

Laureen Zanotti: BA-Theses for the Oral Examination in English Linguistics

1. Accent/Dialect Discrimination in the English Language in Institutions and the Media

1. The media plays an important part in the accent/dialect-discrimination process.
2. Children learn how to discriminate against accents/dialects mainly by watching television.
3. Walt Disney productions are an example of how language is used in a discriminatory way.
4. The accent/dialect-discriminated “help” to promote accent/dialect discrimination.
5. If one wants to be successful in a career one has to speak the “right” accent.
6. It is more difficult for a non-native English speaker to be accepted as an English teacher than it is for a native English speaker.
7. Accent/dialect discrimination has mainly to do with the negative social evaluation of the speech partner rather than with the accent/dialect itself.

2. Grice’s Cooperative Principle and Implicature

1. Conversational Maxims and implicature only “work” if both interlocutors are aware of this.
2. Grice’s Conversational Maxims cannot be universally applied.
3. Testifying in Court: attorney’s questions are often “spiked” with trap questions. Therefore, violating the Maxim of Quality is bound to happen even if one wants to tell the truth.
4. Letters of recommendation can have hidden implications; in some cases they are not beneficial to the person who is being evaluated.
5. Flouting the Maxim of Quality is necessary when one does not want to hurt someone’s feelings.
6. Grice’s Conversational Maxims are no guidelines on how to communicate.
7. If interlocutors are not cooperative then interaction is impossible.

TOPIC I: Accent/Dialect Discrimination in the English Language in Institutions and the Media

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TOPIC II: Grice's Cooperative Principles and Implicature

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