

STUDENT NUMBER/NAME:

# VCE ENGLISH LANGUAGE

## 2014 Units 3 & 4 Practice Exam 1

Total Reading Time: 15 minutes

Total Writing Time: 2 hours

### QUESTION AND ANSWER BOOK

<i>Section</i>	<i>Number of Questions</i>	<i>Number of Questions to be Answered</i>	<i>Marks</i>
A	5	5	15
B	1	1	30
C	2	1	30
			<b>Total 75</b>

Students are permitted to bring into the examination room: pens, highlighters, erasers, rulers.

Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape or a dictionary.

No calculator is allowed in this examination.

#### **Materials Supplied**

Question and answer book of 16 pages including a detachable insert for Sections A and B in the centre and Assessment Criteria on page 16.

#### **Instructions**

Detach the insert from the centre of this book during reading time.

Write your student number/name in the box at the top of this page.

All written responses must be in English.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.**

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**SECTION A — Short Answer Questions**

**Instructions for Section A**

Refer to the insert from the centre of this book while answering this section.

Section A requires answers to questions about Text 1. Answer **all** questions in this section.

In your response you are expected to

- demonstrate your ability to use relevant descriptive and metalinguistic tools; and
- demonstrate familiarity with the topics of Unit 3 'Language Variation and Social Purpose' and the topics of Unit 4 'Language Variation and Identity'.

**Section A is worth 15 marks.**

**Text 1**

**Question 1**

What are the social purpose/s of this text?

**1 mark**

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**Question 2**

Discuss the ways the syntactical patterning in the first sentence (lines 3-6) supports the purposes of the text.

**2 marks**

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**SECTION A - continued**

**Question 3**

How does the phonological patterning in lines 7-11 support the purposes of the text?

**3 marks**

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**Question 4**

How does the speaker establish a sense of Australian identity and inclusivity between lines 15-23?  
Discuss at least two different language features and provide examples from the text.

**4 marks**

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**SECTION A – continued**



**SECTION B — Analytical Commentary****Instructions for Section B**

Refer to the insert from the centre of this book while answering this section.

Section B requires an analytical commentary on Text 2.

In your response you are expected to

- demonstrate your ability to use relevant descriptive and metalinguistic tools; and
- demonstrate familiarity with the topics of Unit 3 'Language Variation and Social Purpose' and the topics of Unit 4 'Language Variation and Identity'.

**Section B is worth 30 marks.**

**Question 6**

Write an analytical commentary about Text 2.

In your response you should comment on the:

- contextual factors affecting/surrounding the text
- social purpose and register of the text
- stylistic and discourse features of the text

**30 marks**

Working Space

**SECTION B – continued**









**SECTION C – Essay****Instructions for Section C**

Section C requires a sustained expository response to **one** question.

In your response you are expected to

- demonstrate your ability to use relevant descriptive and metalinguistic tools;
- demonstrate familiarity with the topics of Unit 3 'Language Variation and Social Purpose' and the topics of Unit 4 'Language Variation and Identity'; and
- refer to the stimulus material provided.

**Section C is worth 30 marks.**

Select **one** of the three following topics. Refer to AT LEAST two subsystems of language in your essay and provide examples from current discussions about language that you have studied in class.

**Question 7****Stimulus**

a) "Sticks and stones will break my bones  
But words will never hurt me"  
Children's Nursery Rhyme

b) "Snoop Dogg's lyrics glorify violence against women which puts all women in danger. His behaviour also contradicts our National Plan to Reduce Violence Against Women. As a society which claims to be serious about eradicating violence against women, there should be no place for recording artists who glorify misogyny and degrade women for entertainment. If you really care about women and girls, you will revoke his visa and deny him entry."

Petition to The Hon Scott Morrison MP, Minister for Immigration and Border <http://goo.gl/qnCUuT>

c) Senator PERIS: Won't removing section 18C facilitate vilification by bigots?  
Senator BRANDIS: People do have a right to be bigots, you know. In a free country, people do have rights to say things that other people find offensive, insulting or bigoted.

Excerpt from: <http://goo.gl/yZhrhF>

d) "The message of Harmony Day is 'Everyone Belongs'. It is a day to celebrate Australia's diversity. It is a day of cultural respect for everyone who calls Australia home – from the traditional owners of this land to those who have come from many countries around the world. Kick-start conversations about belonging and promote Harmony Day on social media."

Adapted from: <http://www.harmony.gov.au/>

**How does language unite and divide communities?**

**OR**

**SECTION C - continued**

**Question 8****Stimulus**

- a) “Kriol is still highly stigmatised and many Indigenous and non-Indigenous Australians believe it to be a ‘corrupt’, ‘broken’ or ‘distorted’ combination of English and/or various traditional languages. Linguists are working on Kriol dictionaries, producing Kriol literacy materials, running workshops etc., to help promote the importance and value of Kriol.”

Extract from: <http://goo.gl/ObFRNa>

[Glossary ‘Kriol’: An Australian creole language that developed from a pidgin used in New South Wales, it has a distinct syntactic structure and grammar, and is, therefore, a language in its own right.]

- b) “The first hint that you might be dealing with a bogan is the speech pattern. Bogans speak in a different language – Boaglish – and shorten their words.”

Extract from: <http://goo.gl/VgTHJ6>

- c) “This course is ideal for anybody who would like to “polish” their English speaking skills to achieve ultimate clarity through perfect pronunciation, grammar, style and tone. You are never too young or too old to take elocution classes. In fact we’ve trained children as young as 5 to mature students in their 80s. Upon completion of your elocution training, you will have all the necessary tools to speak eloquently, but without sounding elitist. You will feel confident in any social or corporate setting.”

Extract from: <http://www.speakup.com.au/elocution-lessons.html>

- d) “It’s neither jive talk nor “wogspeak” but somewhere between Lebanon and Australia, a new language has emerged. Invented by teenagers - the great linguistic super-spreaders - it is an intriguing new discovery about Sydney life. Linguists have dubbed it an ethnolect but among those who use it, it is called “Lebspeak”.

*Feel like an outsider, habiib? FOBs and mults know the feeling, Deborah Cameron*

Sydney Morning Herald 30 April 2003

**‘The diversity of our culture means that all varieties of Australian English have a place. ‘**

**Discuss.**

**OR**

**SECTION C – continued**  
**TURN OVER**

## Question 9

## Stimulus

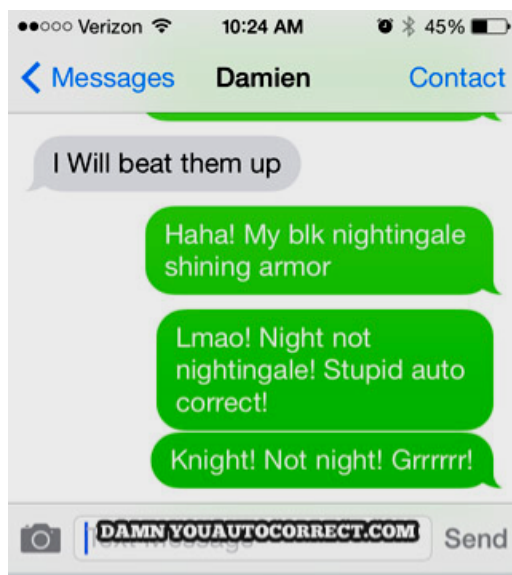
- a) 'One developer has found the perfect way to take advantage of Twitter's line breaks: haikus. Using the public Twitter stream and a Python tool that can determine the number of syllables in most English words, Brandon at h6o6 has found a way to collect the haikus hidden in plain sight on Twitter. Tweet Haikus.'

Extract from: <http://goo.gl/3tynlG> by Jacob Kastrenakes

- b) 'Computer grading will destroy our schools. Feeding essays into a computer program tells students: "No one cares what you have to say".'

Extract from: <http://goo.gl/ZJvedh> by Benjamin Winterhalter

c)



Extract from: <http://www.damnyouautocorrect.com/75726/birds-feather/>

- d) "I've never understood those who lament the internet as kind of death for the English language. Just look at the ways in which most of us, every day, use computers, mobile phones, websites, email and social networks. Vast volumes of mixed media may surround us, from music to games and videos. Yet almost all of our online actions still begin and end with writing: text messages, status updates, typed search queries, screens packed with verbal exchanges, and underpinning it all countless billions of words."

Tom Chatfield, *Netymology – a linguistic celebration of the digital world*

'Technology is changing Australian English in surprising ways.'

Do you agree?

**SECTION C** – continued  
**TURN OVER**







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**END OF SECTION C**

**EXAMINATION CRITERIA**

NB: These criteria are indicative for mid-year exams. The full list of criteria apply to the end of year exam.

- Use metalanguage to describe and analyse structures, features and functions of language in a range of contexts
- Explain and analyse linguistic features of written and spoken English in a range of registers
- Understand and analyse relationships between language and identities in society
- Identify and analyse differing attitudes to varieties of Australian English
- Draw on contemporary discussions and debate about language
- Write clearly organised responses with controlled and effective use of language appropriate to the task

Examination instructions and the examination assessment criteria are taken from the Victorian Curriculum and Assessment Authority (VCAA) 2012 English Language examination specifications. The VCAA produces the only official, up to date versions of VCAA publications. Readers should consult the VCAA website <http://www.vcaa.vic.edu.au> for VCAA publications and the latest course information, including information in the Bulletins and Notices to Schools.

**END OF QUESTION AND ANSWER BOOK**



# VCE ENGLISH LANGUAGE

## 2014 Units 3 & 4 Practice Exam 1

### Insert for Sections A and B

(Please remove from the centre of this book during reading time)

#### Background Information

This is a statement for Australia Day, 2014 from the Premier of Victoria, Dr. Dennis Napthine, published on his official website.

#### TEXT 1

1. Australia Day
2. Friday, 24 January 2014
  
3. I believe we live in the best state in the greatest country on earth, and Australia Day is a great
4. opportunity for us to come together to reflect on our collective achievements as a nation, to
5. congratulate those who are making a difference in our community, and to celebrate what it
6. means to be an Australian.
  
7. Local communities across our great state from Casterton to Corryong, from Ouyen to Orbost,
8. will be holding community Australia Day activities, and I encourage all Victorians to participate
9. in their local celebration.
  
10. In addition to local celebrations, I know Victorians will celebrate in their own unique way
11. through family breakfasts, barbeques, or backyard and beach cricket.
  
12. Australia Day is also a great opportunity to acknowledge those in our community who are
13. making a real difference, especially community volunteers who are the heart and soul of
14. communities across the state.
  
15. We thank the men and women of the SES and CFA – volunteers who are always ready to
16. protect our communities in times of need. Indeed we thank all our hard working volunteers,
17. including those delivering meals on wheels to the elderly, our surf life savers who do a
18. tremendous job patrolling beaches across the state, and those providing care and support to
19. members of our community facing adversity, sickness or disability.
  
20. On Australia Day we also welcome new Australians to the Victorian community and
21. acknowledge the contributions of immigrants to our society.
  
22. Importantly, it is a day we acknowledge the traditional owners of our land and their elders,
23. past and present.
  
24. I wish all Victorians a fantastic Australia Day as, together, we celebrate a great country and a
25. great state.
  
26. Denis Napthine
27. Premier

**Background Information**

This transcript features two speakers, a female aged approximately 20 years, and a male aged approximately 20 years, who know each other and meet by chance on the train one afternoon at about 5pm. The two have been chatting about various things and F begins this extract looking at her own shoes.

**TEXT 2****Speakers**

Female: F

Male: M

**Transcript Key**

- (.) short pause
- (...) longer pause
- .
- ,
- ? questioning intonation
- / high rising intonation
- \ falling intonation
- ^ precedes emphasised word
- <L L> lowered voice
- <E E> excited voice
- Word - truncated word

1. F canvas shoes are always a bad choice.
2. M I've got those,
3. like (.) four dollar black ^slip-ons/
4. and without realising it,
5. cos I have like,
6. a nervous twitch when I ^sing,
7. and like (.) walk around,
8. [with a microphone]
9. F [stroll around @@]
10. M And I tap them like this/
11. and then by the ^end of the thing,
12. like (.) they were just completely ^shredded,
13. and I'm like,
14. oh god /
15. I guess I'm gonna have to drop another ^four dollars -
16. F <E oh, no E>
17. M on a new pair of shoes/

18. F lovely\ (Extended silence - 10 seconds)
19. M should get some sick Nikes -
20. F I feel like I've seen some Nikes,
21. that I'd ^really like -
22. M The low top ones,
23. they're OK,
24. but I don't know -
25. F No I like high top Nikes.
26. M I'd rather just -
27. I like a decent pair of denims (...)
28. Matt bought New Balances,
29. and tried to justify it to me/
30. and I'm like ^nah,
31. they're a piece of ^shit,
32. don't kid yourself Matt\ (Extended silence – 10 seconds)
33. F <E I have one of those ^too,
34. even from the same ^company E>
35. M What (.) a security card?
36. F Yeah, they make them for my work,
37. so I can get into ^my work as well/
38. M (...) I'm actually a secret agent.
39. that's what I ^tell people.
40. F I feel like that's quite ^personal.
41. M I use it, I use it to get girls\
42. F Do ya?
43. Like do you wanna see one of these?
44. M Yeah like,
45. [do you want to see my security tag?]
46. F [ Have you ever seen one of these before?]
47. F&M @@@
48. F I remember one time,
49. I went in to do um (.) a shift/
50. I wasn't rostered on/
51. it was Melbourne ^Cup/
52. and I wasn't rostered on,
53. for that shift/
54. M [yeah]
55. F [but I just] went in/
56. cos they were like,
57. yeah, come in,

58. it'll be sweet as,  
59. like no worries,  
60. and it wouldn't let me in the ^building/  
61. and I was like,  
62. standing out the ^front/  
63. and I had to call someone/  
64. we're on the second level/  
65. I called someone at the main desk,  
66. and I'm like I can't get ^in=  
67. and they're like/  
68. ^what?  
69. and I'm like,  
70. <E my tag isn't working E>  
71. oh, just wait for someone else to come,  
72. I'm like,  
73. no one else is coming/  
74. everyone else is already ^there/  
75. and they're like ^maaah \  
76. and they had to send someone down to collect me/  
77. M @@@  
78. F and every time I went on break,  
79. cos they were like,  
80. it's too much effort to recode you,  
81. just for one day,  
82. they were giving me extra breaks/  
83. cos it was like ^really quiet/  
84. and so I like,  
85. had to take someone else's ^tag/  
86. or someone had to escort me ^out/  
87. M @  
88. F yeah, I can't even get onto my floor without this.  
89. so many people forget theirs/  
90. and you hear like ,  
91. ^banging from two corridors away,  
92. like you have to smash on the ^door ,  
93. in case someone like -  
94. unless someone walks ^past you,  
95. and you can hear this frantic ^thumping,  
96. and say like,  
97. maybe someone's at the ^door?  
98. M mmmm (...)

# VCE ENGLISH LANGUAGE

## 2014 Units 3 & 4 Practice Exam 1

### ANSWER GUIDE

#### Section A – Short Answer Questions

##### Text 1 (15 marks)

##### Question 1

##### What are the social purposes of this text?

The social purposes of the speech are to publicly celebrate Australia Day and to encourage all Victorians to regard it as an opportunity to show appreciation to others in the community who make a significant contribution to the well-being of others. He aims to include everyone in his speech by referring constantly to 'us' and 'we'.

##### Question 2

##### Discuss the ways the syntactical patterning in the first sentence (lines 3-6) supports the purposes of the text.

The syntactical patterning, or parallelism, in the first sentence lets the Premier list the purposes of Australia day, for citizens 'to come together to reflect... to congratulate... and to celebrate...". This enables him to emphasise the ways in which the sense of community, which he seeks to promote, can be achieved, and it does this by packing the ideas efficiently and comprehensively.

##### Question 3

##### How does the phonological patterning in lines 7 – 11 support the purposes of the text?

The phonological patterning, 'from Casterton to Corryong, from Ouyen to Orbost...' arranges the names of Victorian towns alliteratively, to suggest the geographical area of Victoria in a way that is inclusive and crafted. The second instance of phonological patterning also relies on alliteration-family breakfast, barbeques, or backyard and beach cricket' and the repeated 'b' sound links the references to common activities enjoyed by Australian families.

**Question 4****How does the speaker establish a sense of Australian identity and inclusivity between lines 15 – 23?**

The text celebrates Australia and Australian identity, with a focus on Victoria as the ‘best State in Australia’ - as this is a statement made by the Victorian Premier it is expected that he will foreground his own state. The speaker uses parallel constructions (‘we thank’ – 15, ‘we thank’- 16, ‘we welcome’ – 20, ‘we acknowledge’ – 22) to emphasise that Victorians are united in their appreciation of the contributions everyone makes to the community, and that he speaks as the representative of all Victorian citizens. Repeated use of ‘we’, ‘I’, and ‘us’ achieves a sense of inclusivity, and personalises the speech whilst retaining its formal register. He mentions the contributions that immigrants have made to the society and at the same time acknowledges the traditional owners of the land, with the ritual words ‘we acknowledge the traditional owners of our land and their elders, past and present’. This acknowledgement to country is more typically made at the start of a speech, rather than at the end. The text establishes a strong sense of the Australian way of life that many would see as ‘stereotypical’, e.g., through listing the activities of volunteer surf lifesavers, members of the SES and CFA and community health workers.

**Question 5****How are lexis, semantic patterning and reference used to achieve cohesion in the text?**

The speech contains the words ‘congratulate, celebrate, achievements’, which all have positive connotations that support the purpose of the text, i.e., the celebration of Australia Day, and create a positive tone that is maintained throughout the text. The semantic field of ‘community’ is evident in words such as ‘local’ lines 7 and 9, ‘collective’ line 4, ‘family’ line 11, ‘society’ line 21, and frequent repetition of ‘community’ – lines 5, 8, 12, 13, 14, 16, 19, 20 creates a lexical pattern that binds the text together. Each paragraph of the speech builds on the last, e.g., lines 7-9 picks up the idea of ‘community’ that is the focus of lines 3-6; and lines 10-14 concentrates on the idea of ‘local’ that is mentioned in the previous lines by talking about ‘family’. The speech opens with ‘Australia Day’ (line 1) and closes with reference to the holiday, and it is repeated on lines 8, 12 and 20. Furthermore, the call to ‘celebrate’ is reiterated, from its first mention in line 3, repeated in lines 9 and 10, to the final closing mention in line 24, thus creating cohesion and emphasising that the topic and the sentiments expressed by the speaker are important and very focused.

**Section B – Analytical Commentary****Text 2 (30 marks)****Question 6**

**Write an analytical commentary about Text 2.**

**In your response you should comment on the:**

- **contextual factors affecting/surrounding the text**
- **social purpose and register of the text**
- **stylistic and discourse features of the text**

This conversation takes place in a public domain (on the train) where there are many potential listeners. The participants in this conversation do not appear to be constrained by an idea that informal discourse in such a context should take account of the negative face needs of other traveller by taking care not to offend them with vulgar language or invade their private space with their voices. However, M and F are slightly shy and self-conscious about their interaction, as shown by the extended silences (between lines 18 and 19, and between lines 32 and 33) where they search for a topic. The language used by the two speakers is standard Australian English, with colloquialisms and slang (line 15, 'gonna have to drop another four bucks', line 31 'piece of shit', line 31) appropriate to their age group, if not always to the public context.

The social purposes of the conversation are for F and M to connect with each other in an entertaining way, and to pass the time taken by the train journey. M and F flirt with each other (lines 41-47) and discuss light-weight topics that are of mutual interest but do not require much risk taking or depth of discussion. Their interaction is playful (lines 15 – 18).

Between lines 1 and 33 the topic management is equally shared. F introduces the topic of canvas shoes (line 1) but it is M who picks up the topic, reciting a story about his own shoes. F's support for him is shown in her echoing words and laughter (line 9 'stroll around @@@'). M introduces the topic of Nike shoes in line 19 and attempts to express an opinion about them. F disrupts the conventional observation of face needs by contradicting M's views (line 25), but M's critical comments about Matt's purchase (lines 31-32) allow him to reassert his negative face. In doing this, he shifts the topic to safer ground that focuses on a mutual friend (line 28) thus avoiding uncomfortable disagreement with F. At line 33, however, F introduces a new topic (security cards), and she threatens M's positive face needs with her ambiguous comment 'I feel like that's quite personal' (line 40). M again recover his face by making it into a joke, albeit slightly hesitant 'I use it, I use it to get girls'. F restores his face by picking up the theme and echoing his statements (lines 43 and 46). M and F observe turn taking conventions (e.g., lines 33 – 36) making statements or asking questions and responding appropriately, e.g., with laughter or minimal responses (e.g. line 54 'yeah' and 'mmm' line 98) . The overlaps at lines 8 and 9 as well as at 45 and 46 indicate the speakers are supportive of each other.

M and F adhere to the discourse conventions of their generation by talking in a snappy, smart fashion and employing many discourse particles, including quotative 'like' (lines 30, 44, 72, 75, 80), emphatic 'like' (line 12) and 'like' as a hedge (line 3). This reflects their age and the expected discourse structure amongst young people. Their language is highly colloquial, such as 'completely shredded' (l 12), 'drop' (line 15), 'sick'

(l. 19), 'sweet as' (line 58). They expect one another to understand the inferences in their comments about shoes, including attributes of brand names 'Nike' and 'New Balances' and in jargon associated with shoes such as 'low top' (l.22), 'high top' (l.25) and 'denims' ( line 27)). The jargon of F's workplace is present in her narrative about working during the Melbourne Cup, such as 'rostered on... shift' (lines 52-53), 'recode' (line 80) and "escort' (line 86) and she assumes that M shares knowledge of this jargon.

These language items indicate in-group identification appropriate to their generation. Their language choices aim to present them as witty, ironic individuals who can 'talk the talk' of the group to which they belong, e.g., M - lines 14 – 15, F - lines 9, 16. In the exchange between lines 38 – 47 they take this further to jointly construct a jokey, make-believe scenario playing with language ('I'm actually a secret agent' line 38) to amuse themselves and finally express their solidarity with mutual laughter (line 47). Similarly, F's lexical choices 'banging', 'smash', 'frantic thumping' (lines 91- 95) dramatise actions of the door bangers in the narrative and prepare for the story's ironic punchline, line 97.

During F's long narrative (lines 48 – 84) M politely listens and back channels with 'yeah' (line 54), laughter (lines 77, 87), 'mmm' (line 98). F's high rising terminals indicate her wish to hold the floor (lines 49-67) and are also typical of her generation and gender. Her excited voice (lines 33 and 70) suggests that she is invested in the topic of conversation at these points and wants to express her enthusiasm. Her syntax is highly coordinated ('and' - lines 52, 60, 61, 63, 66, 67, 69, 75, 76, 78, 84, 'but' line 55, 'or' line 86 signalling her wish to hold the floor in order to progress the narrative without interruption from M. The few subordinate clauses she uses begin with the abbreviated 'cos' (lines 56, 79, 83) when F adds information to the main clauses to give the claims in them more credibility, and 'in case... unless' (lines 93-94), where she provides more detail in the adverbial clause to explain why 'you have to smash on the door' (line 92).



## Section C – Essay (30 marks)

### Question 7

#### How does language unite and divide communities

Students could consider the following points:

- ethnolects; non-standard varieties, covert norms construct users social and cultural identities: can include and reduce social distance; solidarity; can exclude and increase social distance – slang, jargon, semantic value of lexis
- gendered language can exclude; misogyny, sexism,
- standard English establishes national identity, language for commemoration and celebration
- SAE used in public discourse and lawmaking: can promote social harmony- Racial Vilification Act designed to promote social harmony and protect minority groups; public debate about proposed amendments to this Act
- Language as a social disadvantage > discrimination and prejudice

### Question 8

#### The diversity of our culture means that all varieties of Australian English have a place. Discuss.

Students could consider the following points:

- diversity in terms of social and cultural backgrounds; gender; generation;
- All varieties have a place as expressions of identity: accents; idioms; non-standard syntax
- BUT ability to accommodate and be flexible in terms of choice of register necessary for solidarity
- Standard Australian English as variety with prestige and social capital has a place in expressing our national identity through legislation, discourse of celebration and commemoration;
- ways of reflecting a range of identities in contemporary texts

### Question 9

#### 'Technology is changing Australian English in surprising ways.' Do you agree?

Students should recognize that language change is inevitable and a reflection of social and cultural changes. Language change in itself is unsurprising. The question invites a discussion of whether or not technology is changing Australian English, and whether these changes are surprising. Students should seek to create a persuasive discussion of language change in Australia as a result of technology, and avoid merely presenting a compendium of features of language in the social media.

Students could consider the following points:

- Unpredictability of technological development (as explored for instance by Crystal in his discussions- since the early 2000s- of digitally mediated language ), especially in relation to the affordances of the social media platforms such as chat rooms and their impact on turn-taking, cooperation and sequencing
- Changes to lexicology/ syntax/ semantics/ discourse forms in social media
  - morphology and orthography: abbreviations; short forms such as tweets; emoticons and emojis;

- Predictable rather than surprising change as in slang: ephemeral, as ever- adopted and discarded
- Does technology provide increased opportunities for innovation, playfulness,
- Global influences: media; popular culture; contact through internet with those who use English as a second or foreign language: the influence of these varieties on individuals' language and on notions of standard English