

ENS 207 G English Dialects Final Paper, Spring 2011.

Final version, posted 2 April. To be submitted by 18 April.

→ Please note that this paper is *not* set up for teamwork: you are expected to submit your own individual work. Any clear similarities between individual submissions in wording or argumentation will result in a rejection of all submissions concerned.

This paper is in two parts.

Part I

Answer question 1 and 2 others. (50%)

In all questions, give *examples* for the points you mention.

Question 1

Explain the concepts *language* and *dialect* as we have used them in this course. Your answer should cover as many of the following point as you can.

- dialect and accent
- dialect continuum (plural: continua)
- linguistic variable
- isogloss and bundles of isoglosses
- how do languages change?

Question 2

Describe ONE of the accent areas within the British Isles. Your answer should include a discussion of the main variables we have been discussing, and bring out the main diagnostic points of difference between this area and the other areas in the British Isles.

Question 3

Describe ONE of the accent areas in English-speaking North America. Your answer should include a discussion of the main variables we have been discussing, and bring out the main diagnostic points of difference between this area and the other areas in North America.

Question 4

With reference to the variables we have been studying in this course, describe the main differences between the three following groups of accents: within the British Isles, in North America, and in the Southern Hemisphere.

Question 5

Answer both a and b.

- a. How do the types of English used in Africa and the Indian sub-continent differ from the accents of the British Isles, North America, and the Southern Hemisphere?
- b. What are the historical reasons for these differences?

Question 6

Answer either a or b.

- a. Discuss *pidgins* and *creoles*. Include in your answer a discussion of the concepts *post-creole continuum* and *de-creolization*.
- b. Is Black English (African American Vernacular English) a decreolized form of language?

Part II Speech samples for recognition (50%)

This part of the paper consists of 10 speech samples, which are published in the Uglia page for this course in the folder “Final Paper speech samples”. (Note that when you open the folder in Uglia the samples may not be in the right order; click “Heiti” at the top of the column and they will be rearranged in the right order. When you open them you have the option of downloading to your computer: I suggest you do this, and listen carefully and often to each sample. Please let me know if you have any difficulties.)

For each sample, identify the variables and locate the accent on the basis of your findings. I shall give credit mainly for your knowledge of the variables concerned and the reasons you give for your conclusions, even if you identify the accent incorrectly. Make your answer as thorough as possible. Don't skip points simply because you're not sure: “I can't hear whether there is an 'r' in this word” gives more credit than ignoring it. If there are no examples in the clip of a variable that is relevant for the region concerned, then say so. Don't hesitate to mention points even if you are not sure what variable is concerned. Notes such as “She has a strange pronunciation on this word” may give you credit. You should also mention unusual dialect forms other than pronunciation: unusual grammar such as negative concord, non-standard inflexional endings, or unusual pronouns, and any other points you find interesting or problematic, even if you're not sure what's happening.

Sample 1

- 2 Me father had three brothers lived round the next street, and my mother had
 4 to do all their work, all their washing, and twice a week she'd to go and clean
 the house out, as well as look after the family – and she had, yes – in them
 days, you married – you married a man you married his family, in them days
 – which is true, you did.

Sample 2

- 3 Well as I say like it is er just transporting passengers and cargo, 'cause there
 isn't a tunnel or a bridge around this area, and it dates back from Henry the
 5 Eighth's time, when he used to use the rowing-boat as a ferry, and it was his
 favourite type of ferry, here, and from then it's always been a ferry, right
 here, and then it transpired from rowing to steam to paddle, and now we're
 on diesel, marine diesel, two five hundred power, horse power, engines.

Sample 3

All the Chinese, male and female, paid a very heavy price

Sample 4

She told me how she and the others had cowered in a corner as soldiers

- 2 started firing at the panicked crowd | how she didn't know for days whether
her father had survived | and how she still doesn't know after all these years
4 where his remains are

Sample 5

You don't know the way I was brought up. But I think that now I that was kind of strict. Because [...] and they're in the flat, and they're all round about and they [...] me in the belly - you never got deen [= done] but we did – and yet we were happy – we were quite happy in the house my mum and the bairns. And we was sitting in that room with the wee screens, taking it any more playing, in the summer at nine o'clock, we were going to our bed.

Sample 6

Now the program has been delayed

Sample 7

I drive a car ...

Sample 8

I'm not sure that I am well liked....

Sample 9

[Take the whole clip. I transcribe only final part :]

It was the first time I thought in the history of [name of country removed]

- 2 that veiled women took to the forefront in political activism on the street, and
for me at that time terms like burkha-clad or veil or [...] appeared to be
4 more in the line of taking control rather than the other way round

Sample 10

- 2 The theory itself actually in Palo Alto California they parked a new car in a
very poor neighbourhood [...] and nothing happened to the car, but then they
broke a window on that car and within about a twenty-four hour period the
4 car was stripped clean. This broken window was the sign that nobody was
watching out for this car. And that's what policing was slow to recognize,
6 that in dealing with crime and fear of crime, you needed to deal not only with
the serious crime, but like every good gardener knows, you needed to weed
8 the garden

Marking:

- For naming a relevant variable correctly, and giving examples, ½ a point.
- For correctly saying whether the variable is positive or negative, ½ a point.
Example: if the sample has negative BATH-TRAP Split, and you say this and give examples, this will give you 1 point. If however you say that the sample has *positive* BATH-TRAP Split, you will receive ½ a point.
- I shall deduct ½ a point if you name the variable incorrectly.
- For correctly locating the passage, 1 point.
- All your points will be added together, and a grade assigned according to the general trend in the class.