

## Language Paper Two Knowledge Organiser

### Paper 2 Overview: Language Diversity and Change

A. <u>Language Diversity (Variation)</u>	B. <u>Language Change</u>
Major areas <ol style="list-style-type: none"> <li>1. Gender</li> <li>2. Regional variation (accents and dialects)</li> <li>3. Ethnicity</li> <li>4. Occupation</li> </ol> May form part of a question <ol style="list-style-type: none"> <li>5. Age</li> <li>6. Sexuality</li> </ol>	<ol style="list-style-type: none"> <li>1. History</li> <li>2. World Englishes</li> </ol>

<u>How is it assessed?</u>	<u>Section A - Diversity and Change</u>	<u>Section B - Language Discourses</u>	
<ul style="list-style-type: none"> <li>• Written exam: 2 hours 30 minutes</li> <li>• Answer 3 questions</li> <li>• 100 marks</li> <li>• 40% of entire A-level</li> </ul>	<b>Q 1 or 2 (AO1, AO2)</b> <b>One question from a choice of two:</b> <b><i>Either:</i></b> an <b>evaluative essay</b> on language diversity (30 marks) <b><i>or:</i></b> an <b>evaluative essay</b> on language change (30 marks)	<b>Q3 (AO1, AO3)</b> Read <b>two texts</b> about a <b>topic linked to the study of diversity and change</b> . Write an <b>analysis of how the texts use language</b> to present ideas, attitudes and opinions <b>about the language topic</b> (40 marks)	<b>Q4 (AO2, AO5)</b> A <b>directed writing task (e.g. an opinion article)</b> linked to the <b>same topic</b> and the ideas in the texts (30 marks)

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<b><u>Gender</u></b>	<p><b>Theory:</b>            Deficit (esp. <b>Lakoff</b>)            Dominance (esp. <b>Spender</b> and <b>Coates</b>)            Difference (esp. <b>Tannen</b>)            Dynamic (esp. <b>Cameron</b>)            Performativity (<b>Butler</b>)</p> <p>Man-Made Language (<b>Spender</b>)</p> <p><b>Studies:</b>  <b>Cheshire (1982)</b> – grammatical variations in the speech of young children  <b>Coates (1996)</b> – competition  <b>De Francisco (1991)</b> – sounds of silence  <b>Fishman, P (1980)</b> – conversational shitwork  <b>Goodwin, M (1988)</b> - playground  <b>Holmes, J. (1984)</b> – tag questions  <b>Hyde, J (2005)</b> – meta-analysis  <b>O’Barr and Atkins (1980)</b> - courtroom  <b>Swann, (1989)</b> - classroom  <b>Zimmerman and West (1975)</b> – Interruptions</p> <p><b>Rep: Baker 2013, Thelwall 2007</b></p>	<ul style="list-style-type: none"> <li>❖ “Empty” adjectives (Lakoff) - <i>Charming, sweet, adorable</i></li> <li>❖ Affective Tag Questions (Holmes) - ‘<i>we have never liked musicals, have we?</i>’</li> <li>❖ Commands (Goodwin) - ‘<i>give it to me man</i>’</li> <li>❖ Lexical Asymmetry (Spender) - <i>Buddy/Sissy, Bachelor/Spinster</i></li> </ul> <ul style="list-style-type: none"> <li>➤ Hedges</li> <li>➤ Super-politeness</li> <li>➤ Expletives</li> <li>➤ Hyper-correct grammar</li> <li>➤ Minimal response</li> <li>➤ Proposals</li> <li>➤ Topic control</li> <li>➤ Back-channel behaviour</li> <li>➤ Conversational shitwork (Pamela Fishman)</li> <li>➤ Vocal fry</li> <li>➤ High rise intonation/uptalk</li> <li>➤ Use of ‘like’</li> <li>➤ Diminutive suffixes - <i>poetess</i></li> <li>➤ Marked terms</li> </ul>

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<b>Accent, Dialect and Social Class</b>	<p><b>Giles:</b> Communication Accommodation Theory; capital punishment study ('matched guise')</p> <p><b>Milroy:</b> Social Network Theory (Belfast); dialect levelling</p> <p>Cheshire: Sociolect (Reading)</p> <p><b>Bernstein:</b> restricted/elaborate code</p> <p><b>Labov:</b> Martha's Vineyard; Department Store (New York)</p> <p><b>Trudgill:</b> non-standard forms and social class (Norwich)</p> <p><b>Petyt:</b> social mobility (Bradford)</p> <p>Dixon, Mahoney and Cocks: attitudes to accent (Birmingham)</p> <p><b>Kerswill:</b> dialect levelling</p> <p>Foulkes and Docherty: standardisation</p> <p><b>Watson:</b> Liverpool English</p> <p><b>Hamer:</b> Liverpool English</p> <p>Causes of spread/change of accent/dialect</p>	<ul style="list-style-type: none"> <li>❖ Lexical variations in regional accents - <i>Cob/Bap/Breadcake/Bun</i></li> <li>❖ Grammatical variations in regional accents - <i>It were, two mile, I come home</i></li> <li>❖ Phonological Variation - <i>Short/Long a sounds – bath, grass</i></li> <li>➤ Accent / dialect</li> <li>➤ Received Pronunciation</li> <li>➤ Standard English</li> <li>➤ Non-standard English</li> <li>➤ Convergence (upwards, downwards, mutual)</li> <li>➤ Divergence (upwards, downwards, mutual)</li> <li>➤ Overt prestige</li> <li>➤ Covert prestige</li> <li>➤ Dialect levelling</li> <li>➤ Code-switching</li> <li>➤ Koine</li> <li>➤ Estuary English</li> <li>➤ Examples of changes to dialects over time (including dialect levelling)</li> </ul>

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<b>Occupation</b>	<p><b>Theory</b></p> <p>Discourse Community – <b>Swales</b>, Inferential Frameworks - <b>Drew and Heritage</b></p> <p>Politeness Strategies - <b>Brown and Levinson</b></p> <p>Instrumental and Inferential Power – <b>Fairclough</b></p> <p>Phatic Talk – <b>Koester</b></p> <p><b>Studies</b></p> <p><b>Grainger</b> – Care Homes</p> <p><b>Swann</b> – Classrooms</p> <p><b>O'Barr and Atkins</b> – Courtrooms</p> <p><b>Labov</b> – Department stores,</p> <p><b>Hultgren</b> – Call centres</p> <p><b>Hall</b> – Sex line workers</p>	<ul style="list-style-type: none"> <li>❖ Restricted Occupational Lexis – e.g. <i>Habeas Corpus, Prima facie</i> in law</li> <li>❖ Face Threatening Acts (<i>Grainger</i>) "Put your arm in"</li> <li>❖ Discourse Structure - <i>Teacher reports, News items</i></li> <li>❖ Jargon – e.g. <i>vice, prototype, casting</i> in mechanical engineering</li> <li>➤ Asymmetry</li> <li>➤ Convergence</li> <li>➤ Divergence</li> <li>➤ Overt Prestige</li> <li>➤ Covert Prestige</li> <li>➤ Imperatives</li> </ul>

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<b>Age</b>	<p><b>Theory</b> Different views of age: chronological, biological, social <b>(Berland, Cheshire, Bigham)</b> Sociolinguistic maturation <b>(Kerswill)</b></p> <p><b>Studies</b> Key features of teenspeak <b>(Strenstrom, Strenstrom et al, Berland, Ives, Odatto, Eckert, Martinez)</b></p> <p>Contemporary shifts in social media</p>	<ul style="list-style-type: none"> <li>❖ Lexical Variation - <i>Blud, tief, dench, beef</i></li> <li>❖ Grammatical Variation - <i>multiple negation (Martinez/Strenstrom)</i> - "I ain't never going to go"</li> <li>❖ Phonological Variation - <i>Uptalk/HRI</i></li> </ul> <p>➤ Key influences on teenage speech</p>

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<b>Ethnicity</b>	<p>The history of pidgin and creole Alternative terms used for MLE Influences on the creation of MLE</p> <p><b>Studies</b> <b>Sebba</b> (1984,) – London Jamaican <b>Edwards</b> (1987) – Dudley/Patois <b>Fox</b> (2007) - MLE <b>Kerswill and Cheshire</b> (2010) – MLE <b>Sharma and Sankaran</b> (2011) – Asian English <b>Pitts</b>(2012) – Resistance Identity</p>	<ul style="list-style-type: none"> <li>❖ Key features of MLE: Indefinite pronoun: <i>man dem, This is me</i> as a quotative An end to h-dropping <i>Why.... for?</i> question frame exaggerated diphthongs: <i>coat</i> vocabulary: <i>bare, beef</i> <i>Innit</i> as tag question</li> <li>❖ Key features of Black English: Dentals - <i>den</i> Vowels - <i>run as ron</i> third person singular present tense verbs - <i>John swim fast</i> plurals - <i>six car</i> first person singular pronoun - <i>me feel happy</i></li> <li>❖ Lexical Variation (Caribbean Creole) <i>Peelhead, brassface, bloodclart,</i></li> <li>❖ Grammatical Variation (MLE) '<i>Why you... for?</i>' question frame</li> <li>❖ Phonological Variation (MLE) <i>House, Home (no h-dropping)</i></li> <li>➤ Code-switching</li> <li>➤ Pidgin</li> <li>➤ Creole</li> </ul>

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<b>Topic</b>	<b>Theory/Studies/History</b>	<b>Language Examples/Terminology</b>
<b>Sexuality</b>	<p>Key moments in LGBT history (e.g. decriminalisation in 1967)</p> <p>Studies (<b>Lakoff, Kiesling, Cameron, Barrett, Gaudio, Pierrehumbert et al, Leap</b>)</p> <p><b>Halliday</b> and anti-languages</p> <p>Case study of Polari</p>	<ul style="list-style-type: none"> <li>❖ Lexical Variation (Polari) <i>Riah – hair, homee – man,</i></li> <li>❖ Phonological Variation (Gaudio) (e.g. sibilance elongated vowels, vocal fry)</li> <li>❖ Hegemonic masculinity</li> <li>❖ Heteronormative</li> </ul>

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<b>Social Groups</b>	<p><b>Theory</b></p> <p>Social Network – <b>Milroy</b></p> <p>Communities of Practice – <b>Wenger</b></p> <p>Familect – <b>Powney</b></p> <p><b>Studies</b></p> <p><b>Eckert</b> – Jocks and Burnouts</p> <p><b>Cheshire</b> – Reading</p> <p><b>Bucholtz</b> – Whiteness of nerds</p> <p><b>Milroy</b> – Belfast</p> <p><b>Thornborrow</b> – language and identity</p>	<ul style="list-style-type: none"> <li>❖ Lexical Variation Familect - <i>Hoofer-doofer, buttons</i> Gamers - <i>Fragged, Noob</i></li> <li>❖ Grammatical Variation Bucholtz – nerds - <i>It's my observation (I think)</i></li> <li>➤ Sociolect</li> <li>➤ Communities of practice</li> </ul>

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<b>Change</b>	<p>History of Change Reasons for Change</p> <p><b>Theory:</b> Ease of Articulation Neatening or Regularisation Standardisation (<b>Haugen</b>) Informality (<b>Fairclough</b>) Lexical Gaps Substratum Theory (<b>Labov</b>) Random Fluctuation (<b>Hockett, Plotkin</b>) Functional Theory S-curve theory of change (<b>Chen</b>) Wave theory of change (<b>Bailey</b>)</p> <p><b>Attitudes to Language:</b> Prescriptivism (e.g. <b>Truss, Heffer, Lowth, Humphreys</b>), descriptivism, <b>Aitchison's</b> metaphors, <b>Mackinnon's</b> explanation of views of language, Declinism and Sticklerism (<b>Lane Greene</b>), Complaint tradition (<b>Milroy</b>)</p> <p><b>Political Correctness:</b> Supporters (<b>Spender</b>) Linguistic critics (<b>Cameron, Fairclough</b>) Political critics (<b>Orwell, Hitchens</b>) Determinism (<b>Sapir-Whorf</b>), Reflectionism Euphemism treadmill (<b>Pinker</b>), Semantic reclamation (e.g <b>Galinsky</b> – Queer)</p>	<p><b>Lexical Change</b> Borrowing - <i>Album</i> (Latin for White), <i>Alligator</i> (Spanish for The Lizard) Neologism - <i>Muggle</i> (From Harry Potter) Back formation - <i>To beg</i> (from beggar), <i>Confess</i>, (From confession)</p> <p><b>Semantic Change</b> Narrowing - <i>Wife</i> (not all women) Broadening - <i>Holiday</i> (not just a holy day) Pejoration - <i>Cowboy</i> (now used for builders) Amelioration - <i>Pretty</i> (formerly sly or cunning)</p> <p><b>Phonological Change</b> Spread of the glottal stop from Estuary English (<i>bu'er</i>)</p> <p><b>Grammatical Change</b> Object/Subject difference – <i>cwen, cwene</i>, Regularisation of plurals – <i>shoen</i> – <i>shoes</i></p> <p>Case studies of linguistic reform (e.g. queer, nigger, slut)</p> <p><b>Language Change terminology:</b> Acronym Affixation Amelioration Back-formation Blending Borrowing Broadening Clipping Compounding Conversion Eponym Euphemism Initialism Metaphor Narrowing Neologism Pejoration Weakening</p>

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World English	<p>Models of English – <b>Kachru, Strevens, McArthur, Schneider.</b></p> <p>Future of English: <b>Graddol, Crystal McArthur, Ostler, Saraceni</b></p> <p><b>Phillipson</b> and <i>Linguistic Imperialism</i></p> <p>English as a Lingua Franca (<b>Jenkins</b>)</p> <p>History of English’s spread around the world (esp. colonialization)</p> <p>Role of American and British English</p>	<ul style="list-style-type: none"> <li>❖ Lexical Variation - <i>Washroom (Canadian), Bathroom (British), Restroom (American)</i></li> <li>❖ Grammatical Variation - <i>I’m loving it (Indian English)</i></li> <li>❖ Phonological Variation - <i>Indian English – syllable-timed, British English – stress-timed; Canadian English – about.</i></li> <li>❖ Spelling - <i>Colour (British and Canadian English) Color (American English). Criticise (British English). Criticize (American and Canadian English)</i></li> </ul>