a future career, which it achieves, and there is no phatic or interactional talk needed.

Heritage would say this is an asymmetrical exchange; the writers of the text have more of French and Raven's expert power.

Herrgard's theory that jargon makes communication more efficient for those who are trained and able to use jargon. If they can be more complex, then they can be more efficient. Therefore, it takes non-professionals longer to do the same thing. Therefore, communication between them will become smoother.

French and Raven would say that the writers have expert power (being trained and required). We do not know that this text is written by midwives but the aim is to be informative, therefore, the text also has French and Raven's legitimate or positional power.

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Revision Section

Word Class Revision

Write the words into the correct boxes for their word class.

House	Happiness	Over
Red	Remorse	Walk
John Smith	Warmth	Bigge
Table	You	Watch
Their	ernment	Mayb
Its	Because	Friends



Preposition

Noun

Verb



Adverb

Conjunction

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Occupational Groups Quiz 1

1. What is 'filibustering'?

.....

.....

.....

2. Explain one other element of political sociolect.

.....

.....

.....

3. Which theorist suggested that Grice's maxims do not apply in Parliament?



4. Which theorist listed the figurative language techniques often used by politicians and rhetorical questioning?

.....

.....

.....

5. Explain 'influential power'.

.....

.....

.....

6. Explain 'instrumental power'.

.....

.....

.....

7. Which theorists explored face theory and politeness? There are three.

.....

.....

.....

8. What is 'saving face'?

.....

.....

.....

9. Is this an example of positive or negative politeness?

You have such beautiful teeth. I just wish I didn't see them when you eat.

.....

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10. Which theorist developed communication accommodation theory?

.....

11. What is 'asymmetrical power'?

.....

.....

.....

12. What is 'political power'?

.....

.....

.....

13. What is 'personal power'?



.....

.....

14. Which theorist suggested that no voice is isolated and all texts or utterances are contextually determined?

.....

15. What is linguistic determinism and which theorist suggested this?

.....

.....

.....

16. What are modal auxiliary verbs? Describe and give an example.

.....

.....

.....

17. Give an example of a coordinating conjunction.

.....

18. Give an example of a subordinating conjunction.

.....

19. What are the pragmatics of a yawn?



.....

.....

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20. What are the pragmatics of somebody talking about the weather?

.....

.....

21. Name four NFFs. Give four points.

.....

.....

.....

.....

22. What does a filler do? Give an example.

.....

.....



23. What is the effect of hedging in conversation? Give an example.

.....

.....

.....

24. What is a 'weasel word'?

.....

.....

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Occupational Groups Quiz 2: Theory


1. Whose theory says that we are 'hailed' by texts?
.....
2. What is the Latin interpretation of Althusser's idea of 'interpellation'?
.....
.....
3. Who says we have 'multiple discourse identities' meaning we change from the style we would use at home?
.....
4. What does French and Raven's 'power base of reward' mean?
.....
.....
5. Whose theory is 'saving face'?
.....
6. What did Vygotsky claim was a tool of the workplace?
.....
.....
7. Name Grice's four maxims of successful conversation.
.....
.....
.....
.....
8. If you wanted to sound more formal than the person you were talking to, which accommodation theories would you be using?
.....
9. If you wanted to fit in with people who were talking colloquially, which theories would you be using?
.....
10. Who supports the idea that jargon helps us to be more efficient at work?
.....

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Occupational Groups Quiz 3: More Theory

1. If we need a doctor's help, which of French and Raven's power bases is most likely to be used?
.....
.....
2. What does Swales' web of discourse tell us?
.....
.....
.....
3. Who says that jargon is for elite people?
.....
4.  says that jargon makes the workplace more efficient?
.....
5. Who says that compliments go from higher to lower rank?
.....
6. Who talks about 'goal oriented' talk and 'inferential procedures' with colleagues?
.....
7. Who claims that professionals use the plural first person rather than 'I' to signal group identity?
.....
8. Who says that your workplace identity is not fixed but changes according to context?
.....
9. Who says we talk about both the job and gossip at work?
.....
10. Who says levels of asymmetry change throughout occupational talk?
.....

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Bingo

- Draw a table three columns wide and three rows deep (3 x 3) or use the table below.
- Fill in the boxes at random with the following terms.
 - Coercive power
 - Referent power
 - Fairclough
 - Expert power
 - Dominant bloc
 - Tannen
 - Max Atkinson
 - Upwards
 - Divergence
 - Linguistic capital
 - Holmes and Stubbs
 - Cameron
 - Intertextuality
 - Fairclough
 - Face-threatening act
- Listen to your teacher’s clues and cross off the answers when you know them.
- The first to get a row or column of three wins, then the first to get a full 3 x 3 wins.

Teacher's Bingo Sheet

- Use these prompts when playing revision bingo.
- When a student wins, ask them to explain their answers, e.g. 'What

Answers

Coercive power	Power gained by knowing you could be punished
Referent power	Perceived attractiveness, e.g. the power of a celebrity
Fairclough	His theories include dominant bloc and counter-hegemony
Dominant bloc	Fairclough's theory which shows the state has power over the people
Tannen	Theorist who claimed professionals have more expertise
Max Atkinson	Theorist who produced a list of political resistance
Expert power	Power gained by having superior knowledge
Fairclough's threatening act	Being purposely impolite
Upwards convergence	Consciously speaking as formally as others
Divergence	Consciously speaking in a different register
Herrgard	Theory whereby using jargon is seen as an achievement
Interrogatives	Heritage said this sentence structure is used by laypeople
Cameron	Theorist who stated that people must be given a choice
Holmes and Stubbe	Theorists who stated that those in charge abuse their power
Linguistic capital	Theory of Bourdieu which says language is a form of capital

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Language and Occupational Groups: T

Here is a reminder of the 18 key theories we talked about in this resource

Occupational Groups Theory

Theory 1: John Swales – Web Of Discourse

Theory 2: Herbert and Straight – Compliments at Work

Theory 3: Fairclough – Conversationalisation

Hierarchy and Power in Occupational Groups

Theory 4: French and Raven – Bases of Power

Theory 5: Merton – Bureaucracy – Power

Theory 6: Merton – Bureaucracy – Power

Discourse Structures

Theory 6: Grice – Conversational Maxims

Specialist Lexis

Theory 7: Herrgard – Jargon and Efficiency

Theory 8: Herring – Emails

Theory 9: Drew and Heritage – Institutional Talk

Theory 10: Bourdieu – Linguistic Capital and Linguistic Habitus

Theory 11: Tannen – Power in the Workplace

Theory 12: Heritage – Use Of Interrogatives

Theory 13: Roberts and Sarangi – Multiple Discourse Identities (Register)

Not to worry... you do not have to understand all the theorists in the past practice to go back through transcripts you already know and apply them. That you can test your independent knowledge, and to find new transcripts.

One suggestion is to use approximately three theories in your examination used where they are relevant. Examiners like to see a range, but not the theory used well would be better than five theories that are just explained (of course then 'range' is limited).

Examiners do not like a 'scattergun' approach to theory where a large amount of very little relevance to the actual data. You need to have a conceptualisation to new data. Examiners like it when candidates use new data in order to say how theories are disproved or don't work shows a higher level of understanding.

There are three key aspects to using theory:

1. Range: make sure you use different theories.
2. Suitability: make sure your chosen theories are the most apt to fit the data.
3. Detail: make sure you explain exactly how each theory is (or is not) presented to you in the examination question.

Of course, key to all the above is revision! The only way to ensure suitable choice from a bank of theories and confidently apply them with data.

By applying theory, not only do you meet AO2 requirements but you are higher level thinking skills:

- Knowledge acquisition: exposure to new theories
- Comprehension: question and discuss new knowledge (some theories in new contexts)
- Application: use new knowledge to complete task of including theory
- Analysis: compare the validity of theories on a range of texts
- Synthesis: understand subtleties including any limitations of theories
- Evaluation: prioritise which theory is most apt for different contexts

Use the exam tips table as part of your revision:

- You could cut this up and see if you can remember how to put it back together
- You could use it as a checklist
- You could use it as a revision aid

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Additional Materials: Exam Practice

You will find this type of question in Paper 1 (both AS and full A Level).

1. Analyse how Text A uses language to create meanings and represent ideas.
2. Analyse how Text B uses language to create meanings and represent ideas.
3. Compare and contrast Text A and Text B, showing ways in which they are similar and different in their language use.

Text A

A letter sent to parents informing them about the school and persuading them to send their child to the school.

Dear Parent

Thank you for considering our High School for your child.

We are committed to providing all students with high quality education, which enables all students to reach their maximum potential. With us, your child will be able to achieve their full potential.

Our school's motto is captured in the words, 'Prospects, Progress, and Independence'. Every student will have a wide range of opportunities which will enable them to achieve their goals, fulfilling their potential in education, life and employment.

'Every student will experience excellence in all aspects of their development.'

We will achieve this mission by:

- challenging and guiding students of all abilities to achieve their full potential with our support
- maintaining a disciplined and caring school to ensure our students are safe and successful in their learning
- delivering excellent results across a broad curriculum of academic, vocational and sporting activities
- providing strong leadership and professional staff to meet all academic and personal needs of every student
- developing students to embrace personal responsibility and positive attitudes towards learning and the wider world
- ensuring mutual respect between students, staff, parents and the wider community to be a part of our school

We hold an open evening in October of every year where parents and prospective students are invited to attend a quick presentation, meet the staff and familiarise themselves with the school.

As well as reading the information in this prospectus, I hope that you will find the website includes other useful information.

Please contact us if you wish to visit the school.

Mrs R Brown
Head Teacher

Text B

Q3. Now compare Text A and Text B and how they create meanings and represent ideas. (10 marks) (Paper 2 (AS and A Level)).

Extended Task

Now use the prospectus (for AS) to answer Paper 2 (q1/2) question below.

Discuss (AS) / Explore (A Level) the idea that occupation determines a person's identity.

Either self- or peer-assess afterwards and use your teacher's feedback to improve your grade on the day.

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Indicative Content for Additional Materials

1. Analyse how Text A uses language to create meanings and represent
2. Analyse how Text B uses language to create meanings and represent
3. Compare and contrast Text A and Text B, showing ways in which their language use.

	Text A	Text B	
Tone and purpose	Authoritative	Friendly	Different purposes and perspectives
Audience	Parents	Parents	Both texts are aimed at parents of children in the school
Form/genre	Form letter where the details can be changed according to the student and their 'crime', e.g. address, date.	Similar to a letter with the polite address to parents and signed off by the head teacher. Includes online link which can be clicked on to view the full prospectus.	Both texts are written in a formal, professional style. Text A is a letter and Text B is a prospectus.
Lexis – terms of address	Title and surname will be used.	The more universal 'parent' is used.	Text A is more formal and Text B is more informal.
Semantic fields	Education and punishment.	Education, the future and success.	Text A is more focused on education and punishment, while Text B is more focused on education and success.
Semantics and pragmatics	Semantics: 'The reason for this exclusion is aggressively pushing another student.' Rather than take a sarcastic tone, reasons are clear.	Pragmatics: 'With us, your child is an individual' works on the hopes of every parent for their child to be noticed in the crowd and to do well for themselves.	Text A is more direct and Text B is more indirect.
Syntax	Declarative with an imperative mood, e.g. 'work for that day's lessons' and 'being a good student' being imperative would seem rude.	Declaratives, e.g. 'We will achieve this mission by' which sound certain and inspiring.	Both texts use a mix of sentence structures to achieve their purposes.

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Answers

Hierarchy and Power in Occupational Groups

Task 1

Context	Insight
Manager: I'm sorry to say that your position has been made redundant.	This is instrumental power imposed and will result in loss of employment.
Teacher: Kyle, I've had enough of your rudeness. You will stay in with me over break for a detention.	This is instrumental power which the student must accept.
Driving Instructor: Try your hands at ten to two. All cars of horizontal from each other as it's easier to turn the wheel.	This is influential power. A requirement to follow the suggestion and the learner drive.

Task 2

This is an open-ended task so students' answers will vary.

Task 3

Answers to this task will vary depending on the chosen occupation.

Task 4

Some examples in the last section could belong to many types of power. For example, 'arrest' could come under the banner of political power or asymmetrical power. However, these are suggested answers:

Type of power	Denotation	Example
Asymmetrical or symmetrical	Examining the balance or imbalance of power (e.g. is the power equal or does one person have more? Why?)	A teacher evening out influence in a classroom.
Political	Power with legal backing	A police officer backing up a decision.
Instrumental	Power to enforce authority (e.g. language as an instrument of power)	A manager (does not have legal backing) but can enforce what they say.

Task 5

This is an open-ended task so students' answers will vary.

Discourse Structures

Task 1

Answers could include:

- Numbers of bullet points in one paragraph
- Where bullet points are written within the body of the text rather than at the start
- Complex, long syntax
- Extremely complex syntax with many subordinate clauses
- Very repetitive, e.g. 'legislation' used multiple times within one sentence

Task 2

Rules for turn-taking

- In a debate, the Speaker of the House calls MPs to take a turn.
- The holder of the turn may allow another speaker to interrupt his or her turn.

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- The new would-be speaker may ask, 'Will you give way?' The MP who is speaking form: 'I will give way'.
- Etiquette dictates that the new speaker should make a brief contribution before This is a highly formalised version of turn-taking (adjacency pairs).

Other rules

- MPs may not read aloud written speeches during debate, though they may use
- They are not allowed to read newspapers, magazines or letters.
- They may not make use of visual aids, such as diagrams and maps.

Tasks 3–5

These are open-ended tasks so students' answers will vary.

Specialist Lexis

Task 1

Language	Meaning
Bear market	A market where stocks are falling
Bull market	A market where stocks are rising
Scalping	Making quick, short profits
FOK order	Where stock has to sell or the price is cancelled (fill or kill)
Chain	Linked house buyers
Stamp duty	Government tax on houses sold
Caveat emptor	Buyer is responsible for finding out any possible problems
Cortège	Funeral procession
Exhume	To dig up a dead body
Plot	Area of land kept for a burial
Bleaching	Cosmetic whitening of teeth
Edentulous	Loss of most natural teeth
Gingivitis	Inflamed gums
Curette	A tool for scraping human tissue
Forceps	A tool for holding or grasping
Rib spreader	Equipment to spread the ribs

Tasks 2–3

These are open-ended tasks that will produce individual responses so students' answers

Task 4

a. Palmtop

A computer small enough to hold in your palm. Gives ideas about size – small field of technology. Both are interestingly old words – have been elided.

Incent

This is a back formation of 'incentive' – managers who give customers offering compensation. Again, an old word (particularly the form 'incent' 19th century). Incent itself is older than you might think, first cited in the OED in 13th century, but its modern 'claim culture'.

Afpak

A blend (after clipping) of Afghanistan and Pakistan, circa 2011, coined by a blogger of speaking and writing, obviously influenced by wars and refers to incidents that obviously ancient words. Is this neologism, however, a powerful or dismissive

Retronovation

When companies return to an older way of doing things (retro blended with innovation). Coined by a blogger in March 2013, so at present has a relatively small usage. It is interesting to see whether this neologism comes into everyday usage! Read more

<http://www.forbes.com/2009/04/23/new-words-survival-opinions-boc>

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- b. Like any social context, business and management have their own distinctive necessary names for things that are peculiar to the way business works. **Neologisms (new words)** and phrases that disguise more familiar things or mystique. In time they may become seen as clichés or otherwise ridiculous.

Tracking business sociolect including neologisms and buzzwords pragmatic changing and developing. They reveal what sectors are successful or not. Refusal to use or accept such sociolect can lead to being left behind or so was once a neologism, in fact a blending (or elision) of 'electronic' and 'm'

From the examples above, it seems that no field is safe from linguistic change. New words we need.

c. **Modern or old?**

Very interestingly, our new terms, e.g. st., come from old words, proving a heart-warming interest in the past.

Task 5

Neologism		Occupation
Brangelina	→	Acting / Celebrity
J Lo	→	Stockbroking
Jankers	→	Military
Flairing	→	Bartending
Best Boy	→	Media

Task 6

Brangelina – This is an elision of Brad Pitt and Angelina Jolie. Celebrity culture of couples.

Jankers – This is a military term for punishment, particularly for minor offence to make a penalty sound less onerous – a way of reclaiming power?

J Lo - Apologies for the trick question! Of course this could link to celebrity and particularly in rap culture. However, this is also a fairly derogatory stockbroker a graph plotting progress of shares.

Flairing - From Australian influence, this changes the word class of 'flair' from present continuous verb meaning to show off by spinning glasses, flipping bottles.

Best Boy – This is a term for second in charge of lighting on a TV set or studio.

Task 7

Positive

- Can include and make participants feel important and wanted, part of the group.
- Can save time by saying more in a shorter space of time.
- Can make routine actions or topics sound more exciting.

Negative

- Can exclude others. Could be inclusive or dismissive to those excluded and may cause confusion.
- Could confuse colleagues not initiated into the new sociolect and may be perceived as jargon.

Task 8

This is an open-ended task so students' answers will vary.

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Specialist Lexis in Law

Task 9

In loco parentis	Instead of the parent
Abet	Encourage someone to commit a crime
Inquest	A formal investigation
De minimis	An insignificant fact or trifling matter

In loco parentis and *de minimis* are both Latin, as is *inquire* from 'inquirere'. *Abet* is or research why this might be the case. See: <http://en.wikipedia.org/wiki/Law>

Specialist Lexis in Government

Task 10

Order	Bring the bill down
Front bench	Where readers or spokespeople sit
Crossing the floor	Changing allegiance
Black rod	Person in charge of security (wears a black costume)
Another	House of Lords do not refer to the Houses of Parliament
Terminological inexactitude	A lie – Churchill famously got around the 'abuse of language'
Aye and no lobbies	To vote, MPs walk into a room either right (for a discourse structure?)
Filibustering	Talking for too long, in particular to stop a bill from passing
Wash up	In the last few days of a parliament, MPs try to pass some bills and destroying others
Ping pong	The passing forward and backward of bills between the Commons and Lords

Task 11

The political jargon both includes and excludes. For a newcomer, the language could be learned before an MP could successfully take part in Parliament. However, once it is a specific sociolect and enables them to act in parliamentary debates and rule making. It has a historical background to political language which underscores the historical sense of the occupation. You may agree that this jargon can make a workplace more efficient and effective, but also believing that it can be confusing and unnecessary.

Tasks 12–13

These are open-ended tasks that will produce individual responses so students' answers will vary.

Task 14

Drew and Heritage's theory could be applied thus to the legal profession:

1. The goal oriented language in law is to ensure that a client receives a satisfactory outcome, guilty or being able to sue a third party. All of the lawyer's or solicitor's language is designed to ensure their clients' goals. Talking about being 'guilty' or 'not guilty' or other legal terms are suited to interactional talk.
2. The particular constraints of the legal system ensure that the judge has complete control and required participants. For example, during interactional talk, if a person chooses not to answer a question. However, during a legal transaction, the defendant has to answer questions, even if they do not want to, in doing so.
3. There are many inferential procedures in court. As you already know, the language of the law is complex. Lawyers and judges must understand this jargon in order to complete their job. A layperson does not have to understand. Their legal representatives can explain the law. Legal representatives might 'dumb down' legal jargon in order that others can understand.

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Political Rhetoric

Task 15

Answers for this task will vary depending on the politician and sources chosen.

Task 16

This is an open-ended task that will produce individual responses so students

Task 17

Note the very different styles of each politician alongside the typical rhetoric

JFK

- Use of a mixed range of pronouns: first person singular 'I' to show an inspiration to encourage active political involvement.
- Anecdotal use of historical braveness.
- Many abstract nouns in the semantic field of 'responsibility' (e.g. energy, responsibility).
- Antonyms (e.g. freedom, power) to make the need for a good political leader clear. 'Ask not, what your country can do for you. Ask what you can do for your country.'

Harold Wilson

- Adverbial 'suddenly' hooks the audience immediately as they wait for a surprise.
- Metaphor of 'smokescreen' extended with the verb phrase 'stoked up'.
- Repetition of 'Mr Heath' has a sarcastic, perhaps even dehumanising effect (reducing a caring human being).
- Parallelism with the repeated phrase 'not with the' which adds a negative connotation.
- Powerful pre-modification, e.g. 'disastrous failure' or 'desperate run'.

Neil Kinnock

- List of three: 'outdated, misplaced, irrelevant'.
- Repetition of the first-person singular phrase 'I'm telling you'.
- The above declarative also has an imperative mood to match Kinnock's passion.
- Pauses make the speech seem unplanned and perhaps as such more honest.
- Mixed register: informal contractions of 'I'll' and colloquial verb 'pickled' (to defend) words such as 'dogma' – makes Kinnock seem like the people's politician.

Ronald Reagan

- First-person plural pronoun 'we' to suggest togetherness.
- Hyperbolic religious language 'touch the face of God'.
- Repetition of parallel phrase 'It's all part of' which is also a knowledgeable phrase.
- Abstract nouns such as 'brave' and 'future'.

Task 18

Linguistic Habitus

Bourdieu's theories suggest that comprehension is not the primary goal of communication. Speakers monitor their language in order to achieve strategic outcomes (e.g. to influence a decision), often at the cost of full understandings.

In Reagan's explanation of the space shuttle disaster to the schoolchildren, he makes the astronauts' deaths seem heroic rather than their loss of life. He makes their deaths feel heroic and a necessary sacrifice to develop. That they died for the greater good. Also speaks to achieve what is said by an elder, particularly one in a position of power.

Linguistic Capital

In the same example, Reagan uses words with positive connotations such as 'brave' to describe the astronauts. In doing so, he imbues them with power. Where does the 'touch the face of God' unless they had achieved well at school, trained with the praise from the President? Reagan's praise will 'keep the economic world' of the USA to continue with their space programme and remain a dominant world power. Making the astronauts, to promote the power of the USA, all being part of a socio-economic system.

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(and all their prior education) and government are as one. The astronauts have a different view of the hierarchy and US social structure – as such, any language used to describe them is different.

Task 19

Bourdieu's theory could be applied by associating linguistic capital with knowledge. Each invests their time in this process with the end goal being to secure a well-paid job. The mother invests in mathematics in order to secure a job in banking or accountancy. Taking this further, the mother wants more that student (or later, accountant) becomes comfortable and skilled in their subject.

Bourdieu might also suggest that teachers have a primary goal to be obeyed rather than to educate. We can practically imagine that, for example, all their mathematics students will go on to study the subject. So, for these other students, teachers use their language as a form of control.

Specialist Lexis in Medicine

Task 20

This is an open-ended task that will produce individual responses so students' answers will vary.

Task 21

Titles and

- Mother shows respect to the role of doctor by using this term of address in her environment rather than a lengthy phatic beginning. She completely submits to ask personal questions without complaint.
- Both use the child's name, Dan, the mother to perhaps remind the doctor of the child, perhaps to show a more caring side, to treat the child as a person rather than a patient.

Questions

Firstly, these are asked by the doctor to establish the context for her visit. After this, the mother gives advice or comfort.

Topic management and adjacency pairs

The doctor manages the topic, showing knowledge and professionalism – he is in control of this, as her purpose is to seek help. After the mother has given initial information, the doctor takes over with specialist advice.

Politeness is maintained by adjacency pairs; therefore, a successful exchange is maintained. The doctor also knows he can go no further so makes a coda by insisting that he see the child, which effectively leads to the end of the conversation.

Special lexis

Used infrequently, since the mother is a non-specialist and also in a vulnerable position. The doctor uses generic terms such as 'language' and 'development' which are fairly understandable to those with limited medical sociolect.

Non-fluency features

Both use fillers to keep their turn and gain thinking time. The mother shows evidence of back-channelling to show she is understanding the doctor's advice. The doctor's last utterance shows a repair, possibly as he tries to phrase his advice in a more caring manner.

Theory



- Freud and R. Lee's expert and legitimate power bases.
- Vygotsky's language as a tool of the workplace.
- Tannen – the mother is somewhat 'ignorant' of a more technical answer.
- Fairclough's dominant bloc – some would say that medicine is a profession for which the role is supported by a generous wage, and those from lower classes seek the maintenance of a social imbalance.
- Fairclough's dialogic texts – it would seem that the mother and doctor have a relationship as a family GP.

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- Fairclough's power in and behind the discourse – power in the discourse knowledge and status to which the mother defers, plus her own power in power behind the discourse is the doctor's training/expertise and Hippocratic oath.
- Bakhtin's heteroglossia – the mother builds on what she knows to be polite, e.g. not to go off topic or be too familiar. She also wishes to draw from the doctor to gain the correct diagnosis and support. The doctor will also be drawing from his studies, which he has studied at great length has much to offer and, therefore, has power.

Task 22

	Tannen – power in the workplace	Heritage – interrogative
 Courtroom transcript	<p>Lawyers can refer to different laws that suit their case. It is usual that there is a number of case studies both for and against different outcomes. Lawyers and judges can use jargon to their advantage. However, the clients also expect to be defended to a good standard so have some power. The judge also expects courtroom etiquette to be followed and has ultimate power over all in this context.</p>	<p>There is the expected formal turn-taking; however, those who are giving evidence are allowed to speak when spoken to. This makes this probably most formal occupational setting. Perhaps this is because the outcomes are so important, e.g. a huge fine or being incarcerated.</p> <p>The professionals ask all the questions. It would be highly unexpected for someone other than the professionals to ask a question. All questions are directed through their representatives.</p>
 Classroom transcript	<p>If students want to pass their qualifications, they need to defer to the teacher's knowledge and listen to what they say. This immediately gives the teacher a higher status. There are different types of power because a student can complain if they feel they are not being taught well, so both teacher and student/parent have power in different contexts.</p>	<p>There is the expected formal turn-taking that occurs between professionals and laypeople. However, sometimes students will interrupt the teacher so it is not as formal as a court of law or a doctor's surgery.</p> <p>Teachers focus very carefully on their questioning skills: how to get the best answers from the class, trying to extend knowledge and challenge ideas.</p> <p>However, students are also part of this process, although teachers do have the power to stop students asking questions when that portion of the lesson has finished.</p>

Task 23

Task 1

These are open-ended tasks that will produce individual responses so students can discuss their answers.

Convergence and Divergence

Task 1

Answers to these tasks vary depending on the chosen council.

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Task 2

Linguistic accommodation could lead to a feeling of being patronised if a professional converged too far downwards – this could be considered patronising. For example, using jargon, they might even explain what it means to vote, which is something most people would know.

It could be considered a successful inclusive device if a politician, for example, explained plans to local residents concerned about plans to build a big new housing estate near to their homes, considered something outside the realm of a layperson's experience.

This could change between occupations depending upon how often the professional interacts with non-professionals. For example, those professionals who deal with the general public are more likely to need to downwardly converge. If the occupation has little non-professional contact, they are less likely to.

When accommodation is used between peers (e.g. friends), it is outside of any occupational context and can be helpful unless the tone slips into condescension. For example, a bunch of friends might be a regular racers and a friend might set themselves up as a friend to understand the facts surrounding betting and racing. However, if they do so in a way that is patronising, this would make them less helpful.

**Occupational Address****Task 1**

Examples could include: 'Mr', 'Mrs', 'Miss', 'Ms', 'Judge', 'Professor', 'Queen', 'King', 'Sir', 'Madam'.

Tasks 2–4

These are open-ended tasks that will produce individual responses so students' answers will vary.

Task 5

Holmes and Stubbe (2003) suggested that those in higher power make the decision to use a title or not, depending on the context. For example, a boss who wants to appear friendly might use a first name rather than by 'Sir' or 'Mr' or 'Mrs'. However, instead of downgrading, it could be seen as upgrading on being called by their title.

Task 6

If 'language is a tool of the workplace', then occupational address could be used as a tool. A manager might want to reduce the social distance by being called by their first name, but might also be obvious by insisting that titles are used. Also, Vygotsky's theory could show how language can create confusion – for instance, in a kitchen, people often shout for the 'chef' which might be confusing if there are multiple chefs.

Task 7

Factory workers could be controlled by orders, e.g. 'Bill, you need to make 50 of these widgets today'. It would be unlikely that the factory manager would address a subordinate by their title and surname.

Butlers are often called by their last names, e.g. 'Jeeves'. This can create an overformal atmosphere. A similar exists similarly in the military, where lower ranks are often called by their surname and rank, e.g. 'Yes, sergeant'.

Police officers will often call a suspect by their title and surname, e.g. 'Mr Smith'. They might also use a first name or given name if they wish to comfort that person and establish rapport.

Think about the workplaces where you and other students might work – are you told to address people by their title? Are you allowed to call your manager by their first name? If so, is this because of the working environment they wish to create?

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Revision Section

Word Class Revision

Preposition Over	
Noun House Happiness Remorse Warmth Table Garment Friendship	
Verb Walk Write	
Adverb Sadly Maybe	
Conjunction And Because	

Occupational Groups Quiz 1

- What is 'filibustering'?**
Political sociolect for talking too much
- Explain one of the following:**
 - A specific form of filibustering
 - Disallowing a speaker's right to speak (e.g. 'you' or 'rat, liar, this')
 - Use of a specific holding
 - Parliamentary procedure for slapping
 - Procedure for intervening
 - Submitting a woman's call in for judgement
- Which theorist suggested that Grice's maxims do not apply in Parliament?**
Crystal. For example, other participants or commentators might assume that speakers are telling the truth, or are speaking clearly or relevantly. Too much party political bias.
- Which theorist suggested that Grice's maxims do not apply in Parliament?**
Crystal. For example, other participants or commentators might assume that speakers are telling the truth, or are speaking clearly or relevantly. Too much party political bias.
- Explain 'influential power'.**
Influential power (e.g. advertising, politics, media, culture) is IMPLICIT
- Explain 'instrumental power'.**
Instrumental power (e.g. advertising, politics, media, culture) is EXPLICIT

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7. Which theorists explored face theory and politeness? There are three in total (one of these being a pair).
First Goffman (1959) then Brown and Levinson (1987). One point – need both names.
9. Is this an example of positive or negative politeness?
You have such beautiful teeth. I just wish I didn't see them when you eat.
Positive
11. What is 'asymmetrical power'?
An imbalance of power, where one person has more
13. What is 'personal power'?
Power belonging to the individual
15. What is linguistic determinism and which theorist suggested this?
That our thinking is determined by our language; Sapir-Whorf
17. Give an example of a coordinating conjunction.
And, or
19. What are the pragmatics of a yawn?
Semantics would be tiredness. Pragmatics could be boredom, rudeness, etc.
21. Name four NFFs. Give four points.
False start, repair, repetition, back-channelling, filler, hesitation, elision (missing out letters or syllables, e.g. wanna) or ellipsis (missing whole words, e.g. 'you going the party?')
23. What is the effect of hedging in conversation? Give an example.
Lessens the impact of an utterance, e.g. kind of, I suppose, sometimes, perhaps, appears to, like, around, I think, would you?, would you mind?
8. What is 'saving face'?
Maintaining positive face through language, e.g. respected, or to
10. Which theorist is associated with the concept of accommodation?
Giles (upwards, downwards) or Trudgill
12. What is 'political power'?
Power given to a person or group
14. Which theorist is associated with the concept of 'dialogue' and all texts or discourse?
Bakhtin
16. What are modal verbs? Give an example.
Verbs that express possibility, necessity, etc. (the mode), e.g. can, could, may, might, must, should, would, would, would
18. Give an example of a coordinating conjunction.
But
20. What are the pragmatics of a yawn?
Semantics would be tiredness. Pragmatics could be boredom, rudeness, etc.
22. What does a filled pause do?
Filled pause that indicates a speaker is taking up their turn in conversation, e.g. um, e
24. What is a 'weasel word'?
Ambiguous, to

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Occupation Groups Quiz 2: Theory

- Whose theory says that we are 'hailed' by texts?**
Althusser
- What is the Latin interpretation of Althusser's idea of 'interpellation'?**
To disturb or push (into a new way of thinking)
- Who says we have 'multiple discourse identities', meaning we change the style we would use at home?**
Roberts and Sarangi
- What does French and Raven's 'power base of reward' mean?**
That the reader will be compensated or rewarded for compliance or compliance.
- Whose theory is 'saving face'?**
Goffman or Brown and Levinson.
- What did Vygotsky claim was a tool of the workplace?**
Language.
- Name Grice's four maxims of successful conversation.**
Quality, quantity, manner, relevance.
- If you wanted to talk more formal than the person you were talking to, which theories would you be using?**
Downwards divergence.
- If you wanted to fit in with people who were talking colloquially, which theories would you be using?**
Downwards convergence.
- Who supports the idea that jargon helps us to be more efficient at work?**
Herrgard.

Occupation Groups: Theory Quiz 3

- If we need a doctor's help, which of French and Raven's power bases are Legitimate and expert.**
- What does Swales' web of discourse tell us?**
That all people involved in a profession, from end user to originator, are part of the discourse.
- Who says that jargon can exclude people?**
Swales
- Who says that jargon makes the workplace more efficient?**
Herrgard
- Who says that compliments go from higher to lower rank?**
Herbert and Straight
- Who talks about 'goal oriented' talk and 'inferential procedures' where?**
Drew and Heritage
- Who claims that professionals use the plural first person rather than the 'I' to signal group identity?**
Drew and Heritage
- Who says that your workplace identity is not fixed but changes according to context?**
Roberts and Sarangi
- Who says we talk about both the work and gossip at work?**
Koester
- Who says levels of formality change throughout occupational talk?**
Thornborrow

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