

Example exam questions

- Evaluate how English became such a dominant language in the world.
- Evaluate the idea that English is used in different ways around the world.
- With detailed reference to your own studies of language, evaluate how far English can be said to be the most powerful language in the world.
- Evaluate the idea that English is controlled by Americans.
- Evaluate the idea that English is used as an inclusive mechanism.
- What effect is English having on languages around the world? Is it responsible for “killing” other languages?
- Evaluate the idea that English as a Global language is doomed to fail eventually.

Sentence starters

This supports the idea that...

One interpretation could be ...

It seems reasonable to suggest...

X explores the idea of...

X suggests that...

One of the flaws of their argument is...

It could also be argued that...

Alternatively....

Exam answer structure

1. Introduction – define your point of view with regard to the statement given.
2. Use a theorist to support your view. Explain the views of the theory and give examples. Explain the limitations of the theory.
3. Use another theorist that disagrees with the view. Explain their views and give examples. Explain the limitations of the theory.
4. Add any more theorists and argue and evaluate their views.
5. Conclude – what is your point of view on the topic?

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression

Level/Marks	PERFORMANCE CHARACTERISTICS
Level 5 9–10	Students will: <ul style="list-style-type: none"> • apply linguistic methods and terminology, identifying patterns and complexities • guide the reader
Level 4 7–8	Students will: <ul style="list-style-type: none"> • apply linguistic methods and terminology with precision and detail • develop a line of argument
Level 3 5–6	Students will: <ul style="list-style-type: none"> • apply linguistic methods and terminology consistently and appropriately • communicate with clear topics and paragraphs
Level 2 3–4	Students will: <ul style="list-style-type: none"> • use linguistic methods and terminology inappropriately and/or inconsistent • express ideas with organisation emerging
Level 1 1–2	Students will: <ul style="list-style-type: none"> • quote or identify features of language without linguistic description • present material with limited organisation
0	Nothing written about the text or topic

Level 5 17–20	Students will: <ul style="list-style-type: none"> • demonstrate a synthesised, conceptualised and individual overview of issues • evaluate and challenge views, approaches and interpretations of linguistic issues
Level 4 13–16	Students will: <ul style="list-style-type: none"> • identify and comment on different views, approaches and interpretations of linguistic issues
Level 3 9–12	Students will: <ul style="list-style-type: none"> • show detailed knowledge of linguistic ideas, concepts and research

AO2: Demonstrate critical understanding of concepts and issues

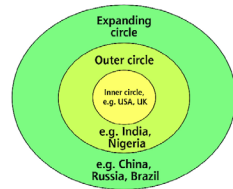
Level 3 9–12	Students will: <ul style="list-style-type: none"> • show detailed knowledge of linguistic ideas, concepts and research
Level 2 5–8	Students will: <ul style="list-style-type: none"> • show familiarity with linguistic ideas, concepts and research

Theories

Braj Kachru (1992)

Three circles model:

- 1) The inner circle: where English is used as a first language, acquired from birth by most
- 2) The outer circle: includes countries colonised by Britain and the USA where English is spoken as a second language and plays an important historical and government role
- 3) The Expanding Circle: where English is not an official language, but is recognised as important as a foreign language, perhaps for trade



Canagarajah (2005)

There is no universal English language, nor a world standard English

Canagarajah (2010)

Questioned the validity of Kachru's circles as migration and modern technology have led to the 'leaking' of clearly defined circles.

Charles Hockett (1958)

Random fluctuation theory: language changes due to its own instability

Crystal (2003)

English has become the world's leading language because:

- 1) English was distributed around the world as the language of the British Empire.
- 2) It was the language of the industrial revolution, technological innovation and western science.
- 3) It is the language of the USA, the world's remaining super-power.

McArthur (1987) (different, but equal wheel model)



Edgar Scheider 2007- Dynamic model of postcolonial English

1. Foundation – English is newly distributed to a geographical area
2. Exonerative stabilisation- English begins to be used, modelled closely on British standard forms
3. Nativisation- old and new languages become more closely linked. Neologisms occur.
4. Endonormative- The local variety of English is accepted as the norm.
5. Differentiation- New variety reflects local identity and culture.

Kandiah 1998- The reason for the spread of the English Language was colonisation.

Mencken 1921- American English has 'outgunned' British English as America has more citizens and therefore more speakers than Britain.

Rampton (2010)- Creole was widely seen as cool, tough and good to use, even by those without a black peer group. It was associated with assertiveness, verb resourcefulness, competence in a sexual relationships and opposition to authority.

Widdowson 1998- English was distributed around the world due to colonisation. This was in a controlled manner, with standard forms preserved. Today English spreads more naturally around the globe, and is no longer controlled allowing it to mix with other languages

Case studies:

Jamaican:

Phonology: 'th' becomes 't', 'h' deleted at beginning of words.

Lexis: multiple words from other languages, e.g. 'unu' from Igbo (plural of you), pikni from Portuguese (child), maroon (wild, fierce, runaway)

Semantics: 'belly' = pregnancy, 'eye water' = tears

Grammar: dem to indicate plurals, different verb aspect formations.

MLE:

Phonology: Change of the vowel in words like FACE, changing from a diphong to monophong (monophthongisation of /eɪ/ to [e:]); reversal of **H-dropping**: word-initial /h/ was commonly dropped in traditional Cockney in words like *hair* and *hand*. **Th-fronting**: /θ/ is fronted to [f] in words such as *three* and *through* (which become *free* and *frough*), and /ð/ is fronted to [v] in words such as *brother* and *another*, which become *bruver* and *anuver*.

Lexis: "Alie/Ahlie!" ("Am I lying?"), used as an expression of agreement); "Safe" /seɪf/ (expression of approval, greeting, thanks, agreement, and also used as a **parting phrase**) "Blud" (an endearing term for a close friend; from "blood" implying family) "Creps" (shoes, more typically trainers or sneakers) "Ends" (neighbourhood)

Semantics: "Deep" (very unfortunate/serious)

"Bare" (very/a lot/many)

Grammar: *Man* as a pronoun: 'Man' is widely used as a first person singular pronoun "off of"

"Why ... for?"

Key vocabulary/glossary

- Code switching: when speakers who speak two or more different languages switch from one to the other, often in mid conversation. Can also be used to refer to switching between dialects of the same accent.
- Colonisation: the action or process of settling among and establishing control over the indigenous people of an area.
- Covert prestige: the less obvious prestige associated with the use of certain non-standard varieties of a language within particular social groups.
- Creole: a mother tongue formed from the contact of a European language with local languages.
- Crossing: the practice of using features of speech that 'belong' to a different ethnicity from that of the speaker.
- Ethnicity: a shared social identity consisting of social practices, language, beliefs and history.
- Ethnolect: a variety of language that is associated with an ethnic group.
- Ethnolinguistic repertoire: a set of linguistic resources that are available to be used by individual speakers in order to signal their ethnic identity.
- Globalisation: the process by which businesses, or other organisations, develop international influence or operate on an international scale.
- Heritage language: a language that is not the dominant language in the society in which someone lives, yet it is one that is spoken at home.
- L1/L2: English spoken as a first/second language.
- Language death: the process in which the level of a speech community's linguistic competence in their language variety decreases, eventually resulting in no native or fluent speakers of the variety.
- Lingua-franca: a language that is adopted as a common language between speakers whose native language are different.
- Linguicism: linguistic and cultural racism.
- Mother tongue: the language first learnt as a child.
- Multiethnolect: a collection of linguistic resources combining features from a variety of languages within a multi-ethnic, multicultural context.
- Neosemy: the process by which an existing word develops a new meaning.
- Overt prestige: the obvious prestige associated with the use of the standard variety of a language within a society.
- Pidgin: a grammatically simplified form of a language, typically English/Dutch/Portuguese, some elements of which are taken from local languages, used for communication between people not sharing a common language.