

MULTICULTURAL LONDON ENGLISH / MULTICULTURAL PARIS FRENCH

ACTIVITY FILE: GENERAL EXTENDERS - PARTICULES D'EXTENSION

London English	Paris French
Sound file	Sound file
<p>Extract 1: GCSEs</p> <p>SP1: came to college and I went down (.) well I'm coming back up [= C. laughs].</p> <p>SP2: good (.) why did you go down do you think?</p> <p>SP1: I don't know (..) tss I'm never- I've never been one to be distracted by boys and stuff but I was distracted by man [= C. laughs].</p> <p>SP2: a particular boy? [= laughs].</p> <p>SP1: yeah (..) and I was distracted by (.) other things like getting into trouble and stuff (.) but (.) I think now I'm older (.) I haven't got time to waste anymore + ...</p>	<p>Extract 2: Une fille très populaire</p> <p>SP1: euh ben enfin elle elle était souvent avec eux et tout elle s'asseyait sur leur genoux tout ça et tout elle les calculait elle leur courait après et tout donc eux ils avaient l'habitude ils se sentaient ils se sentaient beaux frais et tout +/.</p> <p>SP2: +< frais et tout (..) importants !</p> <p>SP1: et après (.) et à un moment elle elle a commencé à arrêter de traîner avec eux et elle est- elle a commencé à traîner avec Nathan .</p> <p>SP2: +< Nathan et ses bolos ¹ c'est ça .</p> <p>SP1: et déjà ils ont commencé à s'attacher l'un à l'autre et tout et lui surtout lui s'est beaucoup attaché à elle .</p> <p>SP2: il l'aime (.) et après ils ont commencé à être jaloux les populaires garçons .</p> <p>SP1: ouais il est xx (..) et genre eux les garçons ils ont commencé à être jaloux et tout donc ça fait ils ont commencé à traîner avec Nathan [= rires].</p>

General extenders

“These are phrases like *and stuff*, *and things*, or *something* or *and all that*. They are termed ‘general extenders’ because they often indicate that the previous word is part of a set, so they extend the meaning of that word without having to specify all the members of the set. For example, *and stuff* in *I used to wear punk ear rings and stuff* refers to a set of things that people wear when they want to look like a punk. Referring to a set is not necessarily their most important function though. Sometimes people use these little words to be purposely vague, to signal that they are not quite sure about something. However their most important function seems to be to create solidarity between speakers. By using a general extender the person speaking suggests that their interlocutor shares their knowledge or opinion, so there is no need to be explicit.”
(from Spoken English Features)*

¹ *bolos* = loser, victime

“*Et tout* is significantly favoured by young people ... *et tout* seems to be used for discourse – rather than reference-oriented purposes; its pragmatic functions seem much more frequent in the speech of young people” (Secova, 2013).

Examples :

And things like that
And all that
And stuff
And all that kind of thing

Exemples :

Et tout
Etcetera
Et tout ça.
Et tout le tralala
Et patati et patata

Cross-linguistic comparisons

The examples in the boxes above come were recordings made with young people in London and Paris. What similarities and differences do you notice in the kind of extenders used and how they are used?

For each language, consider what each example of *and stuff* or *et tout* represents. Do you think they are being used in a similar way? What differences do you notice?

Carrying out your own research:

Finding material to investigate:

- 1) Brainstorm with your friends: how many different extenders can you think of that you may use in everyday life?
- 2) Find a text in English that includes extenders and note the different ways in which they are used. Find one in French and make similar notes.
- 3) Listen to people talking, or prompt them to talk, about a conversation they have overheard or been involved in and note how they introduce reported speech, thoughts or actions. Listen to a conversation recorded in Paris by the MLE/MPF team and make similar notes (**sound file here**).

Analysing your data

What extenders have you identified in your data? What do you think they refer to?

Could you replace them with a word, a phrase? Try ‘translating’ them? Are they referring to a part of a set? Are they more of a discourse marker**?

Focusing on a particular example, what kind of knowledge would you need to understand what is being implied? Do you need to be part of the conversation or the group? What in-group knowledge do you need?

Is it used because the speaker is unsure of what to say next?

Drama and writing

Bearing in mind the opportunities *et tout* and *and stuff* offer for creating an in-group scenario:

- 1) Work with a small group of friends to devise and record a short drama that would exemplify two different ways in which extenders can be used.
- 2) Write a short sketch as above.

Try these activities in both English and French or in a scenario that uses both languages.

*<http://linguistics.sllf.qmul.ac.uk/english-language-teaching/spoken-english-features>

**Discourse markers: "Discourse markers are words and phrases used in speaking and writing to 'signpost' discourse. Discourse markers do this by showing turns, joining ideas together, showing attitude, and generally controlling communication." (British Council, BBC

<http://www.teachingenglish.org.uk/knowledge-database/discourse-markers>)

Further reading and resources:

French slang http://www.languagerealm.com/french/frenchslang_m.php

For further reading on the social role of extenders.

<http://linguistics-research-digest.blogspot.co.uk/2012/03/who-makes-language-change-begin.html>

RS - January 2014