

**Multicultural London  
English /  
Multicultural Paris French  
3**

A joint Birkbeck/ Queen Mary  
project

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# Extenders

## Particules d'extension

- **Extract 1: GCSEs**
- SP1: came to college and I went down (.) well I'm coming back up [= C. laughs].
- SP2: good (.) why did you go down do you think?
- 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] .
- SP2: a particular boy? [= laughs] .
- 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 ...

# Extract 2: Une fille très populaire

- 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**.
- SP2: frais **et tout** (..) importants !
- 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 .
- SP2:Nathan et ses bolos c'est ça .
- 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 .
- SP2:il l'aime (.) et après ils ont commencé à être jaloux les populaires garçons .
- 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] .
- [*bolos* = loser, victime]

General extenders are phrases like *and stuff*, *and things*, *or something* or *and all that*.

- Extenders 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.

# General extenders particules d' extension

- 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)

- “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:*

- **English:**
- *And things like that*
- *And all that*
- *And stuff*
- *And all that kind of thing*
- **French:**
- *Et tout*
- *Etcetera*
- *Et tout ça*
- *Et tout le tralala*
- *Et patati et patata*

# Cross-linguistic comparisons

The examples in the boxes above were recordings made with young people in London and Paris. What similarities and differences do you notice in the use of **like** and **genre** 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:
- Brainstorm with your friends: how many different extenders can you think of that you may use in everyday life?
- 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.
- 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 it with a word, a phrase? Try ‘translating’ it? Is it referring to a part of a set? Is it 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:
- 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.
- Write a short sketch as above.
- Try these activities in both English and French or in a scenario that uses both languages.

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