CATHOLIC JUNIOR COLLEGE
JC2 PRELIMINARY EXAMINATION
Higher 2

ENGLISH LANGUAGE AND LINGUISTICS

9727/02

Paper 2 Investigating Language Use in Society

28 August 2014

3 hours

Additional Materials: Answer Paper

READ THESE INSTRUCTIONS FIRST

Write your name and class on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **three** questions: you must answer at least one question from Section A **and** at least one question from Section B.
At the end of the examination, fasten all your work securely together.
All questions carry equal marks.
You are reminded of the need for good English and clear presentation in your answers.

A reference chart of IPA Phonemic Symbols is provided at the end of this Question Paper.

This question paper consists of 14 printed pages (including this page).

Section A: Language Variation and Change

Answer at least one question from this section.

Answers should demonstrate awareness of wider geographical/historical/social perspectives (as appropriate) in relation to English language.

Examples may be drawn from written or spoken English, or from both.

Do not repeat material in your answers to different questions in this Paper.

1   Read Texts A(i) and A (ii) and then answer the question below.

Discuss in detail significant factors that affect attitudes towards localised varieties of English in specific societies.

> You should include a range of examples/ideas from Texts A (i) and A(ii) and from your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate.

Text A(i)

Taken from 'Chinese Englishes' by Kingsley Bolton

The following is from an online conversation between two university students in their early twenties studying in the University of Hong Kong.

Billy: knock……knock……anyone in??

Amy: yup, what's up?

Billy: No ar!! Just to make u type some words!! Hehe

Amy: u r really mo liu

Amy: should find a gf quick ma!

Billy.   No. So up till now no one suits me. I am too bad and eye corner high ar!!!

Amy: i don't think u can find them easily. u know, good looking girls are difficult to find nowadays la!

Billy: haha……that's true. One day I have to go back to China to find a perfect one……..hehe north mui!!!!

Amy: but most of the dai luk mui are materialistic ah! i don't want u to cry in front of me some day!

Billy: sometimes I think I am a bad man. I cheat women.

Amy: how?

Billy: By words lor….I am often mouth flower and tell lies to them kar.

Amy: ai ya, how can u say u r a good man then?

Key for Cantonese words

Mo liu: nonsense

Eye corner high: to be very demanding

North mui: girl from PRC

Dai luk mui: girl from PRC

Mouth flower: sweet talk

Text A (ii)

Taken from an online article for The Perspectivist

What is Singlish Arh?

Ian Tan

From the **Michaelmas 2010 Print Edition** — November 20, 2010

Variance and society

It is clear that Singlish is a live issue, but aiyoh, why they so extra? ["For goodness' sake, why all the fuss?"] One might reasonably suggest in kind that everyone just jangan tension ["Calm down, take it easy."] Why so much fuss over a few lahs and lohs? This little exchange in itself, more closely examined, sheds some light on the subject in question. It is a well-worn cliché that Singlish reflects Singapore's cultural diversity: 'Aiyoh', 'lah' and 'loh' are generic Chinese exclamations; the familiar English word 'extra' is used here to mean any kind of excessive behaviour, and is an example of characteristic fast and loose Singlish treatment of other languages; and 'jangan' is a Malay word meaning "don't", here colourfully blended with the English word 'tension'. In a single cosmopolitan stroke, terms and expressions with their origins in the myriad languages spoken by Singaporeans have been casually integrated into a single tongue.

Someone of an older generation inviting you out for a togo session might leave today's younger Singaporeans flummoxed; it is a derivation from a Malay word, 'gogok', which means to gulp, and as a word for a night out drinking has largely fallen out of use with the younger set. Chinese, Malays and Indians in Singapore speak Singlish with obviously different accents, which are partly dependent on the other languages they speak. There is also an occasional tendency to insert non-English words in speech, which often leaves other Singaporeans of different language backgrounds confused.

Singaporeans with higher educational qualifications often pronounce the finer consonants, such as the 'th' in 'three' or 't' in 'don't', whilst those with lower educational qualifications or non-English-speaking backgrounds often substitute them for "simpler" ones or altogether omit them, to the extent that 'three' is often pronounced as 'tree,' and 'don't' is often pronounced as 'don.' Grammar usage also corresponds to these strata: the more highly educated one is in the English language, the closer to standard English one is likely to speak.

2. Read Texts B(i) and B (ii) and then answer the question below.

Discuss in detail the effects of new communications technology on changes in the English language and the acceptability of the features used in computer mediated discourse.

You should include a range of examples/ideas from Texts B(i) and B(ii) and from your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate.

Text B (i)

Taken from Wikipedia

Internet slang (**Internet shorthand**, **Cyber-slang**, **netspeak**, **chatspeak**, or **translexical phonological abbreviation**) refers to a variety of slang languages used by different people on the Internet. It is difficult to provide a standardized definition of Internet slang due to the constant changes made to its nature.[1] However, it can be understood to be a type of slang that Internet users have popularized, and in many cases, have coined. Such terms often originate with the purpose of saving keystrokes or to compensate for small character limits. Many people use the same abbreviations in texting and instant messaging, and social networking websites. Acronyms, keyboard symbols and abbreviations are common types of Internet slang. New dialects of slang, such as leet or Lolspeak, develop as Internet slang has resulted in a unique online and offline community as well as sub-categories of "special internet slang which is different from other slang spread in the whole internet… similar to jargon… usually decided by the sharing community".[7] It has also led to virtual communities marked by the specific slang they use[7] and led to a more homogenized yet diverse online culture.[

Text B (ii)

Taken from an academic paper

The Linguistics of Social Networking: A Study of Writing Conventions on Facebook

Carmen Pérez-Sabater (València)

20% of the comments on Facebook analysed start their messages with the name or nickname of the intended addressee as in Example 1.

Example 1 . Native speakers.

Darryl...buildings such as Thompson Library are possible because of generous donors...not tuition fees. Go Bucks!

The writer of this post needs to address a specific participant in the chained discussion arisen about the picture of the new library just uploaded on the Facebook site of The Ohio State University. As Werry (1996) comments, addressivity is a tool for topical cohesion. Unlike email where the email server provides the name of the addressee automatically, in Example 1, a name is necessary to clarify in order to whom the message is addressed, a strategy frequently found in synchronous CMC, such as chats (cf. Montero-Fleta et al. 2009) since comments are frequently posted as threads of conversation on a topic. In these cases, the "reference to the previous message is necessary to work out the current message's propositional meaning [without counting] instances of interpersonal meaning" (Lyons 1995: 44–45). Another important characteristic of addressivity is that it is a strategy of mitigation, as it reduces increased mental effort when trying to follow the threads in online conversation (Yus 2011). Besides, the need of an addressee reinforces the dialogic nature of CMC as messages are connected to previous ones and are related to future writings.

Secondly, another 20% of the comments posted by native speakers begin with exclamations of the type *good day to all!*, *fantastic news!!!* or exclamation words followed by one or some exclamation marks such as *Wow!!*. These initializations that include the reiterative use of exclamations, a characteristic of chat rooms (cf. Yus 2011), may show the playful and informal character of these comments, in spite of the formality of the setting where they are posted.

On the other hand, the findings point out that non-native speakers are a little more formal, as Examples 2 and 3 show.

Example 2 . Non-native speaker.

Dear Warwick,

Could you please provide me with a link that leads me to the webpage where it clearly outlines the "Refund Policy" of the tuition and accommodation fees?

Example 3 . Non-native speakers.

Hi..

I Want to apply for a masters programme with good job placements. If there is still time left to apply for a course, can you please inform me of the same as well as the procedure!

The greeting in Example 2 addressed to the University of Warwick is formal and separated as for the use of Dear, a more frequent opening in professional or formal email writing than in informal CMC genres (cf. Pérez-Sabater et al. 2008a). Nevertheless, the name of the addressee being Warwick instead of a name reduces the initially formal character of the opening.

Similarly, this mixture of formal and informal styles is shown in Example 3, posted on the Facebook of the University of Southern Denmark.

Section B: Language, Culture and Identity

Answer at least one question from this section.
Answers should demonstrate awareness of wider geographical/historical/social perspectives (as appropriate) in relation to English language.
Examples and ideas may be drawn from written or spoken English, or from both.
Do not repeat material in your answers to different questions on this Paper.

3. Read Texts C (i), C(ii) and C(iii) and then answer the question below.

Discuss in detail ways in which news discourse shapes and reflects social attitudes and values.

You should include a range of examples/ideas from Texts C(i), C (ii) and C(iii) and from your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate.

Text C (i)

Taken from an article published in the Russian newspaper Russian Times

Ukraine turmoil turns Russians off nationalism - survey

Russian Times

Russians believe the recent regime change in Ukraine was a nationalist and fascist coup, and its consequences have already changed attitudes towards nationalist groups inside Russia and abroad, according to the latest research.

The Politech agency has prepared the research paper 'Ethnic issues in Russia in the context of Ukrainian crisis' for the Public Chamber, Kommersant daily reports.

According to the poll, 53 percent of Russians understand the recent events in Ukraine as a nationalist coup and not as a democratic revolution. At the same time, 49 percent of respondents in Russia said that ethnic Russians in Ukraine should not form their own nationalist groups, but instead fight against all manifestations of nationalism.

Most Russians also said they did not support introducing visa regime with the 'brotherly' Ukrainian nation.

The attitude to Russian domestic nationalists has also changed for the worse – 58 percent of respondents described it as negative, compared to about 50 percent one year ago.

"*Russians have witnessed on Ukraine's example that the ethnic issue carries a great charge of potential conflicts and its irresponsible stirring can put a country on the brink of a civil war*," the paper reads.

Text C(ii)

Is western media coverage of the Ukraine crisis anti-Russian?

- New East network expert panel
-
- theguardian.com, Monday 4 August 2014 14.56 BST

True objectivity is impossible. We all have our prejudices, great or small. In thinking about and describing Russia, who knows what makes us feel what we feel about it, write what we write and portray what we portray?

There is certainly a wide spectrum of views on Russia, ranging from demonisers to apologists. Many (if not most) are somewhere between these poles, but the "truth", whatever that means, is by no means necessarily directly in the middle, and in the essential quest for balance and maturity it is important not to slip into some form of equivalence.

Those broadly critical of Russia are accused by "the other side" of being Cold War Warriors, living in the past. The accused reply - especially these days - that they have been proven right, and that it is Russia which is thinking in Cold War superpower and zero-sum terms.

The counter-response is often that the west made Russia turn out this way, and that the west is barely any better anyway (Russia rigs elections? think Florida 2000. Recognition of Abkhazia and South Ossetia? What about Kosovo? Poor human rights record? Abu Ghraiband Guantanamo Bay). Thereafter, discussions tend to degenerate back to first principles.

At this point, a confession: my own views on Russia are not middle ground. To me, Russia is a corrupt and authoritarian state, with an illegitimate ambition to bully and dominate other countries which, in a different era, it had full control over. However, I do not believe we're in a new Cold War and Russia is not the Soviet Union 'mark II' or the devil incarnate.

Text C(iii)

Taken from the transcript of a live television broadcast on CNN

CNN BREAKING NEWS

Whitney Houston Dies

Aired February 11, 2012 - 20:10   ET

THIS IS A RUSH TRANSCRIPT. THIS COPY MAY NOT BE IN ITS FINAL FORM AND MAY BE UPDATED.

ANNOUNCER: This is CNN "Breaking News."

DON LEMON, CNN NEWS ANCHOR: You know, every once in a while you have to report something that you thought would be the worst thing that could happen and it was going to happen and now it has. Singer Whitney Houston, one of the greatest voices of our generation, CNN has gotten conformation from her representative, has died.

Whitney Houston has died. Grammy winning entertainer, 48 years old. You know, Whitney was a young entertainer back in the 80s who came of age with pop hits and then went on to fame with a movie, with "The Bodyguard" and then did a remake of Dolly Parton's song "I Will always Love You," it rose to the top of the charts.

So, we are just getting confirmation, now. And it is sad news and we're going to continue with the news as long as we can, here, but the singer, Whitney Houston, 48 years old. And really, it is one of the greatest voices of all time.

You see her there with recording extraordinaire, Clive Davis, who handled her career so deftly for a long time and brought to her back a number of times -- tried to bring her back and tried to guide her. But Whitney, as we know, had a battle with drugs, to her own admission, alcohol to her own admission, and we know that famous quote from that ABC Diane Sawyer interview, "crack is whack." When Diane asked her if she had an issue with crack cocaine, she said she made too much money to do crack cocaine and she had an issue with cocaine. That's what -- that's according to Whitney Houston.

Again, Whitney Houston, 48 years old, she has died, we have just learned from representative, who is Kristen Foster, confirming that now. We had been seeing the reports coming in from the Internet and CNN wanted to get it confirmed, because when you report something like this, you want to be absolutely sure.

4. Read Texts D(i), D(ii) and D(iii) and then answer the question below.
Discuss in detail ways in which discriminatory attitudes may be constructed or resisted by choices of language.
You should include a range of examples/ideas from Texts D(i), D (ii) and D(iii) and from your wider studies of English language, with detailed reference to lexis, grammar, syntax and discourse as appropriate.

Text D (i)
Taken from an academic dissertation, 'A Violent Vernacular?: Unpacking the Associations between Language and Violence in Glasgow' by Robert George Lawson, University of Glasgow, United Kingdom

Glasgow has been long identified as a place where violence is a prevalent and destructive aspect of life in the city (Macaulay 1977: 94), and recent years have witnessed an emergence of stereotypical linguistic practices which are associated with violent and criminal adolescents, including nasalization and tense vowel production. This association of working-class language with violence has the effect that even working-class Glaswegian adolescents who are not engaged in violent or anti-social practices are often met with a degree of suspicion and mistrust. Thus, particular linguistic features have the potential to marginalise adolescents via an association with anti-social practices. Such negative views of adolescents continue to be propagated by tabloid and televised media outlets, reinforcing local stereotypes and prejudices.

Text D (ii)

Taken from an article about prejudice on an American website

……..consider what northern US (Michigan) speakers have to say about the South:

(Mimics Southern speech) 'As y'all know, I came up from Texas when I was about twenty-one. And I talked like this. Probably not so bad, but I talked like this; you know I said "thiyus" ["this"] and "thayut" ["that"] and all those things. And I had to learn reeeal [elongated vowel] fast how to talk like a Northerner. 'Cause if I talked like this people'd think I'm the dumbest … around.

Text D (iii)

Taken from a journalist's interview of people in a white working- class area in Leicester, England.

'Would I go to Highfields' laughs one of the snooker team incredulously. 'Only if I was in a tank. Would I go down Belgrave Road at night? Forget it.'

'Belgrave is a no-go zone', reasons the 48-year-old who's never lived more than 400 yards from this club.

'They've got all the kids learning about Hindus and Muslims and all that,' he says. 'They should be learning our religion-not theirs. When in Rome, and all that.'

'Coloureds', whispers the 82-year-old. 'It used to be three in 10. It's nine in 10 now.'

'We are getting fed up because the whites are getting overrun,' says Jocelyn. 'As far as I'm concerned it's our country not theirs.'

The journalist sums these views up:

'There are too many "coloureds", they say. 'The ethnics don't want to mix. They get everything handed to them on a plate. White people are becoming a minority in their own city-except they don't have any of the ethnic minorities' rights.'