**A Level English Language and Literature Component 3**

**Example 1**

In Text B, a transcript from a TV documentary, it looks at a specific aspect of education. The respect and discipline that there ‘used’ to be. Due to text B being a transcript and not a speech like Text A, there are unfinished utterances and overlapping is taking place such as “think it harms =…= don’t think it hurts”, this is more of a trait of spontaneous speech just like in Text C. Text B has the use of paralinguistic features involved when Dave ‘points to a photograph.’ Because Text B is unplanned speech there is stressed syllables for example “authority” this emphasises the word, whether that is intentional is unclear. A difference between the texts is that text B is talking about a different era of education compared to texts A and C. Text B has many micro pauses, timed pauses and fillers/filled pauses, the speaker doesn’t intentionally do it but it is a part of speech. The overall tone of the transcript is respectful and potentially reminiscent of education and school life back when they were children. Both the tone in text B and text A are respectful about education.

**Example 2**

On the other hand, the speakers in Text B are clearly far older in age than the other speakers, reflecting upon a time when they were similarly ‘teenaged,’ and attending school but in the 1950s rather than modern society. The difference in age between the speakers in the three texts is instantly highlighted where Nick declares “In our day…” The use of the pronoun ‘our’ reflects the immediate difference in experience education was perceived to be in the 1950s than modern education. The pronoun is also interesting in that it unites the speakers in their experience, presenting them almost as one, rather than two separate perspectives. This can therefore be linked to how the modern speakers present education as being highly individual and personal in contemporary society. Yet the attitude presented towards education in text B is far more universal and less personal, again shaped by the relative ages and time period in which the speakers are reflecting. Again, the older age of the speakers is a factor in shaping their view that ‘it’s a shame’ that ‘caning’ is no longer prominent in education as ‘I don’t think it harms.’ Nick’s agreement with Dave’s declarative is revealed in the transcript by his use of ‘latch on’ to interject with ‘I don’t think it hurts anyone’ which unites the two speakers in their views. This is massively interesting where we see the speakers discuss the prevalence of violence in education. Dave speaks of the way he holds a particular teacher ‘in high esteem’ due to his use of the cane in order to gain respect and obedience from the students. The use of ‘high esteem’ presents the speaker as praising this teacher, holding him almost as a role model and invoking ‘height’ does so on a physical level.

**Example 3**

Text B is another television transcript, though it is semi-prepared with the speakers putting some planning into their topics of discussion. Like Leah in Text C, Nick uses a simile, but opposes Leah’s ideas of leisure by portraying a strict authoritarian regime. The simile “like doctors (.) policemen (.)” uses the lexical field of authority figures to emphasise Nick’s point about the threatening nature of their teachers in the 1950s. The use of micropauses seems to indicate some consideration as to which authority figure would best demonstrate the strict control of the teachers, showing how he would want to create imagery with the greatest effect on his listeners. The form of a conversation is shown by the latch-on as Dave uses the adjective “authoritarian” to assist Nick’s point about the strict teachers and the respect owed to them. Further examples of conversation come from Nick’s back-channelling with “that’s right”, features not present in either of the other one-speaker texts. Dave goes on with the deictic “there”, which would be understandable to viewers as it would be assisted by visuals on screen, to open a dialogue about his remembrances of a specific incident. His repetition of the abstract noun “class” seems to suggest non-fluency, showing how his anecdote is being told without prior preparation. He uses the dynamic verb “caning”, stressing the first syllable, to portray the intense punishments of his strict teacher, while also stressing the time adverbial ‘never’ to make a point about its advantages as a deterrent to misbehaviour. The latch-on from Nick, repeating the negative stative verb “don’t think”, highlights the shared opinion of this conversation.