**Introduction**

This portfolio is focused on the theme of “Social Biases”. The researcher’s study however, was based on how living in an underdeveloped community affects the chances of a qualified person, in that community, attaining a job. In accordance with the Collins Student’s Dictionary, the term ‘social’ is defined as, or relating to human society or organization, while the term ‘bias’ is defined as a mental tendency, especially prejudice. The portfolio also incorporates an original piece, written in the prose type, in the form of a narrative.

The portfolio also consists of a preface which gives an analysis of the purpose of writing the story entitled “Unpredicted”. The preface also looks at the intended audience, the circumstance and the basis for selecting them. There is also an analysis that evaluates the original narrative, amidst detailed emphasis on language resisters, dialectal variations, communicative behaviours and attitudes to language. Another component of the portfolio is the Exposition, assessing how living in an underdeveloped community affects the chances of a qualified person, in that community, in obtaining a job. The researcher discussed the challenges faced in investigating the issue at hand. An overview of the effectiveness of the source, and analyzed the context and medium on the reliability and validity of the information.

The portfolio serves to enlighten the audience about the biases that exist among educated people living in underdeveloped communities and the effects it has on them as an individual. Personally, it interests the researcher because of personal family experiences. The researcher wishes to inform the audience that such an issue actually exists.

Academically, the portfolio satisfies the criteria of the internal assessment of the Communication Studies course. The portfolio has also enlightened the researcher and it is anticipated that the theme and topic selected will not only be entertaining, but informative to the readers. The theme was also selected because of the researcher’s concern pertaining to social biases in the employment industry.

**Preface**

The narrative, “Unpredicted” is about a well educated young lady who is denied a job because of her place of residence. It also outlines the challenges faced by learned young individuals, who are living in underdeveloped communities. The story reaches its climax when Roneika gives up hope and has an encounter with Tragedy. However, it was shortly after that the solution was given.

The researcher wrote the story with the objectives of bringing across a few important points. The first purpose is to inform the intended audience that unemployment among educated young people because they live in underdeveloped communities actually exists in our society. The second purpose is to provide an understanding of the effects unemployment has on educated young people, whether it be negative or positive. Finally, it provides encouragement to youths who might be in a similar situation to persevere.

The targeted audience is intended to be college graduates or students in their final year of tertiary education. Considering that all these students are form various communities, whether it be prestigious or underdeveloped. All students would be liable to be aware of the situation, as most professional administrations are guilty of rejection qualified persons because of where they live.

The reflective piece entitled “Unpredicted” will be presented verbally to an audience, rather in a graduation exercise or even a college fair. There are a number of reasons why the researcher chose this method; first, it provides a non-verbal, as well as a verbal message, using visual and auditory means to create an advantage. Also, it would be more entertaining as opposed to printed documents or just a speech. It also serves to encourage, inform and enlighten the audience. A diversity of technological devices will be incorporated to augment the presentation, as well as the message being conveyed. These are; a laptop and projector, along with a screen to appeal to the audience’s visual characteristic. In addition, a microphone will be used to enhance and project the voice of the speaker, in order to provide clarity and volume.

The researcher anticipates that the narrative will not only be entertaining, but also informative and encouraging to its audience.

***“Unpredicted”***

Roneika staggered to the breakfast table. Apparently she had been up all night trying to study despite those deafening gunshots and heavy music.

“Mornin Mumz,” she said plainly with a hint of cliche.

“Is how yuh look suh dis mornin Ron? Mi keep tellin yuh fi go a yuh bed early enuh. Studying is good for you I admit but overdoing it not good fi yuh nerves.”

“Jah know Mummy, exam time approaching an mi cyaah get fi study cuz a di noise.”

“Lawd pupa Jesus! Tek it easy mi chile. If yuh want good yuh nose affi run.”

Roneika had always been at the top of her class throughout her school life. She attended High Rise Primary, and then moved on to Bishop Gibson High. Ever since she could remember, her mother was always her breadwinner.

“Lata Mummy!” Roneika shouted as she rushed out of their home in Christiana. It was her last day of CSEC and she had high hope and dreams.

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“Ok ma’am, thank you very much.”

Roneika hung up the phone with mixed feelings. This was her fourth job interview and she was turned down, again. She kept hearing similar responses.

“I’m sorry Ms. James. You do have the qualifications we are looking for, but you are just not suitable for this job.” There was never once a reason for such response.

“Mummy,” Roneika whispered, her eyes glossy with tears. “Mi tired a di same damn ting ova an ova enuh.”

“A nuh yuh one!” Her mother exclaimed. “Afta mi sacrifice mi all an sen yuh a school. Mek dem learn yuh fi write pretty and speak nice, now nobody nuh waan gi yuh a job! An yuh work suh hard fi get all yuh subjects.”

Roneika sighed and shook her head. She was oblivious of the fact that she was being cast aside because of where she resided.

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As time passed, That flame of hope that Roneika once had died down. Although she felt guilty about disappointing her mother, she felt as if she had no choice. One evening, as the sun was disappearing beneath the horizon, she decided to take a walk. It was only fair, since she had reclused herself to the confinement of her room. As she walked, captivated by her own thoughts, she noticed a strange vehicle pulling up in her direction. She then began to quicken her pace, with all manner of thoughts going through her head. The car drove quicker to keep up with her. What was a Benz doing in this part of town anyways?

“Good evening Sir, May I help you?” Roneika asked in a timid voice.

“Baby, yuh know seh mi like yuh from long time doe. A from yuh a likkle pikney a go a school mi a pree yuh enuh babes.”

Roneika was appalled. She was horrified even by the grating tone in his voice, not to mention the huge scar that stretches across his cheek.

“W-w-what exactly are you talking about Sir? And most importantly, w-who are you?” Roneika managed to inquire.

“A me dem call Tragedy enuh babez. A mi a di Don fi di area… an da area deh to.” He uttered with a creepy laugh, nodding his head in indication that he was referring to 'below her waist'. “Mi hear bout yuh likkle problem…but nuh seh a word babez, yuh can come work in *my* business.”

Roneika stood there in shock, unaware of the bewildered expression etched out on her face. “What kinda business?” She asked.

“Yuh can sell mi goods, an hold on pon most a di profit. In other words, yuh get fi be mi likkle accountant… an sometime, yuh might affi leave di country.” He encouraged with a wink. Roneika was completely ignorant to the fact that she was about to sign a deal with the devil.

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“Roneika! Ron! But a wah do da buh- waahpn to da gal yah man?!” Tragedy uttered in annoyance.

Roneika was busy on the phone organizing another job interview. She didn’t plan to stay in Tragedy’s ‘job’ selling drugs for him any longer. This was not what she worked, studied and hoped for. Most of all, this was not what her mother wanted.

It was early Monday morning when Roneika finally arrived at Marlin & Watkins Accounting Firm. Her heart was beating through her ears and she felt a bit wreak in the knees.

“Right this way Ms. James. You may take a seat.”

“Thank you Sir.”

“Now… you have a very impressive resume.” Mr. Smith stated with a concerned look. “But i-if only… y-you lived... somewhere… else. The thing is…. We can’t really trust people like you... just to avoid problems in our company.”

Roneika just sat there, with the tears rolling down her cheeks. She did not expect this. She was determined to fulfill her dreams and aspirations. She knew she was better than that and she had what it took to become a great accountant.

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Rrrrrrrrring! Rrrrring! “Hello, Ms. James speaking. How may I help you?”

“Hello Ms. James. Dis is yuh mother speaking!” Roneika’s mother answered in a hearty voice. “Lawks mi chile! Hear how yuh speak nice and proper! Mi proud a yuh mi pickney!”

**Language Analysis**

The reflective piece “Unpredicted” recounts the challenging experiences of an educated young lady who is denied a job because of her place of residence. The writer deftly employs a combination of registers, dialectal variations and communicative behaviours and attitudes to language. It also illustrates how education and socialization can affect a person’s linguistic behaviour.

However, for this exercise, only two will be discussed; namely, dialectal variations and language registers. Dialectal Variation, refers to changes in language due to various influences. These include, social, geographic, individual and group factors. We can further isolate and distinguished between **Dialect** (the variety of language characteristic of a particular group of people in a given speech community, country or region), **Creole** (refers to a dialect or language which results from contact between the language of a colonizing people and the language of a colonized people) and **Patois** (refers to a geographical dialect which differs from the standard language spoken in a given country). There are different variations of dialect portrayed within the Reflective piece. Firstly there is **Acrolect** (which is purely Standard English), portrayed clearly when she answered the phone saying “Hello, Ms. James speaking. How may I help you?” Next in line comes **Mesolect** (which is Sub-Standard English or a combination of Standard English and Creole/Patois), brought to life in the 5th line of the piece where Roneika’s mother mentioned “Studying is good for you I admit but overdoing it not good fi yuh nerves.” And last but not least there’s **Basilect** (which is complete Patois/Creole) with a perfect example coming out in Roneika’s conversation with her mother where she said “Mummy...Mi tired a di same damn ting ova an ova enuh.”

Language registers is a variety of a language used for a particular purpose or in a particular social setting. It possess various levels of formality. The five levels identified have been given specialized names by Linguists; **frozen**, **formal**, **consultative, casual** and **intimate**. Examples of registers found in the reflective piece are : Intimate register found in the early parts of the reflective when the subject was conversing with her mother, for example, when she said “Mornin Mumz” using a basic slang for the word ‘Mother’ and effectively portraying the intimae register. There was also formal register being portrayed as a result of the subject’s interaction with the interviewer, for example where the interviewer said “Right this way Ms. James. You may take a seat.” , to which she replied, “Thank you Sir.”. This showed mutual understanding and level of education. Private register was also evident at the point when the Mercedes was allegedly trailing her and she discussed within herself “What was a Benz doing in this part of town?”

**CONCLUSION**

In conclusion, it could be said that the writer has effectively solidified his/her purpose in identifying the relationship between prejudice/bias and the geographical location of a person as it relates to the reputation possessed by such specific location.

Also, throughout the piece, the writer effectively uses the various linguistic criteria to appeal to the reader. These also include numerous communicative behaviours as well as attitudes to language. It also vividly depicts how education can affect and influence an individual’s linguistic behaviour as well as with many consequences. This is portrayed in Roneika’s behaviour as opposed to the actions of “Tragedy”.

In the reflective piece it is evident that the researcher effectively uses these language registers, as well as dialectal variations and attitudes towards language.

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