

Answer **two** questions.

1 Spoken language and social groups

The following text is a transcription of part of a conversation involving four adults. David and Rachel have been staying with their friends, John and Shauna, and are leaving to catch a train home early the next morning.

Discuss ways in which the speakers are using language here to communicate. You should refer to specific details from the transcription, relating your observations to ideas from your wider study of spoken language and social groups.

- Shauna:** its probably about (.) er (.) a fifteen minute walk
//
- John:** quick (.) a quick walk
- Rachel:** oh i'll (.) we can do that cant we ↗
- David:** mm (1) so we need to leave here (.) need to leave here at six thirty
- John:** do you want to know where the station is ↗ 5
- Rachel:** might help mightnt it [*laughs*]
//
- David:** might be useful
- Rachel:** which way do we go ↗
- John:** go out of the driveway (.) so you turn right
- Rachel:** yeah 10
- John:** ok (.) so facing out towards the road (.) our road (.) you go right all the way down to the roundabout
- Rachel:** just go to the roundabout¹
//
- John:** the first roundabout
//
- David:** the roundabout 15
//
- John:** so the first roundabout (.) then you go left there (.) then the next roundabout has the shops
//
- Shauna:** the shops
- Rachel:** yeah
- John:** and you do a right and a left 20
- Rachel:** so (.) left (.) so right out of the house (.) left right left

- John:** yeah (.) so when you get to the shops and the roundabout you want to do a right there (.) at the shops
//
- David:** lets draw a little map
- Rachel:** yeah draw a map 25
//
- John:** and theres a little road that goes down to the station (.) youll see a sign
//
- Shauna:** have you got an iphone ↗
- Rachel:** no (.) why ↗
- David:** just do a quick sketch 30
//
- Rachel:** yes (.) lets do it the old fashioned way
- David:** so you say its (.) its about fifteen minutes brisk walk
- Shauna:** it wont take more than fifteen minutes
- John:** it used to take me thirteen minutes to walk when I went down there every morning 35
- Rachel:** we're brisk arent we ↗
- John:** so fifteen minutes will do

¹ *roundabout*: a road junction at which traffic moves round a central island to reach one of the roads converging on it.

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

// = speech overlap

[*italics*] = paralinguistic features

↗ = upward intonation

2 English as a global language

The following passage deals with the idea of ‘Globish’ as a simplified, global form of English. It was published on Forbes.com, an international business website, in 2012.

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

A New International Business Language: Globish

English is the global language of business, yet English is also the native tongue of relatively few people, and it is notoriously hard to learn. What can be done? Jean-Paul Nerrière came up with an answer: Globish, a kind of simplified English that is vastly easier to use and can work almost as well as a full command of the language in most business situations. 5

Nerrière, a Frenchman, was an international vice president of marketing at IBM when he noticed a pattern in how non-native English speakers communicated at conferences. He observed that when a Japanese employee met a Belgian, a Chilean and an Italian, they managed. None spoke English brilliantly but each knew the others were making mistakes too. When an American or British manager walked in, everything changed. The native speakers of English talked too fast and used mysterious expressions. 10

The secret was to employ a stripped-down vocabulary and, crucially, avoid all figurative language and never tell jokes.

So Nerrière developed a list of 1,500 English words that he is convinced you can use to communicate just about anything, and he has been building a business in training people to speak with that basic vocabulary. At his website, globish.com, Nerrière describes his simplified tongue in a seven-minute video done entirely in Globish. It doesn’t sound crude or lacking, though Nerrière retains a strong French accent. 15

Is this really a language? Or is it really a kind of pidgin, a stepping stone to a language? Robert McCrum, of the *Observer*, who has written a book titled *Globish*, says it’s actually designed to be a barrier to full English: 20

“A good European, Nerrière, describes Globish as a device that will ‘limit the influence of the English language dramatically’. He says: ‘I am helping the rescue of French, and of all the languages that are threatened by English today but which will not be at all endangered by Globish. It is in the best interests of non-Anglophone countries to support Globish, especially if you like your culture and its language.’” 25

The need for a global language is a big part of the fact of globalization, and the dominance of English looks inevitable for a good long time to come. Those with a gift for learning languages are bound to have a big advantage. For everyone else, why not start with Globish? 30

3 Language acquisition by children and teenagers

The following text is a transcription of a conversation between Alice (age 2 years 0 months) and her mother. Alice is in the bath with James, her brother, who is 4 years old.

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

Mother: what are you doing ↗

Alice: im (3) bath

Mother: did you wash your face ↗

Alice: yes

Mother: what did you have all over your face ↗ 5

Alice: yoghurt

Mother: yoghurt ↗ (.) did you ↗

Alice: yes

Mother: was it everywhere ↗

Alice: yes 10

Mother: whos in the bath with you ↗

Alice: james

Mother: and is it nearly bedtime ↗

Alice: yes (1) yes

Mother: it is 15

Alice: it is (2) ni (.) nighttime

Mother: night time

Alice: nighttime (1) [*turns to James*] james

James: yeah ↗

Alice: [*whispers*] nighttime 20

Mother: are you going to nursery tomorrow ↗

Alice: yes

Mother: whos at nursery ↗

Alice:	boys	
Mother:	boys ↗	25
Alice:	yes (1) horrible boys	
Mother:	oh (1) horrible boys ↗	
Alice:	yes	
Mother:	and what about your friends ↗	
Alice:	danielle	30
Mother:	yeah (1) are you going to see danielle ↗	
Alice:	yes	
Mother:	who else ↗	
Alice:	(5) LILY	
Mother:	who ↗	35
Alice:	LILY	
Mother:	who else ↗	
Alice:	harry	
Mother:	harry ↗ (1) is harry at nursery ↗	
Alice:	yes (2) and natasha	40
Mother:	natasha too ↗	
Alice:	yes (2) danny aswell	
Mother:	danielle ↗ or danny as well ↗	
Alice:	mummy aswell	
Mother:	mummy will take you to nursery and come home and then get you later	45

TRANSCRIPTION KEY

(1) = pause in seconds

(.) = micro-pause

underlined = stressed sound/syllable(s)

[*italics*] = paralinguistic features

[UPPER CASE] = words spoken with increased volume

↗ = upward intonation

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