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The study of New Zealand English provides a unique opportunity for Level 3 English teachers.

- It gives students easy access to a bank of high quality research resources.
- It is relevant. It enables students to make connections with their own immediate world. It goes beyond the local to national issues of monolingualism and bilingualism, national identity, social change and workplace relationships.
- It teaches an understanding of the structures and functions of English.

Working with research focused Achievement Standards

There are endless possibilities for using this resource with any of the Level 3 English research focused Achievement Standards.

- **Achievement Standard 3.8: (91479)** Develop an informed understanding of literature and/or language using critical texts. This resource specifically targets the Task: “Let’s get critical, critical!”

- **Achievement Standard 3.4 (91475)** Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas.

Variety in New Zealand English



This Research Bank could be used for students to write: an essay on the functions of ‘boobslang’ and a short story based on a prison experience.

Origins of New Zealand English



This Research Bank could be used for students to write: an essay on the origins of New Zealand English and a short story about a school inspector’s visit to a school.

- **Achievement Standard 3.5 (91476)** Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas.

3.5 B Task: ‘Teaching Time’. Students could use the ideas in any one of the Resource Banks to develop their oral presentations. The Media Resources Bank may be particularly useful.

- **Achievement Standard 3.6 (91477)** Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language. For example, students could produce a visual essay of findings.

For example:

Attitudes towards New Zealand English



This Research Bank could be used in conjunction with media clips from the Media Resource Bank.

Unit Plan: 3.8: 'Let's get critical, critical'

	3.8 Let's get critical, critical!
Year level	13
Learner's profile	Students studying NCEA Achievement Standard Level 3 English
School Annual Plan Outcomes	<ul style="list-style-type: none"> • • • •
Learning outcomes	<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Use research strategies and methods • Think critically and evaluate research articles • Use formal writing conventions • Have an understanding of New Zealand English – its national and social significance
Curriculum Achievement Objectives	<p>Processes and strategies</p> <ul style="list-style-type: none"> • Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas. • Think critically about texts with understanding and confidence • Create a range of increasingly coherent, varied, and complex texts by integrating sources of information and processing strategies <p>Ideas</p> <ul style="list-style-type: none"> • Select, develop, and communicate sustained and insightful ideas on a range of topics. • develop, communicate, and sustain sophisticated ideas, information, and understandings <p>Language features</p> <ul style="list-style-type: none"> • Select, integrate and sustain a range of language features appropriately for a variety of effects. • Use a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with accuracy. <p>Structure</p> <ul style="list-style-type: none"> • Organise texts, using a range of appropriate, coherent, and effective structures. • Organise and develop ideas and information for a particular purpose or effect, using the characteristics and conventions of a range of text forms with control.
Resources	<p>NCEA Achievement Standard 3.8 'Let's Get critical, critical!'</p> <p>'No one talks like us' Student Resource</p> <p>'No one talks like us' Teachers' Tips</p> <p>Internet access</p>

Unit Plan: 3.8: 'Let's get critical, critical'

Key Competencies	<ul style="list-style-type: none"> Managing self Thinking Using language and texts
Differentiated learning	<ul style="list-style-type: none"> 'Gifted and talented' resource "Going Deeper" in Student Guide Step by step guide to support scaffolded learning
Learning task 1	<p>Introduce the topic. Explain to the class: "I will play a clip of a North American trying to talk like a kiwi and at the end of it I will ask you if they think he has mastered the New Zealand accent? Where does he get it right and where he gets it wrong?"</p> <p>Play the clip of an American trying to use a kiwi accent. You Tube: "Re: New Zealand Accent" http://www.youtube.com/watch?v=9C6arOwzsus</p> <p>You Tube: American students attempting a New Zealand accent http://www.youtube.com/watch?v=XFiuRhACaQg</p> <p>Discuss students' responses. Accent - where do they get it wrong? Lexicon (words, phrases). Introduce idea that no one talks like us.</p> <p>Introduce the Achievement Standard 3.8: Let's get critical, critical! Introduce the Student Resource: 'No one talks like us'</p>
Learning task 2	<p>Step One of the Student Guide</p> <p>Explain the structure of the 3.8 Student Guide 'No one talks like us'</p> <ul style="list-style-type: none"> Part one: The Student Guide - walk students through the various steps in the task Part two The Research Banks - a collection of articles that cover the main research issues in NZE <p>Introduce each Research Bank to give students an idea of the issues. Explain the structure of the Research Bank – general Introduction plus articles. Use the Teacher's Tips on each research bank to help explain the issues.</p>
Learning task 3	<p>Step Two of the Student Guide</p> <p>Explain the difference between a question and a hypothesis. Refer to Support Material <u>Differences between questions and hypothesis</u>: a support resource for teachers (not students). Students to practise developing questions and hypothesis.</p> <p>For students to come up with a hypothesis for their research into NZE, they need some knowledge of the research field. Sometimes a hypotheses will be modified as the research progresses.</p>
Learning Task 4	<p>Step Two of the Student Guide</p> <p>Explain the structure of an academic article. The Introduction/Abstract and Discussion/Conclusion are really useful components for students to work with. The middle section of an article usually explains research design, data collection, methodology and an analysis of data.</p>

Unit Plan: 3.8: 'Let's get critical, critical'

Learning Task 5	<p>Step Three of the Student Guide</p> <p>NB There is a suggested format for a tracking sheet. It is one of many ways of tracking. You may want to use your own template or system.</p>
Learning Task 6	<p>Step Four of the Student Guide.</p> <p>Remind students that articles may provide support for an hypothesis in one area but not in another area.</p>
Learning Task 7	<p>Step Five of the Student Guide</p> <p>Some timely reminders</p>
Learning Task 8	<p>Step Six of the Student Guide.</p> <p>Students may need support with the language of the formal essay especially in using phrases that link and connect arguments. (Refer student hand-out)</p> <p>Students may need an example of a Bibliography and Footnotes to help them with formatting.</p>
Assessment	<p>Students are assessed using Achievement Standard 3.8.</p>
Unit Evaluation	

Unit Plan: 3.8: 'Let's get critical, critical'

Support material - for teachers (not intended for students)

The difference between a research question and an hypothesis

Both are research tools but they have different tasks.

A question is an important starting point for any research. It is often based on observations and it motivates the research.

A hypothesis is a testable statement. It can be proved, disproved, supported or challenged.

3.8 requires a hypothesis because it wants students to use two pieces of research to prove, disprove or support/challenge their hypothesis.

Some examples:

Question	Hypothesis
Can chocolate cause headaches?	That chocolate does not cause headaches.
Does recycling help the planet?	That recycling reduces waste.
Where did the NZ accent come from?	That the NZ accent developed from the cockney accent.
Are there any varieties of English within NZE?	That prisoners have their own variety of NZE.
Are there regional variations in NZE?	That there are no regional variations in NZE.
Has NZE been influenced by Te Reo?	That the use of Te Reo in NZE is confined to flora and fauna terms.
Do New Zealanders like their accent?	That New Zealanders attitude to their accent has changed over time.
Is humour useful in the workplace?	That humour shapes relationships in the workplace?

Unit Plan: 3.8: 'Let's get critical, critical'

Formal essay writing conventions

Useful phrases for presenting and linking arguments.

Purpose of the research

This essay will /examine/give an account of....

The essay will review recent research into...

The hypothesis that will be tested is that....

The key research question of this study was whether or not....

This essay seeks to....

In this paper I shall describe and analyse some ways in which....

The article offers some important insights into....

The structure of an essay

This essay has been divided into four parts. The first part deals with

The essay has been organised in the following way.

This essay reviews the evidence for....

This essay begins by..... It will then go on to

The first section of this essay will examine....

Summarising and evaluating

This article offers some important insights into....

In addition, it is important to ask....

On the other hand ...

However, this article also has a number of serious drawbacks.

In contrast to

This essay has given an account of

This essay has explained the central importance of X in Y.

This essay has investigated....

Restatement of aims (research)

Returning to the hypothesis posed at the beginning of this study, it is now possible to state that....

These phrases come from: <http://www.phrasebank.manchester.ac.uk/introductions.htm> The Manchester University Academic Phrase Bank - a bank of phrases for academic essays.

Part two

Research Banks

Research Bank:
Maori in New Zealand English

How has the contact between our two languages, te reo Maori and English, shaped NZE?

General Introduction

Macalister, J. "Maori lexical items"

Where can you find this article? http://www.nzenglish.org.nz/publications/Maori_lexical_items

What you'll find: An overview of the use of Maori words in New Zealand English.

Articles

de Bres, J. (2006) Maori lexical items in New Zealand. *New Zealand English Journal* 21: 1-10.

Where can you find this article? <http://www.nzenglish.org.nz/backissues/2006/2006-21-deBres.pdf>

What you'll find: The use of Maori words in New Zealand English.

Research Bank
Origins of New Zealand English

Where did our accent come from?

General Introduction

Bauer, L. & Bauer, W. Origins of New Zealand English. *New Zealand English Journal* 21: 11-14.

Where can you find this article? <http://www.nzenglish.org.nz/backissues/2006/2006-21-Bauer.pdf>

What you'll find: An overview of some of the origins of the New Zealand accent.

Articles

Gordon, E. (2009) New Zealand English past and present. *New Zealand English Journal* 23: 19-39.

Where can you find this article? <http://www.nzenglish.org.nz/backissues/2009/2009-23-Gordon.pdf>

What you'll find: A description of early research on the New Zealand accent.

Research Bank
Attitudes towards New Zealand English

What do we think of our accent?

General Introduction

de Bres, J. Attitudes to New Zealand English. *New Zealand English Journal* 21: 15-18.

Where you'll find this overview: http://www.nzenglish.org.nz/projects/origins/publications/Attitudes_to_NZE.pdf

What you'll find: An overview of the issues, not just the accent.

Articles

New Zealand - The Story of New Zealand English. (Documentary)

Where you'll find this clip: <http://www.nzenglish.org.nz/television/2005/newzealand-the-story-of-new-zealand-english>

What you'll find: A documentary on attitudes to the New Zealand accent, conducted at Selwyn College, Auckland.

Research Bank:
Language in our workplaces

How does the language New Zealanders use in the workplace affect their relationships with others?

General Introduction

This overview article describes a major study into how language in the workplace affects their relationships with others.

Marra, M. Language in the workplace

Where can you find this article? <http://www.nzenglish.org.nz/backissues/2007/2007-23-Marra.pdf>

What you'll find: This article is a description of a research project on language in the workplace. It includes a hypothesis you may need to focus on the research.

Articles

Marra, Meredith and Janet Holmes (2002). Laughing in the workplace. *Language in the Workplace Project*. In the 'Occasional papers'. The article is 4th on the list.

What you'll find: An analysis of how humour affects relationships in the workplace.

Research Bank:
Variety in New Zealand English

Are there regional varieties in the way we speak? Do some groups have their own variety of NZE?

General Introduction:

This overview article focuses on regional varieties in New Zealand English.

Marsden, S. "Regional Variation in NZ English" *New Zealand English Journal* 21: 64-72

Where can you find this article? http://www.victoria.ac.nz/linguistics/research/Regional_variation_in_NZ_English.pdf

What you'll find: You will get a description of regional varieties in New Zealand English.

Article Bank

Marsden, S. (2007). On the emergence of regional varieties in New Zealand English. *New Zealand English Journal* 21: 64-72

Where can you find this article? <http://www.nzenglish.org.nz/backissues/2007/2007-21-Marsden.pdf>

What you'll find: Some evidence for regional varieties in New Zealand English.

Research Bank:
Media Resources

NZEd - the Story of New Zealand English (a documentary) NZON Screen <http://www.nzonscreen.com/title/newzealand-2005>

YouTube clips http://www.youtube.com/results?search_query=NZE%3A+NZ+accent

Evaluating English Accents Worldwide - Otago University <http://www.otago.ac.nz/anthropology/Linguistics/Accents.html>

Canterbury University Linguistics blog <http://www.linguistics.canterbury.ac.nz/2013/01/24/newzealand-english-1/>

Macmillan Brown Lectures 2005 Three lectures delivered by Elizabeth Gordon. They are available on the radio NZ website <http://www.radionz.co.nz/search/results?page=2&q=macmillan+brown+lecture&sort=Relevance%9C%93>

Clips include: Non-New Zealanders trying to talk with a NZ accent or struggles with NZ vocabulary

Go to: 'Accent Samples' - for recordings of NZ accents (Also refer to 'Attitudes to NZ English' in the Research Bank).

A blog on attitudes to NZE

These 3 lectures give an overview of some of the key issues in NZE research. They are great for building an understanding of your topic.

Research Banks explained

Each research bank focuses on one of the main areas of research into New Zealand English.

There are two ways to find the research articles:

1. Use the links in the banks.

or

2. Use the Victoria University web site > Research Projects, School of Linguistics > Resource Bank NCEA Level 3

The Research Banks have two parts.

General Introduction

The introductory article gives an overview of the topic.

Articles

This section consists of several articles which present research findings on the topic.

The following pages provide notes each Research Bank.

Maori in New Zealand English

Approximately 6 in every 1,000 words in New Zealand English are of Māori origin. English has a huge capacity for borrowing words from indigenous languages. One of the unique characteristics of NZE is its use of Maori words (lexical items) This research explores what happens when two languages are spoken in one country.

Research areas

Change over time

Research has tracked change in the types of Maori words used in NZE. Initially Maori words used in NZE referred to flora, fauna and place names. More recently there has been an increase in the usage of Maori words referring to social and cultural elements.

Resource bank articles: Macalister (1999), de Bres (2006)

Usage by different sectors

This research explored how different sectors of society use Maori in NZE. Usage by older speakers, secondary school students and children has been researched.

Resource Bank articles: Macalister (2007) Daly (2007)

The Wellington Corpora consist of two data banks of extracts of NZE:

The Wellington Corpus of Written New Zealand English

The Wellington Corpus of Spoken New Zealand English

It has been used to track the occurrence of Maori lexical items in mainstream NZE

Research Bank:
Maori in New Zealand English

How has the contact between our two languages, te reo Maori and English, shaped NZE?

General Introduction

Macalister, J. "Maori lexical items in NZ English"

Where can you find this article? http://www.victoria.ac.nz/lals/research/projects/grinze/publications/Maori_lexical_items_in_NZ_English.pdf

What you'll find: An overview of the entry of Maori words into New Zealand English.

Articles

de Bres, J. (2006) Māori lexical items in the mainstream television news in New Zealand. *New Zealand English Journal*, 20, 17-34.

Where can you find this article? <http://www.victoria.ac.nz/lals/resources/publications/nzej-backissues/2006-julia-de-bres.pdf>

What you'll find: The use of Maori terms on television. 1984 usage is compared with 2004 usage.

Macalister, J. (2007) Revisiting *Waka* and *Wajata*: Familiarity with Māori words among older speakers of New Zealand English. *New Zealand English Journal*, 34-43.

Where can you find this article? <http://www.victoria.ac.nz/lals/resources/publications/nzej-backissues/2007-john-macalister.pdf> If the link fails: Go to Victoria University Wellington homepage. Use their website search function to find *New Zealand English Journal*. Go to 'Back Issues'. Use date of publication to find the issue and article.

What you'll find: How familiar are NZE speakers with Maori words? Older speakers (65 years plus) are compared with secondary school students.

Daly, N. (2007) *Kūkupa, Kōpū, and Kai*: The use of Maori vocabulary items in New Zealand English Children's Picture Books. *New Zealand English Journal*, 21, 20-33

Where can you find this article? <http://researchcommons.waikato.ac.nz/bitstream/handle/10289/3305/Kukupa%2c%20koro%2c%20and%20kai.pdf?sequence=1&isAllowed=y> If the link fails: Go to Victoria University Wellington homepage. Use their website search function to find *New Zealand English Journal*. Go to 'Back Issues'. Use date of publication to find the issue and article.

What you'll find: A journal article on the use of Maori terms in children's picture books

Origins of New Zealand English

Origins of New Zealand English

Where did our accent come from and why did New Zealand develop a different accent to Australia, South Africa and USA or other British colonies? Numerous theories have emerged to explain the origins of the NZ accent. Not many have been systematically researched.

Research area

What are the origins of the New Zealand accent?

Linguists working in 1890's (Samuel McBurney and Arnold Wall) suggested a strong Cockney tendency in NZE. Their evidence is mainly anecdotal.

The main theory supported by evidence is a 'mixing bowl' theory based on immigration patterns and Australian influences. Canterbury University linguists have a research project ONZE on the Origins of New Zealand English. They work with a unique resource; recordings of early New Zealanders collected in the 1940s by the Mobile Disc Recording Unit of the National Broadcasting Service. These recordings had been kept in the Radio New Zealand Sound Archives in Timaru, and in 1989 Canterbury University was given a research grant to acquire a copy of the recordings. Some recordings are of New Zealanders born in the 1850s and 60s. It has enabled researchers to track the emergence of the New Zealand accent. Gordon (2009) and the NZON documentary (2005).

Trudgill (2001) considers the influence of Scottish and Irish immigrants on first and second stage NZE accents.

Lectures by Assoc. Professor Elizabeth Gordon , a lead person on the ONZE project, can be found at Macmillan Brown Lectures 2005 (Media Research Bank)

Research Bank
Origins of New Zealand English

Where did our accent come from?

General Introduction

Bauer, L. & Bauer, W. Origins of New Zealand English

Where can you find this article? http://www.victoria.ac.nz/lals/research/projects/origins/publications/Origins_of_NZ_English.pdf If the link fails: Go to Victoria University Wellington homepage. Use their website search function to search 'Research in Linguistics and Applied Linguistics' > Research Projects > Group Researching in NZ English > Key Themes of Research > listed article

What you'll find? An overview of some of the main theories that may explain the origins of the New Zealand accent.

Articles

Gordon, E. (2009) New Zealand English past and present: looking for the evidence. *New Zealand English Journal* 23: 19-39

Where can you find this article? <http://www.victoria.ac.nz/lals/resources/nzei/past-contents/2009-volume-23/Ian-Gordon-lecture-2-NZEJ.pdf> If the link fails: Go to Victoria University Wellington homepage. Use their website search function to find *New Zealand English Journal*. Go to 'Back Issues'. Use date of publication to find the issue and article.

What you'll find. A description of early researchers' work and the emergence of a New Zealand accent.

Bayard, D. (2000) New Zealand English: Origins, Relationships, and Prospects. *Moderna Sacra* 94(1): 8-14.

Where can you find this article? <http://www.ualberta.ca/~johnnewm/NZEnglish/Bayard.pdf>

If the link fails, Google search - "Bayard New Zealand English"

What you'll find: Some sections discuss the origins of NZE

Research Bank: Origins

New Zild-The Story of New Zealand English, Clip 2. NZON Screen, 2005 (Documentary)

Where can you find this clip? <http://www.nzonscreen.com/title/new-zild-2005-Clip-2>

What you'll find: A documentary on "the mixing bowl" theory.

Trudgill, P. (2001) On the irrelevance of prestige, stigma and identity in the development of New Zealand English phonology. *New Zealand English Journal* 15: 42-46

Where can you find this article? <http://www.victoria.ac.nz/lals/resources/publications/nzei-backissues/2001-petertrudgill.pdf> If the link fails: Go to Victoria University Wellington homepage. Use their website search function to find *New Zealand English Journal*. Go to 'Back Issues'. Use date of publication to find the issue and article.

What you'll find. Research into the influence of Scottish and Irish English on NZE

RP is an abbreviation for Received Pronunciation - a prestigious variety of English spoken by educated UK speakers. It is often used as a comparison with NZE



Research Bank notes:

Attitudes to New Zealand English

Unfortunately some articles which research 'Attitudes to NZ English' are not easily accessible to secondary students. The articles are either book chapters or on licenced websites. E.g. the articles discussed in the 'Introduction' by Nielsen and Hay (2005) and Boyce (2005).

Research areas

Changing attitudes

The tendency to see the NZ accent as something lazy, slovenly and in need of correction is well documented in the articles. Dr Arnold Wall a school inspector was particularly active in trying to ensure New Zealanders speak 'properly'.

What assumptions do we make about NZE speakers?

Is there a variety of NZE that is considered prestigious. The NZON documentary Clip 3 developed an experiment on this issue.

The 'Evaluating Accents Worldwide' project investigated University students opinions of NZ speakers on measures of: status, power, solidarity and competence.

Is 'proper English' a useful concept?

Attitudes towards New Zealand English

What do we think of our accent?

General Introduction

de Breg, J. Attitudes to New Zealand English

Where you'll find this overview: http://www.victoria.ac.nz/lals/research/projects/qrinze/publications/Attitudes_to_NZ_English.pdf

What you'll find: An overview of the issues, not a point of view.

Articles

New zild - The Story of New Zealand English, Clip 3. NZON Screen, 2005 (Documentary)

Where you'll find this clip: <http://www.nzonscreen.com/title/new-zild-2005> Clip 3

What you'll find: A documentary on attitudes to New Zealand English. It describes an experiment conducted at Selwyn College, Auckland.

Gordon, E. (2009) "I'll write a letter to the paper" - the lay person's view of New Zealand English. *New Zealand English Journal*, 23: 4 - 18.

Where you'll find this article. ["I'll write a letter to the paper" - the lay person's view of New Zealand English](#)

What you'll find: A discussion of the idea that we should use proper language.

Research Bank: Attitudes

Bayard, D. (2000) New Zealand English: Origins, Relationships, and Prospects. *Modern Language Studies* 94(1): 8-14.

Where to find this article: <http://www.ualberta.ca/~johnnewm/NZEnglish/Bayard.pdf>

What you'll find: Section 3 discusses attitudes to NZE

Evaluating English Accents Worldwide - University of Otago <http://www.otago.ac.nz/anthropology/linguistic/Accents.html>

Where to find this research. This is a website. Search by title: 'Evaluating English Accents Worldwide'. Or use the link above

What you'll find. A multinational research project which evaluated attitudes to accents. The 'Aims' and 'Methods' sections describe the research design. The 'Results' section has a page on NZE. Click on this to find a summary of attitudes to NZE. This website also has recordings of various New Zealand accents.

Gordon, E & ~~Abell~~, M. (1990) The objectionable colonial dialect' historical and contemporary attitudes to New Zealand speech. In Allan Bell and Janet Holmes (eds.) *New Zealand Ways of Speaking English*. Clevedon, Avon: Multilingual Matters: 21-48.

Where to find this article. <https://www.google.com/search?q=New+Zealand+Ways+of+Speaking&btnG=Search+Books&tbm=bks&tbo=1> Search 'Google Books' search by book title, and click on the article in contents page)

What you'll find: An historical overview and discussion of M. ~~Abell~~'s research. This is a long but well-structured article.



What do you think?

Language in the workplace

Language in the workplace

This research area is more unified than the other research areas. The researchers are all working on the same project. Achievement Standard 3.8 requires articles from two different perspectives so students may need help in teasing out different perspectives.

Students could consider the function of humour in the workplace. They could look at how humour is used by nurses (Major and Holmes, 2002). They could also consider how humour is used by companies and organisations, (Marra and Holmes, 2002).

Research areas

- How is humour used in the workplace?
- The use of directives (the way people get things done) in the workplace. This can range from simple imperatives to more complex negotiations.
- The place of small talk (or social talk) in the workplace.
- How does social status and gender affect interactions in the workplace?

Research Bank:
Language in our workplaces

How does the language New Zealanders use in the workplace affect their relationships?

General Introduction

This overview article describes a major study into how the language people use in the workplace affects their relationships with others.
[Marra, M. Language in the workplace](#)

Where can you find this article? [Language in the Workplace](#)
If the link fails: Go to Victoria University Wellington homepage. Use their website search function to search 'Research in Linguistics and Applied Linguistics' > Research Projects > Group Researching in NZ English > Key Themes of Research > Language in the Workplace

What you'll find: This article is a description of a research project. To sort out your 3.8 hypothesis you may need to focus on the research into directives, small talk or humour.

Articles

[Marra, Meredith and Janet Holmes \(2002\). Laughing on the inside: Humour and internal politics of the workplace. *Language in the Workplace Occasional Papers 4*](#)

Where can you find this article. 'Control click' on the article details above
If the link fails: Go to Victoria University Wellington homepage. Use their website search function to search **Language in the Workplace Project**. In the left-hand menu go to **Publications**, then **Occasional papers**. The article is 4th on the list.

What you'll find: An analysis of how humour effects relationships in the workplace.

Research Bank: Language in our workplaces

[Holmes, Janet and George Major \(2002\). Communication on the Wards: A Pilot Study. *Language in the Workplace Occasional Papers 7*](#)

Where can you find this article? 'Control click' on the article link above.

What you will find: A study into the way language works in a hospital ward. It investigates the use of directives and humour.

[Holmes, Janet \(2000\). Victoria University's Language in the Workplace Project: An overview. *Language in the Workplace Occasional Papers 1*](#)

Where can you find this article? 'Control click' on the article link above.

What you'll find: This is a general article. It explains the main findings of research into language use in the workplace. It has a section on each research investigation.

One of the challenges of this Research Bank for 3.8 is in developing a hypothesis you can evaluate using at least two articles. One strategy is to go to the 'General Introduction' article which outlines the questions the project is researching. The Research Bank articles relate to the first 3 questions. You could use these questions to develop a hypothesis ("That..."). Then find information in the articles that may support or negate all or part of your hypothesis.

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Variety in New Zealand English

NZE is a rich and dynamic variety of English. The main question is whether any regional or group varieties of English are emerging within NZE.

Research areas

Regional variations

Marsden (2007) and Bauer & Bauer (2000) are two articles which focus on whether or not regional varieties of NZE are emerging.

Whilst there is currently not a lot of evidence to support regional variations, Marsden (2007) has suggested that in terms of the stages in development of varieties of English, NZE is at a stage where regional variation may well start to occur. Bauer & Bauer (2000) consider whether children in playgrounds are showing any signs of a regional variety of NZE.

N.B The Rhotic speech of Southland speakers refers to the pronunciation of the 'r' whenever it appears. It is a characteristic of American and Scottish accents.

Group variations

The resource bank focuses on two groups. Bardsley (2001) looks at how rural speakers use joining and compounding of words to create lexical items.

Looser (1999) focuses on the development of a variety of NZE used in prisons. She categorizes the areas where 'boob slang' is most frequent.

Research Bank:
Variety in New Zealand English

Are there regional variations in the way we speak? Do some groups have their own variety of NZE?

General Introduction:

This overview article focuses on regional variation in NZ English
Marsden, S. "Regional Variation in NZ English"
Where can you find this article? http://www.victoria.ac.nz/lals/research/projects/grinze/publications/Regional_variation_in_NZ_English.pdf
If the link fails: Go to Victoria University Wellington Homepage. Use their website search function to search "Research in Linguistics and Applied Linguistics" > "Research Projects" > "Group Researching in NZ English" > "Key Themes of Research" > listed article.
What you'll find: You will get a description of the main issues in this topic.

Article Bank

Marsden, S. (2007). On the emergence of regional varieties of New Zealand English. *New Zealand English Journal* 21: 64-72.
Where can you find this article? <http://www.victoria.ac.nz/lals/resources/publications/nzei-backissues/2007-sharon-marsden.pdf>
If the link fails: Go to Victoria University Wellington Homepage. Use their website search function to find New Zealand English Journal. Go to 'Back Issues'. Use date of publication to find the issue and article.
What you'll find: Some evidence for regional differences but...

Research Bank: Variety

Bauer, L. & Bauer, W. (2000). *Nova Zelanda est Omnis Divisa in Partes Tres*. *New Zealand English Journal*, 14: 7-17.
Where can you find this article? <http://www.victoria.ac.nz/lals/resources/publications/nzei-backissues/2000-laurie-bauer-and-winfred-bauer.pdf>
If the link fails: Go to Victoria University Wellington homepage. Use their website search function to find New Zealand English Journal. Go to 'Back Issues'. Use date of publication to find the issue and article.
What you'll find: Evidence for three language regions based on children's playground vocabulary.

Bardsley, D. (2001) 'Keeping company in the country: collocations, compounds, and phrasal verbs in the rural lexicon. *New Zealand English Journal*, 15, 20-28
Where can you find this issue? <http://www.victoria.ac.nz/lals/resources/publications/nzei-backissues/2001-dianne-bardsley.pdf>
If the link fails: Go to Victoria University Wellington homepage. Use their website search function to find New Zealand English Journal. Go to 'Back Issues'. Use date of publication to find the issue and article.
What you'll find: A study of joining and compounding of words in rural New Zealand.

Looser, D. (1999). 'Boobjargon': The Language of a Women's Prison. *New Zealand English Journal*, 13: 14-37.
Where can you find this article? <http://www.victoria.ac.nz/lals/resources/publications/nzei-backissues/1999-diana-looser.pdf>
If the link fails: Go to Victoria University Wellington Homepage. Use their website search function to find New Zealand English Journal. Go to 'Back Issues'. Use date of publication to find the issue and article.
What you'll find: An investigation into slang usage in prisons and the subject areas that attract slang usage.

Research Bank: Variety

Looser, D. (1999) Investigating Boobslang. *NZ Words*, Vol 2, No 2
Where can you find this article? <http://www.victoria.ac.nz/lals/centres-and-institutes/dictionary-centre/newletter/documents/NZWords-no2.pdf>
If the link fails: Go to Victoria University Wellington homepage. Use their website search function to find 'Dictionary Centre'. Go to 'Newsletter'. Use date of publication details to find the article.
What you'll find: The 'jargon of the jail' grouped into subject categories

Research Bank:

Media Resources to support all Research Banks

<p>'NZild – the Story of New Zealand English' (a documentary) NZON Screen http://www.nzonscreen.com/title/new-zild-2005</p>	<p>Clip 1: Characteristics of NZE Clip 2: Origins of the NZ accent Clip 3: Attitudes towards NZE Clip 4: Regional Variation in NZE Clip 5: Changing trends in NZE (Maori in NZE)</p>
<p>YouTube clips http://www.youtube.com/results?search_query=RE%3A+NZ+accent</p>	<p>Clips include: Non-New Zealanders trying to talk with a NZ accent or struggles with NZ vocabulary</p>
<p>Evaluating English Accents Worldwide – Otago University http://www.otago.ac.nz/anthropology/Linguistic/Accents.html</p>	<p>Go to: 'Accent Samples' to hear recordings of NZ accents (Also refer item in "Attitudes to NZR Research Bank").</p>
<p>Canterbury University Linguistics blog http://uclinguistics.wordpress.com/2013/01/24/new-zealand-english-1/</p>	<p>A blog on attitudes to NZE</p>
<p>Macmillan Brown Lectures 2005 Three lectures delivered by Elizabeth Gordon. They are available on the radio NZ website http://www.radionz.co.nz/search/results?page=2&q=macmillan+brown+lectures&utf8=%E2%9C%93</p>	<p>These 3 lectures give an overview of some of the key issues in NZE research. They are great for building an understanding of your topic.</p>