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| Which part of the paper? | | Research Studies | Key ideas and course book references | |
| Language and Region (AS Paper 2 Language Varieties 1hr 30 minutes). | Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social and geographical contexts. Students will study varieties of English within the British Isles. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity. | David Rosewarne created the term ‘Estuary English’ in an article in the Times Educational Supplement in 1984. | On a continuum between Received Pronunciation and Cockney.  Key features  • Glottal stops, particularly in word-medial and word-final positions before a consonant e.g. Airport = aipor\_ & glottal stops before a vowel e.g. butter = bu?e  • L-vocalisation - /l/ is prounounced as a vowel or like a w: e.g. miwk  • Confrontational tag questions – I said I would, didn’t I? | |
| MLE  Sue Fox  ‘Linguistic Innovators: the language of adolescents in London’  p.157 in coursebook | • Studied speech patterns of teenagers from different ethnic backgrounds in London. Identified new youth dialect which draws on other languages and cultural sources. Forms of the dialect have spread to other cities.  Lexis  • Bare (a lot/ very) Beef (disagreement) ting (girlfriend or thing)  Phonology  • Shortened vowel sounds  • Diphthong vowel sounds of words like ‘face’ and ‘like’ are pronounced /fehs/ and /lak/  Grammar  • ‘Use of ‘dem’ as a plural marker e.g. ‘man dem’ for men  • Man as a new pronoun for oneself e.g. ‘man paid for my own ticket’  • Tag questions – ‘innit?’  • Confirmation check ‘you get me?’  • Use of quotative - ‘This is me, “Where’s my coat?”’ | |
| Howard Giles  ‘Matched guise technique’ (1970s)  p.163-4 in coursebook | • Experiments where the same speaker performed a set speech to different audiences, using a different accent for each audience.  • Tested responses to status; personality; persuasiveness  • STATUS was ranked as follows:  1. RP  2. National accent (Welsh, Irish, Scottish)  3. Regional rural accents  4. Regional urban accents  • PERSONALITY: revealed that RP was seen as self-confident, intelligent and ambitious but also cold and ruthless. Northern accented speech was characterized as honest, reliable, generous, sincere, warm and humorous | |
| Lesley Milroy (1987)  ‘Social network Theory’  Ethnographic study of communities in three working class areas in Belfast. | • variations in language use explained by the residents’ social networks.  • People with a high network density score through working together, living close to family and socializing had stronger accents and were more likely to use non-standard pronunciation.  • People who were more isolated (e.g. unemployed or looking after children) used less strong vernacular forms and were part of less dense social networks.  • Milroy put forward the idea of open networks (members don’t know each other well) and closed networks (community members know each other and network strength is high) | |
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| Word | | Definition | | |
| 1. Standard English (SE)   p148 in coursebook | | A universally accepted dialect of English that carries a degree of prestige. Often used in more formal contexts. Primarily associated with written language (vocabulary and grammar) rather than accent. | | |
| 1. Received Pronunciation (RP)   p159-60 in coursebook | | Traditionally seen as a prestige form of English pronunciation and associated with high social status. ‘Received’ refers to the idea of social acceptance in official circles. | | |
| 1. Dialect   p148-50 in coursebook | | A language variety of a particular region or social background Dialect refers to vocabulary and grammar (and sometimes accent too) so it relates to a wider idea of regional language than accent. | | |
| 1. Accent   p148-9 & 162-4 in coursebook | | The way that people pronounce sounds. There is a good section about attitudes to accent on p162-3 of the coursebook. | | |
| 1. Dialect levelling   p160-1 in coursebook | | The way in which aspects of regional language – particularly vocabulary - have gradually been dropping out of use. Some areas of cultural life still preserve significant variation e.g. food names (bread roll/ scuffler), terms of endearment (love/ mate) | | |
| Vernacular | | The language form naturally spoken by the people of a particular region or country | | |
| Overt & covert prestige | | Overt prestige: A form of status valued and shared by mainstream society and culture Covert prestige: A form of status shared by minority groups in society, usually with alternative or opposing valued to mainstream society | | |
| 1. Cockney Rhyming Slang  p.150-153 coursebook | | Originated in East End of London. Some cockney rhyming phrases have become idioms (phrase that has a known meaning different from the dictionary definition) and fallen into mainstream language e.g. ‘don’t tell porkies’ | | |
| 1. Code switching  p.154 coursebook | | A term for the way speakers with several strong linguistic influences will form a variety that mixes features of pronunciation, grammar and vocabulary, and will then switch between these forms as they speak. | | |
| Slang p.148 in coursebook | | Informal vocabulary associated with a particular social group, more usual in spoken than written language | | |
| Grammatical variation | | There is a great section with examples in the coursebook – p157-8 | | |
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Reading List for Language and Region

* [‘Geordie’s still alreet’ The Economist, 2 June 2011](http://www.economist.com/node/18775029) <http://www.economist.com/node/18775029>
* [Kennedy, Maev, ‘It’s the end of the frog and toad for regional slang, says report’, Guardian, 29 September 2016](https://www.theguardian.com/education/2016/sep/29/its-the-end-of-the-frog-and-toad-for-regional-slang-says-report)

<https://www.theguardian.com/education/2016/sep/29/its-the-end-of-the-frog-and-toad-for-regional-slang-says-report>

* [Garner, Richard, ‘Teacher told to sound less northern after southern Ofsted Inspection’ Independent, 18th November, 2013](http://www.independent.co.uk/news/uk/home-news/teacher-told-to-sound-less-northern-after-southern-ofsted-inspection-8947332.html)

<http://www.independent.co.uk/news/uk/home-news/teacher-told-to-sound-less-northern-after-southern-ofsted-inspection-8947332.html>

* [Batty, David. ‘Yorkshire named top twang as Brummie Brogue comes bottom’, Guardian, 4 April, 2008.](https://www.theguardian.com/uk/2008/apr/04/6)

<https://www.theguardian.com/uk/2008/apr/04/6>

* [Dathan, Matt. ‘Does your accent really hinder your job prospects?’. Guardian, 22 November 2013.](https://www.theguardian.com/careers/accent-hinder-job-prospects)

<https://www.theguardian.com/careers/accent-hinder-job-prospects>

* [Wace, Charlotte, ‘Repeat after me, class: Elocution lessons are on the rise as parents fear their children will start speaking like the Towie cast’ Daily Mail, 17 September 2016](http://www.dailymail.co.uk/news/article-3794561/Repeat-class-Elocution-lessons-rise-parents-fear-children-start-speaking-like-Towie-cast.html)

<http://www.dailymail.co.uk/news/article-3794561/Repeat-class-Elocution-lessons-rise-parents-fear-children-start-speaking-like-Towie-cast.html>

* Ginnel or twitten? 12 regional words celebrated in poems, BBC, 10 August 2017

<http://www.bbc.co.uk/news/uk-40882717>

#### Quizzes and other online resources

* The British Library [sound map](http://sounds.bl.uk/sound-maps/accents-and-dialects) which allows you to listen to different accents

<http://sounds.bl.uk/sound-maps/accents-and-dialects>

* The British Library Sounds Familiar website is a brilliant resource which provides information about [accent and dialect](http://www.bl.uk/learning/langlit/sounds/regional-voices/) and examples of [lexical, phonological and grammatical variation](http://www.bl.uk/learning/langlit/sounds/case-studies/)

<http://www.bl.uk/learning/langlit/sounds/case-studies/>

* [The English Dialects app](http://www.cam.ac.uk/research/news/do-you-say-splinter-spool-spile-or-spell-english-dialects-app-tries-to-guess-your-regional-accent) – tries to guess your regional accent based on your pronunciation

<http://www.cam.ac.uk/research/news/do-you-say-splinter-spool-spile-or-spell-english-dialects-app-tries-to-guess-your-regional-accent>

Regional dialects and their language features

* Banbury <http://sounds.bl.uk/related-content/TEXTS/021T-C0900X17527X-1500A1.pdf>
* Geordie <http://www.bl.uk/learning/langlit/sounds/case-studies/geordie/>
* MLE <http://linguistics.sllf.qmul.ac.uk/linguistics/english-language-teaching/language-materials/zack-the-bike-incident/>