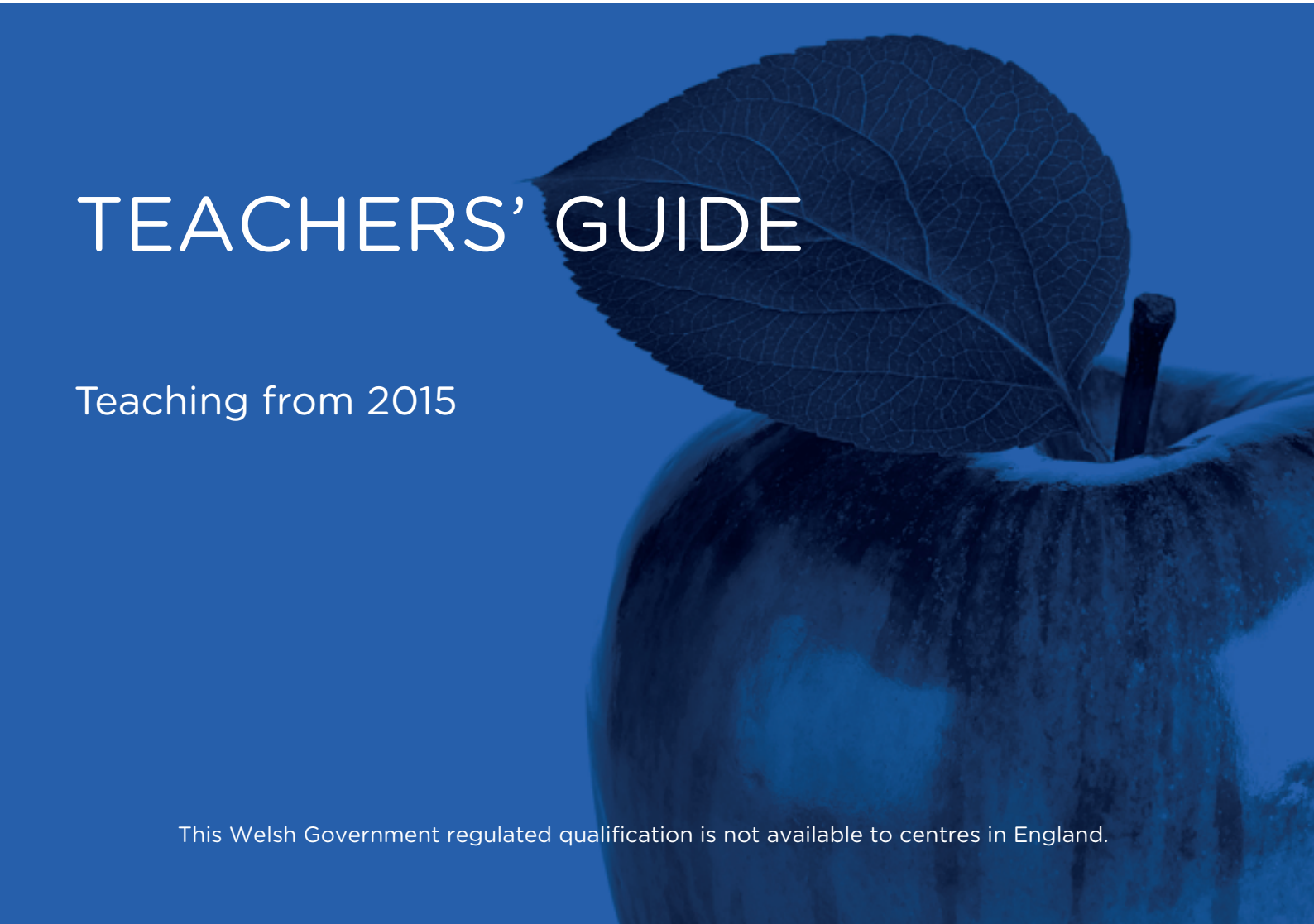
GCE AS/A LEVEL

wjec cbac

WJEC GCE AS/A LEVEL in ENGLISH LANGUAGE

ACCREDITED BY WELSH GOVERNMENT



TEACHERS' GUIDE

Teaching from 2015

This Welsh Government regulated qualification is not available to centres in England.

INTRODUCTION

The **WJEC AS and A level English Language** specification, accredited by Welsh Government for first teaching from September 2015, is available to:

- all schools and colleges in Wales
- schools and colleges in independent regions such as Northern Ireland, Isle of Man and the Channel Islands.

Familiarity with the language levels is critical at both AS and A level. Encountering key terms multiple times and being given opportunities to use a wide range will help learners to make linguistic terminology part of their usable lexicon.

Promoting active participation will help learners to develop the practical skills they need. They should be able to interrogate data, to analyse and interpret spoken and written texts, and to evaluate and reflect on the effects created in their own original writing. Wider reading can support their understanding of key concepts and issues and it is an important part of the independent investigation at A2. AS and A level learners should read around the study areas, following topics of personal interest and sharing their findings with their peers.

This kind of independent learning lies at the heart of the course, encouraging learners to develop the skills that are required in higher education. As well as the personal focus of the in-depth investigation at A2, AS and A level learners should be collecting relevant spoken and written examples of language in use, and should be alert to current language issues appearing in the media. Engagement with language on a day-to-day basis will help to ensure that learners have the relevant linguistic background to tackle all parts of the GCE English Language course.

The AS specification has been designed to serve as the first half of a full A level course, and also as a discrete course for learners wishing to follow just one year of study. The course covers a very similar range of content to the A level, and requires very similar skills, but the approach is broader. The AS aims to introduce learners to the fundamental principles of language study so that they are able to investigate, describe and analyse examples of spoken and written language in use. They will also be encouraged to use the skills and knowledge they acquire to produce effective original writing.

The A level aims to deepen the knowledge and skills acquired at AS, and to add some additional areas of study. The second year of the course allows time for learners to become confident in understanding and using linguistic terminology. It will widen learners' knowledge of the key concepts and issues, and their understanding of how language works in context. In addition, they will be able to reflect on the connections between the various elements of their study, drawing together their experiences to explore how meaning is created and to produce increasingly sophisticated original writing. The non-exam assessment gives learners the opportunity to collect their own data and to look more closely at an area of language in use that fascinates them.

Additional ways that WJEC can offer support:

- Specimen assessment materials
- Face-to-face CPD events
- Examiners' reports on each option
- Free access to past question papers and mark schemes via the secure website
- Direct access to the subject officer
- Free online resources
- Exam Results Analysis
- Online Examination Review

AIMS OF THE TEACHERS' GUIDE

The principal aim of the Teachers' Guide is to offer support to teachers in delivery of the WJEC **AS and A level English Language** specification and guidance as to the requirements of the **AS and A level English Language** specification and the assessment process.

The guide is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own students in their particular institutions.

The guide offers assistance to teachers with regards to possible activities and links to digital resources (both our own, freely available, digital materials and also external sources) that will be of use and provide ideas for engaging lessons.

DELIVERING THE SPECIFICATION

Background

The AS requires learners to demonstrate broad knowledge and understanding of the language levels and of key concepts and issues. They must use their knowledge to interpret and produce a range of spoken and written texts. Key areas to address include concepts such as the differences between spoken and written language, register, context, genre and language variation, and issues such as language and power, and language and situation. Learners need to be familiar with the main linguistic principles, including:

- speech sounds, phonetic transcription, and prosodic features such as pitch, pace and volume
- the etymology of words (origins, meanings and usage) and the structure of words (morphology)
- the form, function and position of phrases, clauses and sentences (syntax)
- the effects of changes in register (mode, tenor and field)
- the role of context in shaping linguistic choices (situation)

The A level requires learners to demonstrate a wider and deeper knowledge and understanding of the language levels and of key concepts and issues. In addition to the areas listed above, learners must also study:

- historical, geographical, social and individual varieties of English (including child language and language and gender)
- aspects of language and identity
- attitudes to language and its users
- the connections between the different areas of language study.

AS English Language

Unit 1 tests candidates' knowledge and understanding of language through the analysis of unseen spoken and written texts, and through analysis of one or more 21st century texts in the light of a focus question. **Unit 2** tests candidates' knowledge and understanding through an extended response to stimulus material focusing on key issues, and gives them the opportunity to demonstrate their expertise in producing original writing for a range of audiences and purposes, with an accompanying commentary to explain how the context has shaped the linguistic decisions they have made.

A2 English Language

Unit 3 tests candidates' knowledge and understanding of language change over time through the analysis of unseen period texts. **Unit 4** tests candidates' knowledge and understanding of spoken language through the analysis of unseen transcripts, and gives candidates the opportunity to demonstrate their expertise in producing original writing linked to the material in Section A for a range of audiences and purposes. **Unit 5**, the non-exam assessment, gives learners the opportunity to undertake an independent investigation of language and identity in an area of personal interest. Wider reading, data collecting and the application of appropriate methods of analysis underpin this task.

The WJEC English Language specification offers candidates different kinds of questions to demonstrate their linguistic knowledge and understanding. It is essential that they encounter a wide range of spoken and written texts, both literary and non-literary, because the focus of both the AS and the A level is on language in use. The knowledge and skills acquired throughout the course are transferable—even if faced with a variety of English which is unfamiliar, candidates can have confidence in their ability to analyse and interpret texts in context.

ADDITIONAL RESOURCES

WJEC > GCE English Language > Specification from 2015

WJEC > GCE English Language > Specimen Assessment Materials

ASSESSMENT OBJECTIVE: KEY WORDS

The five assessment objectives outline the different ways in which candidates will be assessed at both AS and A level. At A level, however, candidates will be expected to demonstrate deeper knowledge and understanding.

The AOs use key words to highlight the language focus in each case, and questions set on Units 1-4 will use these key words to help candidates understand what is required of them.

AO1 Apply appropriate methods of language analysis, using associated terminology and coherent written expression

methods of language analysis	Candidates will show the ability to use linguistic approaches that allow them to explore the most pertinent features of a text. Relevant examples should be cited to support points made. In discussing a transcript, for instance, they should be able to draw on their knowledge of conversation analysis to discuss turn-taking, prosodic features and normal non-fluency features.
associated terminology	Analysis will be underpinned by the use of subject specific vocabulary that allows candidates to describe precisely the features they identify. The linguistic terms should be embedded in discussion of meaning—merely labelling features is not an end in itself. In discussing an advertisement, for instance, they should be able to relate the use of superlative adjectives and long noun phrases to the primary purpose: using words with positive connotations to influence the purchasing habits of the intended audience.
coherent written expression	Candidates will engage with the question, organising their responses logically and adopting an appropriate academic style and register. Writing should be grammatically accurate and points should be made clearly.

AO2 Demonstrate critical understanding of concepts and issues relevant to language use

critical understanding	Candidates will not just recount their knowledge, but will demonstrate that they can apply it.
relevant to language use	Discussion should be directly related to specific contexts with appropriate examples cited. In answering a 'Language Issues' question on politeness, for instance, candidates could explore Brown and Levinson's face theory by discussing positive and negative face in a range of different contexts e.g. in a conversation among friends, in Prime Minister's Questions in the House of Commons, in a job interview, and in a family argument. The focus would be on using knowledge of Brown and Levinson's work to analyse language in use.

ASSESSMENT OBJECTIVE: KEY WORDS

AO3 Analyse and evaluate how contextual factors and language features are associated with the construction of meaning

analyse	Candidates need to take texts apart in order to look at the lexical and grammatical choices made by a speaker or writer. They must use appropriate terminology to describe the linguistic features they find most interesting. The focus should be on how meaning is communicated in a specific context (purpose).
evaluate	Candidates must also explore the effects of linguistic choices on the intended audience (reception), and the ways in which contextual factors have shaped them.
contextual factors	These include social, cultural, temporal, geographical, and personal influences. Knowledge of text types is also relevant here. In a question on language change over time, for instance, an understanding of the key linguistic features of personal letters would enable candidates to explore how openings and closings, terms of address, and tenor have changed over time. The letters should also be considered as products of a particular individual (personal), in a particular historical period (temporal). According to the content, candidates may find other contextual factors useful in exploring texts (e.g. social and cultural).
language features	The focus should be on lexical and grammatical features of interest. Appropriate terminology should be used to describe examples cited and the effects explored.
the construction of meaning	Since the construction of meaning is central to this AO, candidates should engage with and interpret the texts they are analysing. Analysis of the language and structure, and exploration of the effect of the contextual factors should lead to discussion of meaning. Close reading is critical.

AO4 Explore connections across texts, informed by linguistic concepts and methods

connections	Candidates need to be able to make connections between spoken transcripts, and between texts written in different times, identifying and exploring similarities and differences. In a question focusing on newspaper reports written in different periods, candidates could analyse changes in the style of headlines and explore the effect this has on the reader.
informed by linguistic concepts and methods	Candidates will use their understanding and knowledge of language to identify relevant areas for discussion. Exploring a transcript of 'Newsbeat' (Radio 1) and a transcript of the 'Today' programme (Radio 4), candidates could explore the structural similarity which exists because of the common text type. They could then go on to contrast the different context and audience in each case, exploring how these affect the content, the lexical choices, and the tenor of the transcripts. Discussion of the speech styles of participants, the turn-taking, and the non-fluency features could add another layer to the connections established between the texts.

ASSESSMENT OBJECTIVE: KEY WORDS

AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways

expertise	The focus here is on writing in an informed way, based on appropriate study rather than off-the-cuff. Candidates should use the knowledge gained from their analysis of different text types, contexts and purposes to shape their work. They will demonstrate their ability to produce accurately written and carefully structured pieces in different genres.
creativity	Candidates should aim to develop a personal voice, engaging with tasks in an original and creative way. Lexical and grammatical choices should be interesting with a clear sense that the language features used are appropriate to the given context, genre and audience.
communicate in different ways	Candidates must be prepared to create both literary and non-literary pieces of original writing in a wide range of genres.

It is important for candidates to remember that although only AO1 explicitly references the use of terminology, all the AOs require evidence of language study. This means that responses must demonstrate linguistic knowledge—precise points using subject specific terminology relevant to the focus of the question should be made.

The wording of the AOs signposts this: ‘methods of language analysis’ (AO1), ‘relevant to language use’ (AO2), ‘analyse and evaluate’, ‘language features’ (AO3), ‘informed by linguistic concepts and methods’ (AO4).

KEY ASPECTS OF THE SPECIFICATION FROM 2015

The language levels form the heart of the WJEC AS and A level English Language specification. All the questions set for the exam units—unseen analysis, issues essays, original writing and critical commentary — and the A2 investigation for the non-exam unit require learners to demonstrate their knowledge of the language levels.

The following links focus on the key areas of study. In each case, there are some broad guidelines about what to cover, suggestions about how to introduce the key terms, and some practical activities. The information here offers a starting point—the intention is that centres use it to develop a course that is suitable for their learners.

THE LANGUAGE LEVELS	
AREA OF STUDY	DESCRIPTION
Phonetics, phonology and prosodics (AS)	Factors to consider and guidance on teaching how speech sounds and effects are articulated and analysed, including links to related teaching ideas and activities.
Phonetics, phonology and prosodics (A2)	Factors to consider and guidance on teaching how speech sounds and effects are articulated and analysed, including links to related teaching ideas and activities.
Lexis and semantics (AS)	Factors to consider and guidance on teaching the vocabulary of English, including personal, geographical, social and historical variation. You will also find links to related teaching ideas and activities.
Lexis and semantics (A2)	Factors to consider and guidance on teaching the vocabulary of English, including personal, geographical, social and historical variation. You will also find links to related teaching ideas and activities.
Grammar, including morphology (AS)	Factors to consider and guidance on teaching the structural patterns and shapes of English, including links to related teaching ideas and activities.
Grammar, including morphology (A2)	Factors to consider and guidance on teaching the structural patterns and shapes of English, including links to related teaching ideas and activities.
Pragmatics (AS)	Factors to consider and guidance on teaching the contextual aspects of language use, including links to related teaching ideas and activities.
Pragmatics (A2)	Factors to consider and guidance on teaching the contextual aspects of language use, including links to related teaching ideas and activities.
Discourse (AS)	Factors to consider and guidance on teaching about extended stretches of communication occurring in different genres, modes and contexts. Includes link to related teaching ideas.
Discourse (A2)	Factors to consider and guidance on teaching about extended stretches of communication occurring in different genres, modes and contexts. Includes link to related teaching ideas.
Targeting AO1, AO3 and AO4	Fulfilling the requirements.

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: AS

AREA OF STUDY

AS Phonetics, Phonology and Prosodics

Key Points:

AS learners should have a broad understanding of:

- how we produce speech sounds
- how we combine speech sounds to produce meaning
- how we can vary the delivery of connected speech to enhance meaning
- the IPA alphabet.

This knowledge will help learners to identify and describe:

- changes at word boundaries in connected speech
- changes in intonation, pitch, volume, rhythm and tempo.

Using their knowledge to interpret texts will help learners:

- to understand how speakers enhance the meaning of utterances
- to comment on the realism of scripted speech (e.g. television and radio drama; films)
- to analyse the effects of spoken language (e.g. public speeches, informal conversation, televised advertisements etc.)
- to produce effective transcripts.

PREPARING TO TEACH

Teaching Ideas

Teaching Activities

Further Reading

PHONETICS, PHONOLOGY AND PROSODICS: TEACHING IDEAS

- Reinforce new terminology by creating cards with a definition on one side and a different term + example on the other. Someone starts by reading out a definition; the learner with a card displaying the relevant term reads it out with the example. This learner then reads out the definition on the back of the card and so on.

- Help learners to understand IPA conventions by using online wikis and dictionaries to see the IPA transcription of words. Then, get groups of learners to choose a particular semantic field and find ten words from the chosen area which they record in IPA. The groups can exchange their IPA lists of words, re-write them using the standard alphabet, and try to work out the semantic field.

- IPA hangman at the end of a lesson!

- Discuss the emphasis on phonics (letter-sound relationships) in current approaches to reading in primary schools and analyse some examples. Learners could look at online support sites for parents and teachers.

- Look at a range of narratives where the writer has adopted non-standard spelling to reflect pronunciation. Get learners to list the words that have non-standard spelling, identify the word class in each case, and then transcribe them using IPA. Help learners to look for patterns in the kind of words on their list, and to describe the adaptations taking place.

- Give learners a short transcript and get them to insert prosodic markings where they think changes in intonation, pitch, pace, rhythm and volume may take place. Get groups to report back on the decisions they made and the effects these have on the meaning. Explore different interpretations and the semantic effects.

- Get learners to experiment with creating their own dialogues using spelling or IPA to indicate distinctive pronunciations.

PHONETICS, PHONOLOGY AND PROSODICS: AS STUDENT ACTIVITIES

1. Identify the phonetic, phonological and prosodic features of the extracts below. Where non-standard spelling has been used to reflect the sound of words, re-write these using IPA. Where IPA has been used, re-write the words using the standard alphabet.

2. To show that you have engaged with the texts, write a 4-5 sentence overview making connections between them.

3. Annotate the extracts using appropriate terms and make notes on:
   - the purpose
   - the intended audience
   - the effects created by the phonetic, phonological and prosodic features.

4. How effective is the use of phonetic, phonemic and prosodic features? Explore the links between the choices made by the writers/speakers and the meaning.

Extract 1: Reading Scheme Book

Fat Rat is on a mat. He has a red hat. Fat Rat sees a cat. “I don’t like cats”, shouts Fat Rat. Fat Rat sees a bat. “I like bats”, shouts Fat Rat. “I want to pat the bat,” says Fat Rat.

Extract 2: *Great Expectations*, Charles Dickens

‘Your servant, Sir, said Joe, ‘which I hope as you and Pip … I meantersay, you two gentlemen – which I hope as you get your elths in this close spot? For the present may be a werry good inn, according to London opinions,’ said Joe, confidentially, ‘and I believe its character do stand it; but I wouldn’t keep a pig in it myself – not in the case that I wished him to fatten wholesome and to eat with a meller flavour on him.’ …

‘Do you take tea, or coffee, Mr Gargery?’ asked Herbert, who always presided of a morning.

‘Thankee, Sir,’ said Joe , stiff from head to foot, ‘I’ll take whichever is most agreeable to yourself.’

‘What do you say to coffee?’

‘Thankee, Sir,’ returned Joe, evidently dispirited by the proposal, ’since you *are* so kind as make chice of coffee, I will not run contariry to your own opinions. But don’t you never find it a little ‘eating?’ …

‘Have you seen anything of London, yet?’

‘Why, yes, Sir,’ said Joe, ‘me and Wopsle went off straight to look at the Blacking Ware’us. But we didn’t find that it come up to its likeness in the red bill at the shop doors; which I meantersay,’ added Joe, in an explanatory manner, ‘as it is there drawd too architectooralooral.’

I really believed Joe would have prolonged the word … into a perfect Chorus, but for his attention being providentially attracted by his hat …

Extract 3: Transcript of an Interview

Key:

(.)	micropause
(2)	timed pause (in seconds)
(.h)	pause with an intake of breath
ca.	incomplete word
//	overlapping speech
=	smooth latch on
{laughs}	paralinguistic features
bad	emphatic stress
↑funny↑	raised pitch
accel	speech that is getting faster (underlined)
rall	speech that is getting slower (underlined)
/gwi:di:/	phonemic transcription reflecting pronunciation

RB – Russell Brand **EM – Ed Miliband**

RB **Ed** (.) thank you (.) for coming to **talk** to us here (.) in the run up to the elections we're **very** grateful to //you /kɒz/ you must be (.) **bloody** worn out are you?=

EM // pleasure = ↑no↑ busy but um (.) **glad** to be here

RB a /lɒʔ/ of us feel that /wɒʔsæpənd/ in politics is that there's these (.h) **unelected** (.) **powerful** elite (.) that (1) **really** control things from (.) **behind** the scenes ↑not↑ in a **conspiratorial** way just in an (.) **economic** way and those **powerful** elite have

accel really /gɒʔ/ <u>their talons /ɪntə/ the **Tory** /pɑːʔiː/</u> for ↑me↑ and for a /lɒʔə/ people that

accel /dəʊnʔ//vəʊʔ/ that's where that frustration <u>emanates // from it certainly isn't apathy</u>

EM // mmm

RB Ed it's a sense of what's the /**pɔɪnʔ**/ what **we** feel // is like well they /jənəʊ/ the

EM // mmm

RB suffragettes (.) they may have given their **lives** // for the **right** to /vəʊʔ/ but people

EM // mmm

RB in power worked /aʊʔ/ OK we've /gɒʔə/ give votes to women (.) let's just now

rall make sure that their votes (1) mean **very** little and th. /jənəʊ/ since then **since** suffrage **since** the /raɪʔ/ of women to /vəʊʔ/ (.) /wɒʔ/ has //**meaningfully** occurred

EM // j. th. th. th. that's totally wrong

RB go on /meɪʔ/

EM well look workers' **rights** the national /**elθ**/ service the minimum wage *{laughs}* I mean (.) lesbian and gay rights now look the **whole** point /əbaʊʔ/ this is that they

accel they **happen** I I I don't actually take the view that (.) some politicians take <u>which is all about the great politicians</u> who make the change happen of course it's **people** that make it happen but it's a combination of (1) politics and // people

RB // mmm

PHONETICS, PHONOLOGY AND PROSODICS: FURTHER READING FOR AS

Texts marked * are particularly suitable for learners following the AS course.

Narratives using non-standard spelling:

Riddley Walker, Russell Hoban (post-apocalyptic society, oral tradition)

The Color Purple, Alice Walker (African-American Vernacular)

Cloud Atlas, David Mitchell, 'Sloosha's Crossin' an' Ev'rythin' After' (post-apocalyptic)

Secondary texts:

Practical Phonetics and Phonology, Collins and Mees (Routledge, 3rd edition 2013) – comes with a CD (part of the *Routledge English Language Introductions* series, which aims to provide an overview of key topics, activities, study questions and sample analysis, and excerpts from key experts in the field)

Varieties of English (Chapters 3-5)*,* Freeborn, French and Langford (Macmillan, 2nd edition 1993)

English Accents and Dialects, Hughes and Trudgill (Edward Arnold, 5th edition 2012)

English Phonetics and Phonology, Roach (CUP, 4th edition 2009)

**Grammar, Structure and Style* (sections on accents and the sounds of English), Shirley Russell (OUP, 3rd edition 2001)

Mastering Advanced English Language (Chapter 2), Thorne (Palgrave Macmillan, 2nd edition 2008)

The Study of Language (chapters on the sounds of language and sound patterns), Yule (CUP, 5th edition, 2014)

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: A2

AREA OF STUDY

A2 Phonetics, Phonology and Prosodics

Key Points:

A level learners should develop a more detailed knowledge and a deeper understanding of the **areas listed for AS.**

In addition, they should be able to identify, describe and interpret:

- regional and social variations in pronunciation (accent)
- immature pronunciations (child language)
- personal linguistic identities
- a wider range of spoken genres.

Learners should also be able to produce accurate transcripts.

PREPARING TO TEACH

Teaching Ideas

Teaching Activities

Further Reading

PHONETICS, PHONOLOGY AND PROSODICS: A2 TEACHING IDEAS

- Discuss attitudes to phonetic spellings in primary schools. Learners could look at relevant online news articles and the **English Spelling Society** site, for example:

  "Why phonics tests spell trouble", *The Independent*

  "Conference aims to replace English spelling system", *The Telegraph*

  "Should English spelling be simplified?", Cambridge University Press

- Examine stereotypes and the ways accents affect social standing. Learners could create transcripts from soap operas, make their own recordings (after having asked for permission from the participants), or use the **British Library BBC Voices** collection. Some useful sites include:

  Voices poll results, *BBC*

  "You are what you speak", *Aston University*

  "Neutral accents the best if you want to get ahead", The Telegraph

- Get learners to experiment with creating their own dialogues using spelling or IPA to indicate distinctive pronunciations.

- Look at the sound patterning in verse e.g. Gerard Manley Hopkins, Dylan Thomas, limericks and other comic verse.

PHONETICS, PHONOLOGY AND PROSODICS: A2 STUDENT ACTIVITIES

1. Identify the phonetic, phonological and prosodic features of the extracts below. Where non-standard spelling has been used to reflect the sound of words, re-write these using IPA. Where IPA has been used, re-write the words using the standard alphabet.
2. To show that you have engaged with the texts, write a 4-5 sentence overview making connections between them.
3. Annotate the extracts using appropriate terms and make notes on:
   - the purpose
   - the intended audience
   - the effects created by the phonetic, phonological and prosodic features.
4. Drawing on your knowledge of the levels of language, analyse and evaluate the use of phonetics, phonology and prosodics in these extracts.

   In your response, you must also:
   - consider relevant concepts and issues
   - explore the influence of contextual factors.

Extract 1: Reading Scheme Book

Extract from a phonetic reading scheme designed to introduce young children to frequently occurring sound patterns in English words.

Fat Rat is on a mat. He has a red hat. Fat Rat sees a cat. “I don’t like cats”, shouts Fat Rat. Fat Rat sees a bat. “I like bats”, shouts Fat Rat. “I want to pat the bat,” says Fat Rat.

Extract 2: *Great Expectations*, Charles Dickens

Extract from a nineteenth century novel in which Joe Gargery, a blacksmith, visits his adopted son Pip and his friend Herbert in London, where Pip is learning how to be a gentleman.

‘Your servant, Sir, said Joe, ‘which I hope as you and Pip … I meantersay, you two gentlemen – which I hope as you get your elths in this close spot? For the present may be a werry good inn, according to London opinions,’ said Joe, confidentially, ‘and I believe its character do stand it; but I wouldn’t keep a pig in it myself – not in the case that I wished him to fatten wholesome and to eat with a meller flavour on him.’ …

‘Do you take tea, or coffee, Mr Gargery?’ asked Herbert, who always presided of a morning.
‘Thankee, Sir,’ said Joe, stiff from head to foot, ‘I’ll take whichever is most agreeable to yourself.’
‘What do you say to coffee?’
‘Thankee, Sir,’ returned Joe, evidently dispirited by the proposal, ’since you *are* so kind as make chice of coffee, I will not run contariry to your own opinions. But don’t you never find it a little ‘eating?’ …
‘Have you seen anything of London, yet?’
‘Why, yes, Sir,’ said Joe, ‘me and Wopsle went off straight to look at the Blacking Ware’us. But we didn’t find that it come up to its likeness in the red bill at the shop doors; which I meantersay,’ added Joe, in an explanatory manner, ‘as it is there drawd too architectooralooral.’

I really believed Joe would have prolonged the word … into a perfect Chorus, but for his attention being providentially attracted by his hat …

Extract 3: Transcript of an Informal Conversation

Extract from an informal conversation between a grandmother and her granddaughter about the family dog Rusty.

Key:

(.)	micropause
(2)	timed pause (in seconds)
(.h)	pause with an intake of breath
ca.	incomplete word
//	overlapping speech
=	smooth latch on
{laughs}	paralinguistic features
bad	emphatic stress
I:::	stretched or prolonged speech
↑funny↑	raised pitch
FAT	increased volume
accel	speech that is getting faster (underlined)
rall	speech that is getting slower (underlined)
/gwi:di:/	phonemic transcription reflecting pronunciation

		A – young granddaughter	**B – grandmother**
A		what dog was Rusty?	
B		labrador /jnəʊ/ (.) **solid**, friendly dog and you /ɒfn/ see them overweight	
A		FAT do people (.) feed them lots or they are /gwi:di:/ // I	
B			// well they have a **reputation** for big appetites (1) they charm you into giving them **treats**
A		that's □funny□ *{laughs}* magic I'm /gʌnə/ have a dog when I'm a /gwəʊn/ up but not	
	rall	a /læbədɔ:r/ (.h) <u>I::: /wɒnə:::</u>/ I don't know (2)	
B		what about // a sp.	
A	accel	// I'll have a <u>horse /n/ a cat /n/ a hamster</u>	
B		well **you'll** be busy *{laughs}*	

Extract 4: Transcript of an Interview

Extract from the interview between Russell Brand and Ed Miliband (at the time, leader of the Labour Party), filmed at Russell Brand's home and broadcast on his YouTube channel 'The Trews' ("the true news") in the days leading up to the 2015 election.

Key:

(.)	micropause
(2)	timed pause (in seconds)
(.h)	pause with an intake of breath
ca.	incomplete word
//	overlapping speech
=	smooth latch on
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RB – Russell Brand **EM – Ed Miliband**

RB **Ed** (.) thank you (.) for coming to **talk** to us here (.) in the run up to the elections we're **very** grateful to //you /kɒz/ you must be (.) **bloody** worn out are you?=
EM // pleasure = ↑no↑
busy but um (.) **glad** to be here
RB a /lɒʔ/ of us feel that /wɒʔsæpənd/ in politics is that there's these (.h) **unelected** (.) **powerful** elite (.) that (1) **really** control things from (.) **behind** the scenes ↑not↑ in a **conspiratorial** way just in an (.) **economic** way and those **powerful** elite have
accel really /gɒʔ/ <u>their talons /ɪntə/ the **Tory** /pɑːʔiː/</u> for ↑me↑ and for a /lɒʔə/ people that
accel /dəʊnʔ//vəʊʔ/ that's where that frustration <u>emanates // from it certainly isn't apathy</u>
EM // mmm
RB Ed it's a sense of what's the /**pɔɪnʔ**/ what **we** feel // is like well they /jənəʊ/ the
EM // mmm
RB suffragettes (.) they may have given their **lives** // for the **right** to /vəʊʔ/ but people
EM // mmm
RB in power worked /aʊʔ/ OK we've /gɒʔə/ give votes to women (.) let's just now
rall make sure that their votes (1) mean **very** little and th. /jənəʊ/ since then **since** suffrage **since** the /raɪʔ/ of women to /vəʊʔ/ (.) /wɒʔ/ has //**meaningfully** occurred
EM // j. th. th. th. that's totally wrong
RB go on /meɪʔ/
EM well look workers' **rights** the national /**elθ**/ service the miniumum wage *{laughs}* I mean (.) lesbian and gay rights now look the **whole** point /əbaʊʔ/ this is that they
accel they **happen** I I I don't actually take the view that (.) some politicians take <u>which is all about the great politicians</u> who make the change happen of course it's **people** that make it happen but it's a combination of (1) politics and // people
RB // mmm

Extract 5: Book on English regional accents

Extract from an informal monologue spoken by an old man who had lived his whole life in Norfolk, cited in a book discussing regional varieties of English.

accel **well** /ɔɪ/ said (.) what /sɔːʔ/ **flour** /dʒæv/ (.) **well** she say (.) /jʌl/ need self-/**resin**/ flour for

rall that (2) **well** /ɔː/ said (.) /ɔːl/ make a /**mi**:ʔ/ pʌddən/ so /ɔɪ/ did and ve:::ry / nɔɪs/ it was too

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: A2

PHONETICS, PHONOLOGY AND PROSODICS: A2 FURTHER READING

Narratives using non-standard spelling:

No Country for Old Men, Cormac McCarthy (regional/informal)

Far from the Madding Crowd, Thomas Hardy e.g. Chapter VIII (direct speech, regional)

The Wake, Paul Kingsnorth (set in 11th century Lincolnshire, written in an adapted version of Old English where the OE sound of words is critical to the reading experience)

Synthetic phonics reading schemes (based on sounding and blending letter sounds):

Usborne Phonics Readers

Practise Your Phonics with Traditional Tales, OUP

Secondary texts:

English Accents and Dialects, Hughes and Trudgill (Edward Arnold, 5th edition 2012)

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: AS/A2

PHONETICS, PHONOLOGY AND PROSODICS: RELATED EXTERNAL RESOURCES

Resources marked * are particularly suitable for learners following the AS course.

Websites/links:

BBC Listening Project - short conversations that provide useful material for discussion or for practicing transcription

Sara Thorne English Language: 'When a phoneme matters!'

British Library Accent and dialect data base

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: AS

AREA OF STUDY

Lexis and Semantics

Key Points:
AS Learners should have a sound understanding of:

- word classes
- different kinds of word meanings e.g. denotations, connotations, ambiguity
- etymology and orthography
- lexical choice and the effects created.

This knowledge will help learners to identify and describe:

- lexical sets and semantic fields
- distinctive lexical choices.

Using their knowledge to interpret texts will help learners:

- to analyse the distinctive lexical features of different text types
- to explore how meaning is created in different contexts
- to make their own original writing more effective.

PREPARING TO TEACH

Teaching Ideas

Teaching Activities

Further Reading

LEXIS AND SEMANTICS: TEACHING IDEAS

- Look at an extract of Old English and ask learners to identify the words they recognise: exactly the same as Present Day English (PDE) usage, or recognisable but with different spelling. Most of these words will be closed class, providing an opportunity to discuss lexical variation over time.
- Use the OED or another dictionary which contains etymological information to look at the sources of words in PDE.
- Use cloze deletion exercises to test learners' knowledge of specific word classes. Compare word choices and the semantic effects created by the different options put forward.
- Give out examples of different text types. Ask learners to identify and underline specific word classes, and to label the examples they find using appropriate terminology. e.g. dynamic verbs in a sports commentary; concrete nouns in an estate agent's brochure; adverbs in stage directions in plays like *An Inspector Calls*.
- Broaden the range of text types and ask learners to identify distinctive lexical sets (groups of words with the same word class) and semantic fields (groups of words that are linked by meaning and association). They should use appropriate terminology to label the words they cite.
- Ask learners in groups to choose a text type. They then need to think of 20-30 words typical of their chosen genre. Using online resources, they can create word clouds from their word bank. When this task has been completed, groups can swap word clouds and can try to create an appropriate text from the semantic field they have been given. The original writing can then be shared, and groups can see whether they have produced the kind of writing intended by the creators of the cloud.
- Ask learners to collect examples of lexical variation e.g. neologisms (*The Quizeum* is a new television panel game which is set in a different museum each week), dialectal forms (regional and social).
- Discuss the concepts of satire and parody – texts in which the audience has to work to recognise the difference between what is directly stated and what is really meant e.g. 'The News Quiz' (Radio 4), 'Have I Got News for You' (BBC1), 'The Thick of It', *Pride and Prejudice and Zombies* (Grahame-Smith 2009) etc. Which topics are suitable? What do we learn? How effective is satire as a means of making us think critically?
- Using their knowledge of words and semantic fields, get learners to create different kinds of texts e.g. subject specific non-fiction; literary description; persuasive speeches; tabloid reports etc.

LEXIS AND SEMANTICS: AS STUDENT ACTIVITIES

1. Identify any distinctive use of lexical sets or semantic fields in the extracts below. Describe the features you find using appropriate terminology.

2. To show that you have engaged with the texts, write a 4-5 sentence overview making connections between them.

3. Annotate the extracts using appropriate terms and make notes on:
   - the purpose
   - the intended audience
   - the text type
   - the effects created by the lexical choices.

4. **Analyse and evaluate the lexical choices made by the speakers and writers in these texts**. In your response, you should explore the links between the language choices and the meaning.

Extract 1: GCSE Chemistry text book

What is special about transition metals?

Transition metals have special qualities. They all have a high melting point, they occur low in the Reactivity Series, they are hard and dense, and they can form more than one kind of ion. Many of them form coloured compounds and they function as catalysts.

PROPERTY	MANGANESE	IRON	COPPER
Symbol	Mn	Fe	Cu
Atomic number	25	26	29
Relative atomic mass	55	56	63.5
Melting point (°C)	1244	1535	1087
Density	7.2	7.9	8.9
Common valencies	2,4,7	2,3	1,2
Coloured ions	MnO_4 (aq) purple Mn^{2+} (aq) pink	Fe^{2+} (aq) pale green Fe^{3+} (aq) brown	Cu^{2+} (aq) pale blue

Extract 2: public information film voiceover (2003)

Key:

(.)	micropause
(2)	timed pause (in seconds)
me	emphatic stress
□never□	raised pitch

shopping on the internet's just like **normal** shopping (2) it can save you **time** and □money□ too (2) but make sure **you** get a **real** address (.) not just a **web** address (1) a **real** phone number not just a mobile (.) □**and**□ print a **record** of what you've ordered (3) if you don't know who's for real on the net (.) you might end up with virtually (1) **nothing**!

Extract 3: Estate agents' details (2015)

This is a fantastic opportunity to acquire a superb property that is full of traditional charm and character yet has been fully modernised and upgraded to a high standard. Ty'n-y-Coed is a four bedroom semi- detached home offering an impressive reception hall, brand new kitchen diner, utility room, spacious lounge, four bedrooms set over two floors, with the master bedroom housing an ensuite, dressing room and balcony with far reaching views. The refitted stylish bathrooms are of a high standard. Well situated in a beautiful, semi-rural village, offering superb views, a great local pub plus well regarded local schools. This unique property offers rural living yet has the M4 on its doorstep and is an easy commute into the city centre. With beautiful gardens and a useful courtyard area which offers a range of outbuildings, this property is one to view!

Extract 4: Conference speech by the Green Party leader, Natalie Bennett (2014)

Key:

(.)	micropause
(2)	timed pause (in seconds)
{laughter}	paralinguistic features
me	emphatic stress
□never□	raised pitch
□yes□	lowered pitch
NO	increased volume
accel	speech that is getting faster (underlined)
rall	speech that is getting slower (underlined)

which brings **me** (2) here in the North West (2) which (.) □despite□ the thoughts of Lord Howell (.) □never□ looks in the **least** bit **desolate** to **me** *{laughter}* to as Peter re. identified (2) one of the **top local** issues (2) **frack**ing (3) □here□ the Green Party view (.) represents the **majority** view (.) of the Br. British **public** *{applause}* that's like (.) so many **other** issues (.) like bringing the railways back into public **hands** (1) making the minimum wage (.) a **living** wage (.) and keeping our publicly owned (.) and publicly run (.) **NHS** *{applause}* **our** view (.) as the Green Party **is** (1) the public view yet elsewhere on the British political spectrum we've got David **Cameron** and **George** Osborne (.) **determined** to **pursue** the **fracking fantasy** (2) making **claims** (.) about **cheap** (.) and instant gas that even the □frackers□ are astonished at (2) we've got a Lib Dem (.) energy secretary (.) who said □I love shale gas□ **twice** (2) just in case anyone was too **shocked** (1) to really take it **in** (1) the first time (2) and a Labour party (1) that's (2) in **favour** of fracking

accel /kaɪndəv/ /sɔːtɒv/ (3) <u>well as long as that doesn't upset anyone in the audience</u> (1) in which case we might take a **different position** (4) □yes□ (1) we do hear a **lot** of that (.) from Ed Miliband's Labour Party (1) on energy as on so many other areas of policy, from bank **regulation** to **housing** (.) **immigration** to drugs (.) policy (1) **must** be based (.) on **facts** (.) and **evidence** (.) not wishful thinking or **populist** pandering *{applause}* the **Green** Party (.) **is** the **only** party (.) that works (.) on that basis (.) and for policies (.) that work (.) not for the **good** of the few (2) not <u>for the **bankers** the</u>

accel <u>multinationals the tax evaders</u> but FOR THE COMMON GOOD *{applause}* and fracking (1) is

rall an issue that <u>**I'm** convinced we will **win** on</u> in small part due to the **logic** of our position (.) in larger part (1) due to the **strength** (.) the **passion** (.) the **determination** of our anti- **fracking protesters** (3) of course (2) one of those is (2) our own (.) **wonderful** MP Caroline Lucas (2) she **showed** *{applause}* go on (.) why not (2) she showed that **MPs** (.) can get arrested for standing up for their □beliefs□ not just for expense fiddles and driving dodges *{laughter}* and there are (.) so many **committed** campaigners (1) many of whom (.) I've met (.) on visits to Barton Moss (.) and Balcombe they're standing up (.) to the **disgracefully aggressive policing** camping out through **storm** and

rall flooding rain, and <u>WE STAND WITH THEM</u> *{applause}* and of course (.) this is part of a **much** bigger struggle on climate change after the Intergovernmental Panel (.) on Climate Change

rall reported last year (.) the scientific debate <u>is over</u>

LEXIS AND SEMANTICS: FURTHER READING FOR AS

Texts marked * are particularly suitable for learners following the AS course.

Secondary texts:

Accessible narrative accounts with chapters on words, etymology and orthography:

Mother Tongue, Bryson (Penguin, 2009)

Troublesome Words, Bryson (Penguin, 2009)

Spell It Out, Crystal (Profile Books, 2013)

**The English Language,* Crystal (Penguin, 2nd revised edition 2002)

**The Story of English in 100 Words,* Crystal (Profile Books, 2012)

**Words, Words, Words,* Crystal (OUP, 2007)

For dipping in to:

Dictionary of English Down the Ages, Flavell (Kyle Cathie, 2005)

Dictionary of Idioms and their Origins, Flavell (Kyle Cathie, revised edition 2006)

Dictionary of Proverbs and their Origins, Flavell (Kyle Cathie, new edition 2004)

Dictionary of Word Origins, Flavell (Kyle Cathie, revised and updated 2010)

Chambers Slang Dictionary, Green (Chambers, 2008)

For grammar books with information on word classes, see the **further reading list** in the section on grammar.

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: A2

AREA OF STUDY

A2 Lexis and Semantics

Key Points:

A level learners should develop a more detailed knowledge and a deeper understanding of the areas listed for AS.

In addition, they should be able to identify, describe and interpret:

- the historical origins and development of vocabulary
- lexical variation according to personal, social, geographical and historical factors.

PREPARING TO TEACH

Teaching Ideas

Teaching Activities

Further Reading

LEXIS AND SEMANTICS: A2 TEACHING IDEAS

- Take a text like the Lord's Prayer and look at different versions written in the key language periods. This can form the basis for an introduction to the sources of words in English (**note**: there is no requirement to know about Old English or Middle English for Unit 3, but a broad overview helps learners understand how the lexicon of English has been shaped).

- Divide learners into 4 groups and allocate one of the key periods of the English language to each group i.e. OE, ME, EME, ModE, LME, PDE. Ask them to summarise the key features of lexis and orthography in their period, with examples to support the points they make.

- Learners can also begin to explore attitudes to words, considering taboo language, formal vs informal variants, context, semantics, dialectal forms (regional and social) etc.

- Discuss the concepts of satire and parody – texts in which the audience has to work to recognise the difference between what is directly stated and what is really meant e.g. 'The News Quiz' (Radio 4), 'Have I Got News for You' (BBC1), 'The Thick of It', *Pride and Prejudice and Zombies* (Grahame-Smith 2009) etc. Which topics are suitable? What do we learn? How effective is satire as a means of making us think critically?

LEXIS AND SEMANTICS: A2 STUDENT ACTIVITIES

1. Identify any distinctive use of lexical sets or semantic fields in the extracts below. Describe the features you find using appropriate terminology.
2. To show that you have engaged with the texts, write a 4-5 sentence overview making connections between them.
3. Annotate the extracts using appropriate terms and make notes on:
   - the purpose
   - the intended audience
   - the text type
   - the effects created by the lexical choices.
4. **Analyse and evaluate the lexical choices made by the speakers and writers in these texts**. In your response, you should explore the links between the language choices and the meaning.

Extract 1: Satirical news report (2015)

SING OR SLING YOUR HOOK!

Unpaid interns are being forced to sing for their supper to win coveted positions in the competitive business world.

Controversy has arisen over the so-called karaoke-interns, who are forced to amuse their bosses or are thrown to the dogs—in one particularly shocking case, literally.

Making tea, photocopying, filing and doing a star turn in front of jeering managers, the life of an intern is not always glitzy. But many young people say that without the experience, they will never get work in a job market depressed by a weak economy. Intern Anna Icarnt-Singh, 21, said: "I just hope that I can get through and when a job turns up, they might remember me."

Critics say this is exploitative— interns are humiliated while their bosses have fun betting on who's for a beating.

In a stark message to employers, Harold Lawyerman, a legal rights campaigner, said: "When interns do nothing all day but answer phones and perform solos, they're just being taken advantage of. Internships should be primarily educational and we're just not seeing that in today's companies."

While the lack of pay and the limited value of the experience have become increasingly contentious, Anna said: "At the moment, I need experience more than I need money and I intend to carry on singing."

A spokesman for Xploita, an up-and-coming UK video games design company, vigorously denied misuse of interns in the industry in spite of a desperately rising chorus from behind the closed doors of the conference room.

Extract 2: Extract from a twenty-first century 'medieval romance'

> *Ful erly bifore the day bigun, folk vprysen. Gestes that wolde go calden their gromez and they busken bilyue to sadel the blonkkez. The rychest of them richen to ryde, lepen up lyȝtly, lachen their brydeles, and eche wyȝe gon on his way. The lorde of the londe watz not the last. He ete a sop hastily when he hade herde masse, and then he rod bylyue to the bent-felde.*

The romance aims to capture the mood and character of the period through a distinctive use of language. The author has retained the essence of the fourteenth century north-west midlands dialect, while modernising it and writing in prose rather than verse. The aim is to make the reading experience easier, while conserving something of the period features e.g. i/y interchange; orthography that reflects pronunciation; the letter /ȝ/ (yogh) from Old English, later replaced by 'gh'; archaic bound morpheme verb inflections –e (3rd person singular) and –en (third person plural). Dialect words have been glossed to help the reader.

Partial Glossary

busken - prepared	*bilyue* - quickly
blonkkez - horses	*richen* - prepared
wyȝe - man	*bent-felde* - hunting field

Extract 3: The Girls' Empire Annual (1905)

> *How to be Strong*
>
> Before proceeding to describe the exercise which forms this month's work, I find that it is necessary to call your attention to two or three simple rules in what is called hygiene. The first is this. Don't worry! Worry has killed more women than hard work ever will. It is true that there is a natural tendency in the majority of women to worry, and often over trifling things; still, this must be overcome or you will find your health is greatly upset, and the good resulting from these exercises almost nullified. Take the famous advice of "Punch" to heart—DON'T. The second is this. Take a proportionate physical exercise, according to the amount of mental strain or brain work you have to undergo. At night, when you take your exercise, prior to going to bed, never make the excuse that you have had a very fagging day and your brain feels done up. Then is just the time when you need vigorous physical exercise to counterbalance mental strain. … The third rule I want to point out is—always have plenty of fresh air in your bedroom! Many a girl rises from bed in the morning feeling heavy and depressed who would be one of the brightest and merriest of girls if she sleep only with her bedroom window partly open so that the foul air could escape and fresh air take its place.

LEXIS AND SEMANTICS: A2 STUDENT ACTIVITIES (CONTINUED)

Extract 4: *Twentieth Century Club: War Time Cook Book* (Pittsburgh, 1918)

CORN DODGERS

2 cups cornmeal	Pinch salt
1 pint cold water	2 tsp. Royal baking powder

Bake on griddle. These are excellent served with fish.

(Mrs. S. R. Gallagher)

RICE FLOUR MUFFINS

1 pint rice flour	2 teaspoons baking powder
3 tablespoons lard	1 teaspoon salt
2 tablespoons sugar	2 eggs

Milk to make a moderately stiff batter.

(Mrs. James R. Macfarlane)

"GO BACK TO THE SIMPLE LIFE"

Be contented with simple food, simple pleasures, simple clothes. Work hard, pray hard, play hard. Work, eat, recreate, sleep. Do it all courageously. We have victory to win.
"Buy less; cook no more than necessary; serve smaller portions."
"Use local and seasonable supplies."
"Preach and practice the 'gospel of the clean plate.'"
"Do not limit the plain food of growing children."

Extract 5: Informal conversation

Key:

(.)	micropause
//	overlapping speech
me	emphatic stress
□never□	raised pitch

A *hey (.) haven't seen you for **ages***
B *yeah yeah I know (.) been away (1) er working*
A ***good** to see you anyway*
B *you too // how are*
A *// say /wɒtʃə/ doing later?*
B *nothing really*
A *come down the **bank*** then (.) you haven't been for ages*
B *I know I mean it's what (.) **three** months? yeah ↑yeah↑ could do*
A ***OK** see you later (.) maybe*

* the bank: a specific spot on the river where keen anglers regularly meet to fish

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: A2

LEXIS AND SEMANTICS: A2 FURTHER READING

Secondary texts:

Damp Squid: the English Language Laid Bare, Butterfield (OUP, 2009)

How to Read a Word, Knowles (OUP, 2010*)*

English Words: History and Structure, Minkova and Stockwell (CUP, 2nd edition 2009)

For grammar books with information on word classes, see the **further reading list** in the section on grammar.

LEXIS AND SEMANTICS: RELATED EXTERNAL RESOURCES

AS Websites/links:

The English Spelling Society

The Internet Grammar of English - focuses on word classes, nouns and determiners, and there is a glossary.

Sara Thorne English Language - summaries of word class information ('Words') and advice on frequently confused words ('WOWs')

Sara Thorne English Language: 'How many 'likes' have you used today?'

Sara Thorne English Language: 'Creating words: blending'

Additional A2 Websites/links:

The English Companions - Old English texts read aloud including regional versions of 'The Lord's Prayer' (Northumbrian, Mercian, West Saxon). Examples of written OE texts.

The University of Texas at Austin: Old English Online - introduction to Old English with sample texts

The Lord's Prayer in English - versions of 'The Lord's Prayer' in Old English, Middle English, Early Modern and Modern

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: AS

AREA OF STUDY

Grammar, Including Morphology

Key Points:

AS learners should have a broad knowledge of:

- lexical (open class) and function (closed class) words
- the form and function of phrases – particularly noun phrases, verb phrases and prepositional phrases
- the form and function of clauses – particularly main/subordinate clauses, clause elements
- the form and function of sentences – particularly sentence type, word order
- the internal structure of words – particularly free and bound morphemes, derivational morphology, word coinage, inflectional morphology.

This knowledge will help learners to identify and describe:

- different kinds of phrases, clauses and sentences
- word order
- the structure of word forms over time and of new words.

Using their knowledge to interpret texts will help learners:

- to identify and analyse the distinctive features of different varieties of English
- to explore the ways in which speakers and writers combine words to shape meaning and influence the audience
- to recognise and comment on non-standard language use and its effects
- to make their own original writing more effective.

PREPARING TO TEACH

Teaching Ideas

Teaching Activities

Further Reading

GRAMMAR, INCLUDING MORPHOLOHY: AS TEACHING IDEAS

- To introduce the key grammatical concepts, start from the instinctive knowledge that learners will have. Provide them with a set of sentences, some of which will be ungrammatical e.g. The unboy was tree a climbing. This can lead to a discussion of the link between word order and meaning, and word formation in English. It will help learners to appreciate that they already have a body of knowledge, which language study will make more conscious.

- Introducing the key grammatical concepts can be teacher-led, with definitions and examples provided for the learners to apply. As they gain experience, however, the introduction of new concepts can be more interactive with learners producing their own examples from the given information, or building their own definitions from a set of data e.g. the structure of noun phrases.

- To make their knowledge of grammatical structures part of their usable lexicon, learners need practical exercises in which they identify and describe phrases, clauses and sentences in context e.g. underlining selected features such as noun phrases or subordinate clauses; cloze deletion exercises where learners have to insert an appropriate verb phrase in terms of tense, voice, aspect, modality; writing their own noun phrases, building from a simple structure to a complex pre- and post-modified phrase; creating their own words.

- Tying specific grammatical features to a distinctive text type will help learners to see examples in context, and to understand the importance of exploring meaning e.g. headlines and noun phrases; commentaries and verb phrases; period texts and subordinate clauses; reading scheme books and simple sentences.

- Learners should become alert to language use around them. They should be encouraged to collect short examples of the language they encounter on a day-to-day basis for analysis e.g. newspaper headlines, signs, book titles, place names, packaging etc.

- Allocate some lessons as ‘Terminology Check’ lessons. Record all the terms used during the course of a lesson and compare the range as learners acquire more knowledge and experience week by week. The aim should be to see terminology across all the language levels, not just word classes!

- Once the basic knowledge has been introduced, the main focus should be on recognising key grammatical structures in real texts, and on commenting on the effects created. Revisit the unseen texts in the exercises for **Phonetics, Phonology and Prosodics** and **Lexis and Semantics** to build a fuller picture of the language use in each text.

- Introduce learners to text types that have distinctively different lexical and grammatical features e.g. tabloid vs compact newspapers; period texts vs PDE texts; simplified versions vs originals; text books for children vs adults/specialists; poetry vs narrative; informal conversation vs formal speech; texting vs letter writing etc.

- Encourage learners to create their own fact files for the different text types they encounter i.e. recording key information about lexical and grammatical features associated with a particular text type + examples. Using this knowledge, they can then experiment with creating their own sample texts.

- Ensure that learners learn to use as well as recognise key grammatical features e.g. writing their own noun phrases; experimenting with the position of prepositional phrases (functioning as adverbials); writing different simple sentences and experimenting with adding subordinate clauses etc. Evaluating and reflecting on their own writing will help learners to recognise key features of a text, and to understand the effects created.

GRAMAMR, INCLUDING MORPHOLOGY: AS STUDENT ACTIVITIES

1. Read the two versions of the fairy tale 'The Three Bears', printed below. Write a 4-5 sentence overview which demonstrates that you have engaged with the texts.

2. Identify any distinctive use of lexis and syntax in the texts. You should think about the type and form of words; the structure of noun phrases and verb phrases; the function of prepositional phrases; and the sentence type and word order.

3. Annotate the texts using appropriate terms and make notes on:
   - the context
   - the intended audience and purpose
   - the tone.

4. **Analyse and evaluate the use of language in these two versions of the fairy tale**. In your response, you should consider the different lexical and grammatical choices made by each writer, the effects created, and whether the simplified version is successful or not.

Text 1: An extract from 'The Story of the Three Bears', Robert Southey (1837)

This fairy story was being told orally in Britain from the 1830s, but Southey was the first to record it in his collection of prose writings, *The Doctor*.

One day, after they had made the porridge for their breakfast, and poured it into their porridge-pots, they walked out into the wood while the porridge was cooling, that they might not burn their mouths, by beginning too soon to eat it. And while they were walking, a little old Woman came to the house. She could not have been a good, honest old Woman; for first she looked in at the window, and then she peeped in at the keyhole; and seeing nobody in the house, she lifted the latch. The door was not fastened, because the Bears were good Bears, who did nobody any harm, and never suspected that any body would harm them. So the little old Woman opened the door, and went in; and well pleased she was when she saw the porridge on the table. If she had been a good little old Woman, she would have waited till the Bears came home, and then, perhaps, they would have asked her to breakfast; for they were good Bears, —a little rough or so, as the manner of Bears is, but for all that very good-natured and hospitable. But she was an impudent, bad old Woman, and set about helping herself.

So first she tasted the porridge of the Great, Huge Bear, and that was too hot for her; and she said a bad word about that. And then she tasted the porridge of the Middle Bear, and that was-too cold for her; and she said a bad word about that too. And then she went to the porridge of the Little, Small, Wee Bear, and tasted that; and that was neither too hot, nor too cold, but just right; and she liked it so well, that she ate it all up: but the naughty old Woman said a bad word about the little porridge-pot, because it did not hold enough for her.

Then the little old Woman sate down in the chair of the Great, Huge Bear, and that was too hard for her. And then she sate down in the chair of the Middle Bear, and that was too soft for her. And then she sate down in the chair of the Little, Small, Wee Bear, and that was neither too hard, nor too soft, but just right. So she seated herself in it, and there she sate till the bottom of the chair came out, and down came her's, plump upon the ground. And the naughty old Woman said a wicked word about that too.

GRAMAMR, INCLUDING MORPHOLOGY: AS STUDENT ACTIVITIES (CONTINUED)

Text 2: An extract from 'Goldilocks and the Three Bears' (1993)

This version of the fairy story has been retold using familiar language so that children can read the story for themselves. It was published as part of a reading scheme, which introduces young readers to traditional tales in an accessible form.

One day, Mummy Bear made some porridge for breakfast. She made it very hot. Even Daddy Bear could not eat it.
"Come on Mummy Bear and Baby Bear," said Daddy Bear. "We will go for a walk."
"Yes," said Mummy Bear. "Our porridge will cool."
So they went off into the woods. After a little while, a nosy little girl came out of the woods. Her name was Goldilocks.
"I wonder who lives in that little house?" she said. She went up to the door and knocked. But there was no answer.
The door was open a crack and Goldilocks pushed it. "Hello?" she called out.
There was still no answer. So Goldilocks walked in. The house was very cosy, and there were three chairs around the table. Goldilocks could smell something.
"Mmmm," she said. "That smells good."
Then she saw the three bowls on the table. They were full of porridge.
"Yum yum!" said Goldilocks and she ran to the table. First, she tried some porridge from the biggest bowl.
"Ouch!" said Goldilocks. "That's much too hot. I can't eat that." Next, she took some porridge from the middle-sized bowl.
"Yuch!" she said. "That's much too cold. I can't eat that." Then Goldilocks took some from the smallest bowl.
"Mmmm!" she said. "That's just right." And she ate the porridge until it was all gone. "Now I need a rest," said Goldilocks. She went to the biggest chair and sat down. "Oh no!" she said. "That's much too hard. I can't sit in that."
Next, she tried the middle-sized chair.
"Oh no!" she said. "That's too soft. I can't sit in that." Then, Goldilocks sat in the smallest chair.
"Oh Yes!" she said. "That's just right." But she wriggled and she wriggled, and she squirmed and she squirmed. And suddenly, SNAP! The leg on the chair broke.

GRAMAMR, INCLUDING MORPHOLOGY: FURTHER READING

Texts marked * are particularly suitable for learners following the AS course.

Secondary texts:

Accessible grammar texts:

The Frameworks of English, Ballard (Palgrave Macmillan, 3rd edition 2013)

**Discover Grammar*, Crystal (Longman, 1996)

Rediscover Grammar, Crystal (Longman, 2nd edition 2004)

**Making Sense of Grammar*, Crystal (Longman, 2004)

Grammar and Vocabulary, Jackson (Routledge, 2002)

Mastering Advanced Level English Language, Thorne (Palgrave Macmillan, 2nd edition 2008)

Mastering Practical Grammar, Thorne (Palgrave Macmillan, 2012)

Grammar books more suitable for teachers:

English Grammar for Today, Leech, Deuchar and Hoogenraad (Palgrave Macmillan, 2nd edition 2005) – provides a very clear model of grammar

An A-Z of English Grammar and Usage, Leech (Pearson Longman, 2nd edition 2001) – excellent for checking usage/grammatical description of specific words

A Communicative Grammar of English, Leech and Svartvik (Routledge, 3rd edition 2003)

English Language Knowledge for Secondary Teachers, Ross (Routledge, 2nd edition, 2013)

A Course in English Language Teaching, Ur (CUP, 2nd edition 2012)

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: A2

AREA OF STUDY

A2 Grammar, Including Morphology

Key Points:

A level learners should develop a more detailed knowledge and a deeper understanding of the areas listed for AS.

Using In addition, they should be able to identify, describe and interpret:

- different types of subordination e.g. relative clause, infinitive clause, *-ing* clause, *-ed* clause noun clause, adverbial clause
- the function of subordinate clauses e.g. post-modification, clause element
- changes in language over time.

PREPARING TO TEACH

Teaching Ideas

Teaching Activities

GRAMMAR, INCLUDING MORPHOLOGY: A2 TEACHING IDEAS

- Expand the range of texts learners explore by including period texts from the Early Modern English period onwards. Past papers will be a good source.

- Encourage learners to identify and describe more complex syntactical structures—particularly the use of subordination. Discussion should focus on the ways in which writers and speakers create meaning through the syntax e.g. surface and subtextual meaning, explicit and implicit, literal and figurative.

GRAMMAR, INCLUDING MORPHOLOGY: A2 STUDENT ACTIVITIES

1. Read the three versions of the fairy tale 'The Three Bears'. Write a 4-5 sentence overview which demonstrates that you have engaged with the texts.

2. Identify any distinctive use of lexis and syntax in the texts. You should think about the type and form of words; the structure of phrases; the range of main and subordinate clauses; and the sentence type and structure.

3. Annotate the texts using appropriate terminology and then make notes on: the context; the purpose; the intended audience; and the tone.

4. **Analyse and evaluate what Texts 1 and 2 show about the changing nature of narrative writing for children**.
   In your response, you must also: explore connections between the texts; consider relevant contextual factors and language features associated with the construction of meaning; and show understanding of relevant language concepts and issues.

Text 1: An extract from 'The Story of the Three Bears', Robert Southey (1837)

This fairy story was being told orally in Britain from the 1830s, but Southey was the first to record it in his collection of prose writings, *The Doctor*.

> One day, after they had made the porridge for their breakfast, and poured it into their porridge-pots, they walked out into the wood while the porridge was cooling, that they might not burn their mouths, by beginning too soon to eat it. And while they were walking, a little old Woman came to the house. She could not have been a good, honest old Woman; for first she looked in at the window, and then she peeped in at the keyhole; and seeing nobody in the house, she lifted the latch. The door was not fastened, because the Bears were good Bears, who did nobody any harm, and never suspected that any body would harm them. So the little old Woman opened the door, and went in; and well pleased she was when she saw the porridge on the table. If she had been a good little old Woman, she would have waited till the Bears came home, and then, perhaps, they would have asked her to breakfast; for they were good Bears, —a little rough or so, as the manner of Bears is, but for all that very good-natured and hospitable. But she was an impudent, bad old Woman, and set about helping herself.
>
> So first she tasted the porridge of the Great, Huge Bear, and that was too hot for her; and she said a bad word about that. And then she tasted the porridge of the Middle Bear, and that was- too cold for her; and she said a bad word about that too. And then she went to the porridge of the Little, Small, Wee Bear, and tasted that; and that was neither too hot, nor too cold, but just right; and she liked it so well, that she ate it all up: but the naughty old Woman said a bad word about the little porridge-pot, because it did not hold enough for her.
>
> Then the little old Woman sate down in the chair of the Great, Huge Bear, and that was too hard for her. And then she sate down in the chair of the Middle Bear, and that was too soft for her. And then she sate down in the chair of the Little, Small, Wee Bear, and that was neither too hard, nor too soft, but just right. So she seated herself in it, and there she sate till the bottom of the chair came out, and down came her's, plump upon the ground. And the naughty old Woman said a wicked word about that too.

Text 2: An extract from 'Goldilocks and the Three Bears' (1993)

This version of the fairy story has been retold using familiar language so that children can read the story for themselves. It was published as part of a reading scheme, which introduces young readers to traditional tales in an accessible form.

One day, Mummy Bear made some porridge for breakfast. She made it very hot. Even Daddy Bear could not eat it.
"Come on Mummy Bear and Baby Bear," said Daddy Bear. "We will go for a walk." "Yes," said Mummy Bear. "Our porridge will cool."
So they went off into the woods. After a little while, a nosy little girl came out of the woods. Her name was Goldilocks.
"I wonder who lives in that little house?" she said. She went up to the door and knocked. But there was no answer.
The door was open a crack and Goldilocks pushed it. "Hello?" she called out.
There was still no answer. So Goldilocks walked in. The house was very cosy, and there were three chairs around the table. Goldilocks could smell something.
"Mmmm," she said. "That smells good."
Then she saw the three bowls on the table. They were full of porridge.
"Yum yum!" said Goldilocks and she ran to the table. First, she tried some porridge from the biggest bowl.
"Ouch!" said Goldilocks. "That's much too hot. I can't eat that." Next, she took some porridge from the middle-sized bowl.
"Yuch!" she said. "That's much too cold. I can't eat that." Then Goldilocks took some from the smallest bowl.
"Mmmm!" she said. "That's just right." And she ate the porridge until it was all gone. "Now I need a rest," said Goldilocks. She went to the biggest chair and sat down. "Oh no!" she said. "That's much too hard. I can't sit in that."
Next, she tried the middle-sized chair.
"Oh no!" she said. "That's too soft. I can't sit in that." Then, Goldilocks sat in the smallest chair.
"Oh Yes!" she said. "That's just right." But she wriggled and she wriggled, and she squirmed and she squirmed. And suddenly, SNAP! The leg on the chair broke.

Text 3: An extract from Roald Dahl's *Revolting Rhymes* (1982)

This version of the fairy story has been retold in rhyme by Roald Dahl, a writer well known for his inventive approach to traditional storytelling.

This famous wicked little tale
Should never have been put on sale.
It is a mystery to me
Why loving parents cannot see
That this is actually a book
About a brazen little crook.
Had I the chance I wouldn't fail
To clap young Goldilocks in jail.
Now just imagine how *you'd* feel
If you had cooked a lovely meal,
Delicious porridge, steaming hot,
Fresh coffee in the coffee-pot,
With maybe toast and marmalade,
The table beautifully laid,
One place for you and one for dad,
Another for your little lad.
Then dad cries, "Golly-gosh! Gee-whizz!
"Oh cripes! How hot this porridge is!
"Let's take a walk along the street
Until it's cool enough to eat."
He adds, "An early morning stroll
"Is good for people on the whole.
"It makes your appetite improve
"It also helps your bowels to move."
No proper wife would dare to question
Such a sensible suggestion,
Above all not at breakfast-time
When men are seldom at their prime.
No sooner are you down the road
Than Goldilocks, that little toad
That nosey thieving little louse
Comes sneaking in your empty house.
She looks around. She quickly notes
Three bowls brimful of porridge-oats.
And while standing on her feet,
She grabs a spoon and starts to eat.
I say again, how *would* you feel
If you had made this lovely meal
And some delinquent little tot
Broke in and gobbled up the lot?

GRAMMAR, INCLUDING MORPHOLOGY: RELATED EXTERNAL RESOURCES

Websites/links:

The Internet Grammar of English - excellent quick reference point with interactive exercises (the content is free of charge online).

British Council: Learn English - brief definitions/explanations with interactive exercises

BBC Radio: 6 Minute Grammar - simple explanations, each episode is available for 30 days

Englishbiz Grammar Essentials - student friendly site with advice for A level learners on grammatical terms and how to use them

Sara Thorne English Language: 'Should I watch it? – Tell me in a (noun) phrase …' - introducing noun phrases through television-listing film reviews

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: AS

AREA OF STUDY

Pragmatics

Key Points:

AS Learners should have a broad knowledge of:

- register (mode, tenor and field)
- audience, purpose and situation
- factors that shape the physical context (i.e. tied to time and place) e.g. location, occasion, social environment and cultural influences
- factors that shape the linguistic context e.g. deixis (location, time and person references), Implicature (additional unstated meaning conveyed beyond the actual words used), speech acts (actions performed as a result of an utterance), presupposition (assumptions underlying language use)
- distinctive varieties of English.

This knowledge will help learners to identify and describe:

- the effects of different physical and linguistic contexts on language use
- the ways in which meaning is shaped and communicated
- distinctive features of specific spoken and written text types.

Using their knowledge to interpret texts will help learners:

- to explore how meaning is communicated by a speaker/writer and interpreted by a listener/reader
- to make connections between texts and contexts
- to analyse distinctive varieties of English
- to produce original writing that is shaped by distinctive linguistic and physical contexts.

PREPARING TO TEACH

Teaching Ideas

Teaching Activities

Further Reading

PRAGMATICS: AS TEACHING IDEAS

- Show learners a distinctive image. Make the text multi-modal by asking them to write a suitable caption to accompany the picture. Captions may be elliptical (often using stand-alone phrases) or grammatically complete sentences. Compare the captions and reflect on the ways in which they alter our interpretation of the image. Discuss the relationship between image and text, and the role of context in shaping our response i.e. where might the image be found? What might its purpose be? Who might the intended audience be? This can form the basis for discussion of the link between words and their context.

Example 1: Image of the Alps

Caption 1: Exceptional scenery. Exceptional service. Come and discover our family resort. Paradise is waiting for you!

Caption 2: Danger of wet and full-depth avalanches. Level 4. High.

Example 2: Image of the Azerbaijan mud volcanoes

Caption 1: 24 March 2050. Mariner 27 captures first ever images of alien life in the laval lakes of Pluto

Caption 2: Geological phenomenon: mud volcanoes in Gobustan National Park, Azerbaijan.

- Give learners a selection of short spoken and written texts without any contextual background information. Ask them to analyse the key features and interpret the meaning of each text. Then give them the contextual information and explore the potential differences in interpretation.

- Look at specific varieties of English e.g. news reports, letters, commentaries etc. Select 2-3 examples of a particular variety where the contextual factors are different e.g. television news for children (*Newsround*, CBBC), radio news for a young adult audience (*Newsbeat*, Radio 1), and evening news (*News at 10*, ITV); radio vs television commentary; text books for primary school children vs undergrads; spoken or written regional language vs SE; letters written in different time periods. Ask learners to identify and describe the linguistic and grammatical features of each text, and to consider how the physical and linguistic contextual factors have shaped the language use.

- Look at examples of informal conversation and consider how meaning is communicated by more than the actual words spoken i.e. deixis, pronoun referencing, presupposition, implicature, speech acts etc.

- Provide a range of original writing experiences where learners produce texts in response to specific contextual factors.

PRAGMATICS: AS STUDENT ACTIVITIES

Read the following set of data which contains examples of decontextualised texts—they have been taken out of their original context so we do not have any contextual factors to help us interpret them.

1. Analyse the form and structure of each example using associated terminology.

2. Suggest the possible meaning communicated by each text. Did you have any difficulties interpreting the texts? Explain why.

3. Suggest a possible context and provide evidence for your choice. You need to think about key physical contextual factors (e.g. the language period, the location, the occasion, the social environment, the region and any cultural influences) and linguistic contextual factors (e.g. deixis, referencing, terms of address, implicature, presupposition).

Text 1:

We worked soo hard.

Text 2:

A cliché is a phrase which has become so familiar that it has lost its power to surprise. Where once it was fresh and innovative, it now seems stale and unimaginative. Examples like 'leave no stone unturned' and 'weak at the knees' have become stock phrases—and writing that depends on such expressions lacks originality.

Text 3:

Argie cargy bargy.

Text 4:

The pursuing beasts had left a trail of carnage through Kurthor, littered with ruins and the bodies of those whom the Skulkers had encountered. Frenzied with the scent of blood, and driven on by the Saint's pervading will, their only purpose was to hunt. Hunt and kill. Kill and feed.

Text 5:

Stay on your toes as a potentially touchy storm/wind slab exists at upper elevations.

Text 6:

A programming language is a type of written language that tells computers what to do. Programming languages are used to make all the computer programs and computer software. A programming language is like a set of instructions the computer follows to do something.

Text 7:

Photocrafty

PRAGMATICS: AS STUDENT ACTIVITIES (CONTINUED)

Text 8:

That bree's a blip. She cuts them all and her dry goods is dracula. Togged to the bricks she is. You'll fall out when you see her pecking—she's a real rug cutter! This joint's jumping, but I gotta collar her so help me

Text 9:

(4) Without prejudice to the provisions of subsection (3) above and subject to the following provisions of this section, a local highway authority may, by agreement with railway, canal or tramway undertakers, undertake to maintain as part of a highway maintainable at the public expense a bridge or viaduct which carries the railway, canal or tramway of the undertakers over such a highway or which is intended to carry such a railway, canal or tramway over such a highway and is to be constructed by those undertakers or by the highway authority on their behalf

PRAGMATICS: AS STUDENT ACTIVITIES (CONTINUED)

Read the following information which sets Texts 1-9 in their original contexts. When you have finished:

1. Compare your thoughts on the 'possible' contexts with the actual contexts.

2. Identify the physical and linguistic contextual factors that are directly linked to the context in each case.

3. Using Texts 1-9 as a starting point, analyse and evaluate the ways in which contextual information changes the way we respond to texts.

Text 1:

A note attached to a den built in the woods by a group of young children.

Text 2:

An extract from one of a series of self-learning books: *Teach Yourself Creative Writing* by Diane Doubtfire, revised by Ian Burton (Hodder Headline, 2003). It appears in the chapter on reviewing and editing writing ('Revising with Style') under the subheading 'The enemies of good style'. The subsection is entitled '**Clichés**'.

Text 3:

A headline from the tabloid newspaper The Sun (4 October, 2014) following an incident in Argentina when the 'Top Gear' team were filming a Christmas special. The number plate of one of the cars used to drive through Argentina was seen as an implicit reference to the Falklands War: H982 FKL. The subheadline was 'Mob thought reg was dig over Falklands'.

Text 4:

An extract from a fantasy novel, *Advent*.

Text 5:

An extract from an avalanche warning for North Columbia on an official Canadian website. Previous sentence: 'While it feels like spring in the valley, the alpine has returned to winter.'

Text 6:

An extract on computer programming language from an entry in the *Simple English Wikipedia*. This version of Wikipedia aims to use basic vocabulary, shorter sentences and straightforward grammatical structures. It is targeted at children, people learning English as a second language, or at adults who may find the process of reading difficult. Technical terms are still used, but the editors try to explain these in a simple way. Articles are often shorter than the parallel entries in *Wikipedia.*

Text 7:

A book title: *Photocrafty: 75 creative camera projects for you and your digital SLR,* Sue Venables (Punk Publishing, 2012).

PRAGMATICS: AS STUDENT ACTIVITIES (CONTINUED)

Text 8:

An extract using Harlem jive talk from Cab Calloway's 1939 *Cat-ologue* or *Hepster's Dictionary*, a collection of distinctive terms used by Harlem jazz musicians, performers and their followers.

Glossary

blip	-	something very good	bree	-	girl
collar	-	to get, obtain	cut	-	to be superior, to outclass
dracula	-	in a class of its own	dry goods	-	dress
fall out	-	to be overcome with emotion	joint is jumping	-	place is lively, fill of fun

packing - a specific kind of dance (introduced at the Cotton Club 1937)

rag cutter	-	very good dancer	so help me	-	it's the truth, that's a fact
togged to the bricks	-	dressed to kill			

Text 9:

An extract from the Highways Act 1980 published on a government website. It outlines the different ways in which roads can be adopted by local government and maintained from public finances.

PRAGMATICS: AS FURTHER READING

Secondary texts:

Oxford Introductions to Language Study: Pragmatics, Yule (OUP, 1996)

Introducing Pragmatics in Use, O'Keeffe, Clancy and Adolphs (Routledge, 2011)

An Introduction to English Semantics and Pragmatics, Griffiths (Edinburgh University Press, 2006)

Doing Pragmatics, Grundy (Routledge, 3rd edition 2008)

Introduction to the Nature and Function of Language, Chapter 7, Jackson and Stockwell (Continuum, revised 2nd edition 2010)

The Study of Language, Yule (CUP, 5th edition 2014)

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: A2

AREA OF STUDY

Pragmatics

Key Points:

A level learners should develop a more detailed knowledge and a deeper understanding of the areas listed for AS.

Using In addition, they should be able to identify, describe and interpret:

- contextual factors such as regional, social and historical influences
- personal repertoires and the ways in which they are used
- attitudes to language use

PREPARING TO TEACH

Teaching Ideas

Further Reading

PRAGMATICS: A2 TEACHING IDEAS

- Ask learners to think about the ways in which they use language and the contextual factors which influence the choices they make. Get them to make a language-diary for a day, listing the different spoken and written encounters they have. They will need to jot down details of the register, the audience and the purpose, and any significant linguistic and physical contextual factors. Brief samples of the kind of language used in each encounter will be helpful for analysis at a later time. Classroom discussion can draw together the work by reflecting on the range and style of the language experiences, and the effect of contextual factors.

- Look at examples of first person narratives which use a social dialect. e.g. *Bimbo*, Keith Waterhouse (Hodder & Stoughton, 1990; Sceptre, 2014); *Foxy-T*, Tony White (Faber & Faber, 2004); *Pigeon English*, Stephen Kellman (Bloomsbury, 2012); *No Country for Old Men*, Cormac McCarthy (Picador, 2008). Analyse and evaluate the linguistic features of each dialect. How do contextual factors shape the language choices? How effective are the dialects in bringing the first person narrator to life?

- Use LG4 past papers so that learners can practise interpreting spoken and period texts in the light of contextual background information.

PRAGMATICS: RELATED EXTERNAL RESOURCES

Websites/links:

The University of Sheffield: All About Linguistics - a useful site designed for A Level students by first year undergraduate Linguistics students in the School of English (Sheffield University) to introduce them to some key concepts. The section on 'Pragmatics' focuses on linguistic contextual factors.

Andrew Moore's Teaching Resources: Pragmatics and speech acts - basic summaries of linguistic contextual factors (useful as a starting point).

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: AS

AREA OF STUDY

Discourse

Key Points:

AS learners should have a broad knowledge of:

- the key features of spoken and written English
- mixed mode texts
- stylists (using the language levels to analyse and interpret text)
- pragmatics (looking at meaning beyond the literal words spoken or written).

This knowledge will help learners to identify and describe:

- the ways in which language is produced and received
- distinctive varieties of spoken and written English.

Using their knowledge to interpret texts will help learners:

- to look at texts as a whole and provide an overview
- to explain how meaning is communicated
- to make connections between texts
- to recognise when writers and speakers do something unexpected
- to evaluate language use.

PREPARING TO TEACH

Teaching Ideas

Further Reading

DISCOURSE: AS TEACHING IDEAS

- Give learners a list of key features for a particular text type (e.g. newspaper headlines; letters; text messages; guidebooks) and a range of sample texts. Ask them to identify key features of the genre using associated terminology.

- Give learners a set of examples from a specific variety of English and ask them to write 'How to identify …' guides for English Language students. The guides should be set out appropriately, and should include relevant examples and associated terminology.

- Assign different text types to small groups of learners, which they will research. Each group will need to produce a 15 minute presentation and material which can be stored in a folder and accessed by the other groups e.g. in the library, learning resource room, departmental base etc. There should be information about key stylistic features (e.g. lexis, grammar, structure etc.) and pragmatics, with annotated examples to demonstrate the principles in practice.

- Use work on specific text types as a stimulus for writing for specific purposes. Learners should experiment with literary and non-literary forms, using their knowledge of discourse to create distinctive and original pieces.

Secondary texts:

The Cambridge Encyclopaedia of the English Language, Crystal (CUP, 2nd edition 2003)

Varieties of English, Freeborn (MacMillan, 2nd edition 1993)

Working with Texts, Carter, Bowring, Goddard et al (Routledge, 3rd edition 2007)

Style – Text Analysis and Linguistic Criticism, Freeborn (Palgrave Macmillan, 1996)

Investigating English Style, Crystal and Davy (Routledge, 1973)

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: A2

AREA OF STUDY

A2 Discourse

Key Points:
A level learners should develop a more detailed knowledge and a deeper understanding of the areas listed for AS.

In addition, they should be able to identify, describe and interpret:

- changes in genres over time
- a wider range of spoken text types.

PREPARING TO TEACH

Teaching Ideas

DISCOURSE: A2 TEACHING IDEAS

- Use past papers to practise writing overviews and making connections between texts of similar genres.

- Take a theme (e.g. politics) and get learners to collect examples of political language used in different contexts (e.g. transcripts of political interviews; party political broadcasts; election leaflets; transcripts from the Parliament Channel; extracts from Hansard; party conference speeches; transcripts of television or radio news etc.). Then consider the suitability of the lexical and grammatical choices for the audience and purpose.

- Look at selections of texts from each key language period. Encourage learners to identify the kind of lexical, semantic and grammatical features that recur across the texts produced in a particular period. Then ask them to list key features of genre, and any contextual factors for each example. From feedback and class discussion, get groups of learners to write 'What to look for' checklists that will help them tackle unseen period texts.

DISCOURSE: RELATED EXTERNAL RESOURCES

Websites/links:

LinguaLinks library: 'What is a discourse?' - broad consideration of discourse types according to function e.g. hortatory, expository, narrative, procedural.

About education: discourse (language) - links to some key terms associated with discourse

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: AS/A2

DISCOURSE: RELATED EXTERNAL RESOURCES

Targeting AO1, AO3 And AO4

APPLYING THE LANGUAGE LEVELS TO SUPPORT INTERPRETATION AND EVALUATION

Key Points:
AS learners should have a broad knowledge and A level learners should have a sound knowledge of:

- the language levels
- text types
- basic language concepts

The importance of terminology

At AS, learners should be able to show a broad knowledge and understanding of the language levels, and of how they contribute to meaning in spoken and written English. They are required to cover **all** the levels of language. At phrase level, it will be helpful for them to study the structure of:

- noun phrases
- verb phrases
- prepositional phrases.

At clause level, they will need a broad understanding of

- the differences between simple, compound and complex structures
- the concept of subordination
- the major clause elements.

They will not be required to produce detailed grammatical clause analysis.

At A2, knowledge should be wider and deeper, and learners will be expected to have a more detailed understanding of structures and patterns. In addition to the areas listed above, learners should be able to recognise, describe and interpret:

- the adjective and adverb phrases
- the different kinds of subordinate clauses, their structure and function
- the sentence types (including compound-complex)
- the structure of sentences (foregrounding, end focus, existential ‘there’, extraposition, cleft sentences).

A2 students do not need to know everything in equal detail but need to understand that some language levels are more relevant than others when analysing a particular text. They must learn to select the methods of analysis that most effectively enable them to explore how meaning is constructed.

Learners should know the definitions (what terms mean) and should be able to explore language in context (how words and grammatical structures are used and the effects created).

Terminology should be an indispensable part of every AS and A2 lesson, and activities must give learners the opportunity to encounter a wide range of terms in a meaningful way.

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: AS/A2

DISCOURSE: RELATED EXTERNAL RESOURCES

Targeting AO1, AO3 And AO4

APPLYING THE LANGUAGE LEVELS TO SUPPORT INTERPRETATION AND EVALUATION

Key to building confidence is the knowledge that:

- it's sometimes difficult to understand so it's fine to ask questions
- even the experts can have difficulty describing language in use
- not all linguists use the same terms to explain a particular language feature.

When introducing the language levels to learners, the terminology will be at the forefront of any discussion—the aim will be to build confidence and to encourage learners to experiment with using terms. Regular tests will help to build a secure knowledge base. These tests should include:

- recall of definitions
- identification and creation of relevant examples
- exploration of effects.

Grammar should not be confined to a designated set of lessons or a particular teacher. Learners should be using the terminology in all their sessions so that the vocabulary of linguistics becomes part of their usable repertoire.

Learning terminology is just the first step in the process of analysis. Knowledge of the language levels must be used to support interpretations or to underpin the effects created in original writing—not just as a means of labelling recognisable language use (feature-spotting). Learners instead have to practise reading and writing texts, and engaging with the meaning.

DISCOURSE: RELATED EXTERNAL RESOURCES

Targeting AO1, AO3 And AO4

APPLYING THE LANGUAGE LEVELS TO SUPPORT INTERPRETATION AND EVALUATION

The assessment objectives

All the assessment objectives require learners to use relevant linguistic terminology, but AO1, AO3 and AO4 make explicit reference to language analysis, associated terminology, language features, and linguistic concepts and methods.

Across the two AS units, AO1 (25%), AO3 (28.1%) and AO4 (12.5%) make up just over 65% of the total marks for the AS English Language course.

Across the five A level units, AO1 (30%), AO3 (23.75%) and AO4 (10%) make up 63.75% of the total marks for the A level English Language course.

This emphasis on an analytical approach is central to the course and learners need to be aware of the importance of using their knowledge of the language levels to support their interpretation of texts.

Writing an Overview

The ability to write an overview which draws texts together in a meaningful way is an essential skill. Practising picking out some key features from a group of texts or a set of data is crucial in moving away from feature-spotting. It forces learners to engage with the meaning and to think about what a writer or speaker is trying to communicate.

Below is a sample overview of the 'Three Bears' texts used in the **Grammar, including Morphology Activities section:**

> Typical of a story with its origins in the oral tradition, both Text 1 and Text 2 are very patterned, with repeated narrative sequences and predictable lexical choices. The repetition of concrete nouns such as "porridge" and "chair" define the key events of the plot; and terms of address such as the noun phrase "the little old Woman", the proper noun "Goldilocks" and repeated references to the bears define the participants. Where Text 1 distinguishes between the bears according to their size with defining attributive adjectives ("Great, Huge", "Middle" and the asyndetic list of synonyms "Little, Small, Wee"), Text 2 uses pre-modifying nouns reflecting family relationships ("Daddy", "Mummy", "Baby"). This humanises the animal characters, making them more accessible for the target audience (young readers). Both texts use the same basic narrative structure but create a different tenor through the characterisation. The representation of the main protagonist as either a nasty old woman or as a nosy young girl changes our response to the events which take place and this is reflected in the language and style of each writer.

AO3

- understanding of genre (plot structure, characterisation
- some sense of audience

AO4

- connections created
- understanding similarities: plot structure, predictable lexical choices
- some differences: tenor, naming of characters

In this example, both texts are set in context and some initial points are made about their similarities and differences. This sets up a broad base for discussion which can be developed in the body of the essay. The terminology underpins points linked to interpretative discussion, identifying word classes, word position and function.

DISCOURSE: RELATED EXTERNAL RESOURCES

Targeting AO1, AO3 And AO4

APPLYING THE LANGUAGE LEVELS TO SUPPORT INTERPRETATION AND EVALUATION

An equally valid approach is to provide an overview of one text, with links created later in overviews of the other texts. The overview below is based on the newspaper reports in the A level Unit 3 specimen paper, 'Language over Time'

In Text A, the nonfinite clause "Published by Authority" and the description of the report using the adjective phrase "short but true" give status to the account which follows. The Early Modern English report immediately emphasises the unique nature of the fire by juxtaposing the attributive adjective "ordinary" with the nonfinite passive verb phrase "having been interrupted". This suggests that the fire is so significant that it has changed the normal focus of the paper. The pre- and post-modified noun phrases "a sad and lamentable accident of Fire" and "the Issue of so great an accident" reinforce this. The evaluative modifiers "sad", "lamentable" and "so great" reflect the attitude of the writer and establish the sombre tone. The tenor is extremely formal with the impersonal passive structure "it hath been thought …" and the formal reference to the king in the possessive noun phrase "His Majesties good Subjects". This formal term of address is typical of the period, as is the emphasis on royalty. The information provided in the opening paragraph is general other than the proper noun phrase "the City of *London*" which establishes the physical context of the incident.

Text B, written in the Modern English period, is much more familiar to a PDE reader in its approach to reporting the fire. Where Text A uses deixis in the self-referencing noun phrase "this paper", Text B merely reports what has happened. The only sense of the writer we get is in the use of the disjunct "fortunately", which expresses attitude. This more objective approach to reporting is similar to Text C. Unlike Text A, Text B immediately provides facts about time (the foregrounded noun phrase "Yesterday morning" and prepositional phrase "about two o'clock") and place (the prepositional phrases "in a house" and "near the foot of Brown's Close"). The proper noun in apposition ("Luckenbooths") is typical of the way that PDE newspapers name locations. Compared with Text A which used broad references to place and time like the nonfinite clause "lately happened", this information is far more precise in informing readers. There is, however, a similar sense of narrative. Descriptive details like the superlative adjective phrase "most extensive and destructive", the post-modified noun phrase "nothing on them but their shifts", and the prepositional phrase "by a precitate flight" dramatise the situation. Unlike the adjectives in Text A, these lexical choices do not communicate attitude.

DISCOURSE: RELATED EXTERNAL RESOURCES

Targeting AO1, AO3 And AO4

APPLYING THE LANGUAGE LEVELS TO SUPPORT INTERPRETATION AND EVALUATION

AO3

- sense of genre and how it shapes language choices
- awareness of the focus of each text

AO4

- awareness of language change over time e.g. content of report, approach to reporting
- differences between texts explicitly linked to changes in genre

A short overview in the introduction can frame the analysis by focusing immediately on meaning. It sets the stage for an analytical exploration of the effects created by lexical and grammatical features. This is a difficult skill, particularly in an examination situation, so learners need to practise.

There are many ways of tackling an overview, and each reader's response is likely to be different. It gives learners the opportunity to highlight what they think is particularly interesting about a set of data or linked texts in the light of an essay question.

DISCOURSE: RELATED EXTERNAL RESOURCES

Targeting AO1, AO3 And AO4

APPLYING THE LANGUAGE LEVELS TO SUPPORT INTERPRETATION AND EVALUATION

Using linguistic knowledge to underpin an exploration of meaning

Terminology should always be used to support discussion of form, meaning and contextual factors. If you consider the sample overview on the travel writing extracts, you will see from the underlined terms that a number of language levels are addressed and that each term is tied to a comment on meaning or genre. There is no feature-spotting because language knowledge is underpinning critical comment. This is what learners must aim for—to demonstrate their personal interpretation and evaluation of a text, using associated terminology and language concepts to provide evidence for their point of view.

The sample analysis below uses terminology, but the result is undeveloped because there is no engagement with the meaning:

> (Based on the avalanche warning in the AS Unit 1 specimen paper)
>
> The Facebook message uses the second person pronoun "you missed it" to address the reader and provide information. There is a negative attitude and a lexical set of nouns linked to warnings (e.g. "Warning", "hazard", "consequences"). The sentences are declarative.

AO3

- second person pronoun identified (too much quoted), but not linked to genre
- limited reference to context (nouns linked to 'warnings'), but undeveloped

This analysis uses a few basic terms (mainly word class), but fails to engage with the text. The points made are little more than feature-spotting because the comment is so broad (e.g. 'provide information'). There is the opportunity for some interesting discussion about the function of the direct address (engaging the reader), the effect of the past tense verb (foregrounding the fact that important information may not have been seen) and the lexical set of abstract nouns (linked to the purpose of the text). However, none of this is explored. While the single use of a second person pronoun is noted, the repeated use of the first person plural "we" is not addressed. Similarly, the use of imperatives is not identified, while the reference to the declarative mood is not really worthy of comment—it is the default mode of all spoken and written discourse. In addition, no example is provided so it is difficult to reward the candidate because there is no evidence of understanding. The examples cited are not context specific (i.e. there is no mention of Canada or avalanches), so once again opportunities for exploring meaning are missed.

DISCOURSE: RELATED EXTERNAL RESOURCES

Targeting AO1, AO3 And AO4

APPLYING THE LANGUAGE LEVELS TO SUPPORT INTERPRETATION AND EVALUATION

The sample analysis below is based on the transcripts in Section A of the A level Unit 4 specimen paper, 'Spoken Texts and Creative Recasting'.

> Although Emma is much younger than the other participants, she enjoys being in charge of the game. The opening discourse marker "right" is emphatic and allows her to set the topic. The following imperative "wrap … up" then reinforces her role as the dominant participant. Her grandparents are clearly happy to allow her control of the discourse, which is typical of adults interacting with children. They aim to encourage her. This can be seen in the discourse marker "right" (l.3) which shows Grandad's agreement and the interjection "thank you" which shows Nan's polite acceptance of the job she has been given. The discourse is certainly cooperative because the three speakers follow the structure of Initiation-Response-Follow-up (IRF).
>
> Text B takes place while Andrew is playing with his Lego and this shapes the opening of the conversation just as wrapping up the parcel shaped the discourse in Text A. Some lexis is directly related to Lego like the noun phrase "the little sq. cubes", but some is indirect like the pronoun "it" (l.1). This deictic reference can only be understood in the physical context of the discourse where Andrew is making a building out of Lego. Unlike Text A, it is the mother who is the dominant participant, but the IRF in the opening line shows that this discourse is still cooperative. The imperative "change…" is an initiating move to introduce a new course of action and Andrew's response is positive. The paralinguistic feature of laughter and the emphatic stress on the non-verbal interjection "**aha**" suggest that he has an idea in response to his mother's imperative. The follow-up comes in his physical activity. Louise's interrogatives ("what do you find ..") then direct the conversation, allowing her to establish the topic focus and invite Andrew to take a turn. He completes the adjacency pair by answering the question with a noun phrase ("thatched house"). Using a grammatically incomplete utterance is typical of spoken language. His response is not what Louise was expecting so she uses further interrogatives to guide him. She repeats the open question "what would you find …" and then rephrases it ("what do birds nest in?") to get the answer she was expecting. This time the interjection "aha" reflects Andrew's understanding. The following timed pause suggests thinking time as he searches for the concrete noun "chimney"—the expected answer to complete the adjacency pair.

AO3

- awareness of genre—informal conversation in a family context (e.g. turn-taking, dominance etc.)
- understanding of the way physical context (interactive activities) shapes language choices
- recognising the way adults use language to guide and encourage children
- awareness of cooperative features in each transcript

This sample analysis demonstrates how linguistic knowledge should be linked to a discussion of meaning and the effects created. There is a clear sense of the contextual factors, accurate identification of relevant examples using appropriate terminology, and a sensible awareness of audience engagement.

SECTION: THE LANGUAGE LEVELS EXAM LEVEL: AS/A2

DISCOURSE: RELATED EXTERNAL RESOURCES

Targeting AO1, AO3 And AO4

APPLYING THE LANGUAGE LEVELS TO SUPPORT INTERPRETATION AND EVALUATION

The importance of engaging with unseen texts

It is crucial for learners to feel confident with selecting terminology that is relevant for the point they wish to make. There is no need to write a paragraph on each ‘level’ of the ‘language levels’, nor is there any need for learners to draw tree diagrams or annotate examples with function and form labels. These are useful tools as part of building confidence in recognising and describing key language features, but in writing extended responses the focus should be on using terminology to explore meaning in the light of a focused question.

KEY ASPECTS OF THE SPECIFICATION

The language concepts and issues targeted in the WJEC AS and A level English Language specification are central to an understanding of language and how it works.

At AS, learners need to have a broad knowledge of the areas listed below (excluding Language Change and Language Acquisition) in order to tackle the unseen analysis questions, and to write an essay in Unit 2 part (a).

At A2, learners need to have a wider and deeper knowledge of the areas covered at AS. In addition, they need to study Language over Time and Language Acquisition.

There is no prescribed content, but learners should be able to link language theory to examples of language in use.

The following links focus on the key areas of study. In each case, there are some broad guidelines about what to cover, suggestions about how to introduce the key terms, and some practical activities. The information here offers a starting point—the intention is that centres use it to develop a course that is suitable for their learners.

LANGUAGE CONCEPTS AND ISSUES	
AREA OF STUDY	DESCRIPTION
Written language	Guidance on teaching an understanding of the nature of writing, with a link to related teaching ideas.
Spoken language	Factors to consider and guidance on teaching an understanding of the nature of speech. You will also find links to related teaching ideas and activities.
Standard and Non-Standard English	Exploring variation.
Language and Power	Exploring language in a social context.
Language and Situation	Exploring language in a social context.
Language over time	Identifying and describing historical features.
Language Acquisition (A2) only	Understanding the key stages.
Targeting AO2	Fulfilling the requirements.

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS

AREA OF STUDY

Written Language

Key Points:

AS learners should have a broad knowledge of:

- the key features of written language e.g. permanence, communication over distance, delayed feedback, role of editing, punctuation, typography, grammatical structure etc.
- register (e.g. mode, tenor, field) and purpose
- mixed mode e.g. digital communications (written language with identifiable spoken features); speeches and scripts (written to be read aloud)
- the significance of informalisation in the twenty-first century
- the language levels.

This knowledge will help learners to identify and describe:

- the distinctive features of written texts in different genres
- the relationship between writer and text, and between writer and reader
- key linguistic features e.g. lexis, grammatical structure, punctuation, typography, discourse features.

Using their knowledge to interpret texts will help learners:

- to comment on the distinctive features of different written genres
- to understand how meaning is communicated in written language
- to make connections between different kinds of written language.

PREPARING TO TEACH

Teaching Ideas

Teaching Activities

Further Reading

WRITTEN LANGUAGE: AS TEACHING IDEAS

- Give learners a selection of short transcripts (e.g. commentary, interview, chat show, radio news etc.). Ask them to create a list of identifiable features that are common across the sample texts. Use this as a basis for introducing the key features of spoken language.

- Look at examples of dialogue in novels and get learners to create transcripts from the written text. In addition, ask learners to create written dialogue from a transcript. (see worksheet in January 2015 CPD 'Preparing to Teach').

- Encourage learners to practice making short transcripts from a range of media source materials so that they become accustomed to listening closely and seeing the link between prosodic features and meaning.

- Divide learners into three groups. Ask two of the groups to create CHARACTER cards. They will need to identify a character and to list key details of gender, age, accent, social/educational group, job, hobbies, family. The third group will create CONTEXT cards. They will provide pragmatic details regarding a situation, purpose, genre, topic and participants. Get them to make as many cards as possible. Take in the cards and shuffle them, keeping the CHARACTER and CONTEXT cards separate.

- Divide learners into groups of 3 and randomly give 2 CHARACTER cards + 1 CONTEXT card to each group. Ask them to create a language profile for each of the characters outlined on their cards and to discuss how their characters might interact in the context they have been given. After acting out a potential exchange, they should create a transcript of the conversation between the two participants. e.g. a corporate boss + a young trainee nurse + Bear Grylls survival course (i.e. the boss will not be dominant in a conversation about treating an injury). Groups can share their performances/transcripts and feedback on key linguistic features.

- Look at short spoken extracts alongside thematically linked written extracts. e.g. a set of texts about food— an extract from a television cookery show, an extract from a restaurant review, and an extract from an early twentieth century cook book.

- Give learners a selection of short extracts from written texts (e.g. newspaper article, letter, advertisement, comic, text book, email etc.). Ask them to create a list of identifiable features that are common across the sample texts. Use this as a basis for introducing the key features of written language.

- Analyse a range of different written texts within one genre e.g. personal communications i.e. texts that might be written by one person (text to a friend, postcard message, job application letter, note in a card, email complaining about poor service, diary entry, shopping list etc.). Explore how audience, purpose and content shape the lexical and grammatical choices.

WRITTEN LANGUAGE: AS STUDENT ACTIVITIES

The text below is a newspaper report from May 1954 printed in *The Times*. When this report was published, *The Times* was a broadsheet newspaper (reflecting its size and the quality of its journalism).

Analyse and evaluate the use of language in the text as an example of a news report.

In your response, you should explore:

- the features that are typical of a quality newspaper
- how language is used to report the event.

ALLEGED ROBBERY OF CAR DRIVER

TWO GIRLS SENT FOR TRIAL

JUNE PATRICIA NICHOLL, aged 21, typist, and IRENE ANN SAMPSON, aged 16, both of Riggindale Road, Streatham, at South Western Magistrates' Court on Saturday were sent for trial at the Central Criminal Court charged with being concerned with a man, not in custody, in robbing Frank Kendall of a brief case and contents, valued at £5, at Tooting Bec Road, and with using violence to him.

Kendall, a retailer, of St. John's Hill, Clapham Junction, said in evidence that on April 18 at 12.30 a.m. he was driving his car in Tooting Bec Road when the two girls "thumbed" a lift. Nicholl got in by his side and Sampson into a back seat. A man then opened the door by his side and punched him in the face.

At the same time Sampson held his shoulders against the seat while the man continued to punch him about the head. Then he managed to press the button of the hooter, and the man shouted to the girls to run. They ran away, followed by the man. Afterwards, Kendall said, he found that a brief case was missing from the back of the car. On April 21 in Streatham High Road he pointed out the girls to a detective.

Both girls reserved their defence, and were granted bail.

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS/A2

WRITTEN LANGUAGE: FURTHER READING

Secondary texts:

The Frameworks of English, pp.7-8, Ballard (Palgrave Macmillan, 3rd edition 2013)

The Cambridge Encyclopedia of the English Language, pp.257-283,291-3, Crystal (CUP, 2nd edition 2003)

Varieties of English, Chapter 5, *Freeborn,* French and Langford (Macmillan, 2nd edition 1993)

English Grammar for Today, Chapter 8, Leech, Deuchar and Hoogenraad (Palgrave Macmillan, 2nd edition 2005)

Mastering Advanced English Language, Chapter 5, Thorne (Palgrave Macmillan, 2nd edition 2008)

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: A2

AREA OF STUDY

Written Language

Key Points:

A Level learners should develop a more detailed knowledge and a deeper understanding of the areas listed for AS.

In addition, they should be able to identify, describe and interpret:

- attitudes to language
- personal written responses.

PREPARING TO TEACH

Teaching Ideas

Further Reading

WRITTEN LANGUAGE: A2 TEACHING IDEAS

- Ask learners to list all the different kinds of writing they might encounter during a day as readers and as writers. Create a table which highlights some of the key features in each case e.g. register, audience, purpose, distinctive features of each genre. Use this as a basis for a discussion of personal repertoires.

- Get learners to reconsider text types studied at AS, addressing grammatical choices in more detail e.g. sentence type and structure, marked themes etc. Keeping a log book of examples in the first year of study would enable learners to return to the texts they saved, adding annotation in a different colour to distinguish between AS and A2 comments.

- Give learners sample texts which allow them to explore the ways in which geographical, educational and social status are reflected in lexical and grammatical structures e.g. first person narratives, personal letters.

WRITTEN LANGUAGE: RELATED EXTERNAL RESOURCES

Websites/links:

Linguistic Society of America: 'What's the Difference between Speech and Writing?' – article addressing the differences between spoken and written language

The Economist: Language change – Slowly does it - article discussing the influence of spoken language on the writing system

National Writing Project: TR. 05 – Properties of Spoken and Written language - a more technical report discussing the features that characterise written and spoken language (published by the National Center for the Study of Writing and Literacy and available as a pdf download on the National Writing Project website)

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS

AREA OF STUDY

Spoken Language

Key Points:

AS leaners should have a broad understanding of:

- the key features of spoken language e.g. transience, immediate interactions and feedback, spontaneity, normal non-fluency features, hedges, deixis, prosodic features, paralinguistics etc.
- the structural features of spoken language e.g. openers and closings, topic shifts, turn-taking, adjacency pairs, interactive/monitoring features, minimal responses etc.
- key theories e.g. cooperative principle (Grice), implicature (Grice), politeness and face needs (Brown and Levinson, Leech's maxims), footing (Goffman), speech acts (Austin), accommodation etc.
- register e.g. mode, tenor, field
- mixed mode e.g. reading from autocue, delivering a prepared speech
- the influence of speech on written language in the twenty-first century
- the language levels.

This knowledge will help learners to identify and describe:

- the distinctive features of spoken texts
- the relationship between participants and/or wider audience
- key linguistic features e.g. lexis, grammatical structure, prosodics, discourse features.

Using their knowledge to interpret texts will help learners:

- to comment on the distinctive features of spoken genres
- to understand how meaning is communicated in speech
- to make connections between context and language choices in spoken language.

PREPARING TO TEACH

Teaching Activities

Further Reading

SPOKEN LANGUAGE: AS STUDENT ACTIVITIES

Read the following transcripts—they are decontextualised, taken out of their original context so we do not have any contextual factors to help us interpret them. **Contextual Information can be found here.**

1. Try to decide which speech genre each example represents. Find linguistic evidence to support your decision.

2. To show that you have engaged with the texts, write a 4-5 sentence overview making connections between them.

3. Suggest a possible context and provide evidence for your choice. You need to think about things such as the purpose, the tenor, whether the speech is public or private, the relationship between participants and the target audience, and the linguistic contextual factors (e.g. deixis, referencing, terms of address, implicature, presupposition).

4. How would information about physical contextual factors (e.g. time, place, occasion, shared knowledge, cultural references etc.) help you to understand these transcripts better?

5. When you have discussed your findings, read through the contextual information and then re-consider each text. How does the additional information shape your response? Did your reading change in the light of the contextual factors?

Drawing on your knowledge of the levels of language, analyse the spoken language of these texts.
In your response, you must also consider relevant concepts and issues, and explore contextual factors.

Key:

(.)	micropause
(1)	timed pause (in seconds)
ca.	incomplete word
//	overlapping speech
=	smooth latch on
definitely	emphatic stress
↓replace↓	lowered intonation
{laughs}	paralinguistic features
/sʌmɪnk/	phonemic transcription

SPOKEN LANGUAGE: AS STUDENT ACTIVITIES (CONTINUED)

Read the following transcripts—they are decontextualised, taken out of their original context so we do not have any contextual factors to help us interpret them. **Contextual Information can be found here**

Text 1:

A this is the **entrance** to Marlborough Road (1) and St James' Palace is on the **left** (1) we're looking now (2) through (1) the gates of Hyde Park (3) with the (.) Wellington Museum on the left **there** (5) the carriage has (4) left (1) the park itself (1) and now (1) **crosses** Hyde Park Corner (1) going **under** (.) the Wellington Arch (26) the Duke of Wellington **himself** after whom this (1) arch (.) is named (.) had a **memorable** (2) state funeral himself (3) in the streets of London in **18** (.) 52 (4) still the flowers (2) rain before (1) the procession (.) otherwise (3) everything is (1) **silent** and **still** (71) these **huge** wrought iron gates on the arch (1) are usually **closed** they open (.) very **rarely** for a special occasion like ↓this↓ (2) and the (.) cortege will come through here (.) and then (2) turn to the left (1) and **start** on its journey (.) **down** Constitution Hill (.) which will take it all the way along (1) the **side** (1) of the (1) huge gardens of Buckingham Palace

Text 2:

A but whichever garage you go to (.) motorists seem concerned about what's going in their tanks =

B = there's /sʌmɪnk/ wrong with the **fuel** (.) there's **definitely** /sʌmɪnk/ wrong with the fuel (2) hundred per /sen/ /meɪʔ/ (.) I'm /telɪnjə/ / ðæʔ/ now

A one theory being investigated is excessive levels of **silicon** in batches of unleaded petrol (.) sent out over the last few weeks (1) a key component in the exhaust system of the oxygen centre (.) has **failed** because of the **tainted** fuel (.) and it costs **two hundred** pounds to replace

Text 3:

A I filmed er Saving Private Ryan ↑here↑ and we also made Band of Brothers (.) and ↑**Andrew**↑ was **in** (.) episode eight of Band of Brothers =

B = now you (.) were you involved in the production of that? I believe // you produced

A // I **directed** one and I (1) **wrote** some of them and yes I produced (.) er **helped** to produce the whole shebang =

B = indeed and what was it about **Andrew** that made you choose **him** in // comparison

A // oh nothing at all I er (.) they cast him (.)I was at home I said who's playing Jackson they said a guy named Andrew said good enough for me =

B = that's good enough for me *{audience laughter}* you've got er h. those **high** expectations =

A = yeah

SPOKEN LANGUAGE: AS STUDENT ACTIVITIES (CONTINUED)

Text 4:

A you /gʌnə/ go to **Aintree** next Friday?

B yeah excuse for all women to get dressed up

C /ən/ like wear a hat

B yeah it's called **Ladies** Day for a reason /jnəʊ/ style /ən/ stuff is // important

A // mm

C I'm /lʊkɪn/ forward

B yeah like **see** all the clothes like // the h.

C // yeah /ən/ the big hats /ən/ /**əmeɪzɪn**/ hair // styles

B // the hen parties

A I'm looking forward to the racing /kɒz/ I've **never** /bɪn/ // before

B // no way never /bɪn/ it's crazy the first time // so many p.

C // yeah so many people (.) the Best Dre:::ssed (.) all the /**ʃaʊtɪn**/ it's // really

B // **really** /greɪʔ/ fun

A but is it too crowded? (.) I mean like can't **move**

B nah it's /greɪʔ/ really you'll want to go back again

C **so** (.) /wɒtʃə/ wearing?

SPOKEN LANGUAGE: ACTIVITIES CONTEXTUAL INFORMATION

Contextual information for texts 1-4 can be found below.

Text 1: BBC Television commentary, David Dimbleby (1997)

This is an extract from the commentary for Princess Diana's funeral on 6th September 1997. She was the first wife of Prince Charles and was well-known for her charity work. She was divorced in 1996 and was fatally injured in a car crash in Paris on the 31st August 1997. Her coffin was carried on a gun carriage through London from Kensington Palace, along the south side of Hyde Park, past the Albert Memorial, beneath Wellington Arch to Constitution Hill and the Mall, where Buckingham Palace is situated. From there, the funeral cortege went on to Westminster Abbey for the official ceremony. The event was not a state funeral, but a royal ceremonial funeral. More than a million people lined the streets to watch the cortege pass.

Text 2: BBC News Channel news item (2007)

This is a report about a problem with contaminated petrol sold at a number of supermarket petrol stations in South East England in February 2007. Motorists had problems with their cars breaking down and tests on the fuel found that it had traces of silicon. The contamination was thought to have damaged a sensor in the exhaust, which then cut the power to prevent long-term damage to the engine. While silicon products are used in diesel fuel, even very small quantities can cause serious problems in petrol engines.

Text 3: Interview with Tom Hanks, 'Friday Night with Jonathan Ross' (2008)

This is an extract from an interview in which Tom Hanks talked about his new film 'Charlie Wilson's War'. Before they discussed the film, Ross asked Hanks about his visits to the UK for previous projects such as the Spielberg film 'Saving Private Ryan' and the HBO television miniseries 'Band of Brothers'. Andrew Lee Potts was another of Ross' guests. While Hanks' interview took place, Potts was waiting in the green room for his appearance later in the show. He appeared in the role of Private Eugene Jackson in 'Band of Brothers' (Episode 8).

Text 4: Informal conversation between friends (2015)

This focus of this conversation between a group of friends is Ladies Day, which takes place on the Friday before the Grand National horse race at Aintree, Liverpool. The event is renown as much for the display of top fashion as for the horse racing. Newspaper coverage is extensive. It tends to highlight the attendance of celebrities, to comment on fashion trends and the wild behaviour of some racegoers, and to include numerous photographs of the memorable outfits.

SPOKEN LANGUAGE: FURTHER READING

Texts marked * are particularly suitable for learners following the AS course.

Secondary texts:

Discourse Analysis, Brown and Yule (CUP, 1983) – still relevant, though perhaps more suitable for teachers than learners

Exploring Spoken English, Carter and McCarthy (CUP, 1997) - practical guide addressing the main speech purposes of informal conversation, with a glossary of key terms, transcripts and commentaries; usually comes with an accompanying CD

Analysing Talk, Langford (Palgrave Macmillan, 1994)

The Pragmatics of Politeness, Leech (OUP, 2nd edition 2014)

**Grammar, Structure and Style,* section on 'Spoken English', Russell (OUP, 3rd revised edition, 2001)

Mastering Advanced English Language, Chapters 10 (spoken language) and 18 (broadcasting language), Thorne (Palgrave Macmillan, 2nd edition 2008)

The Study of Language, Chapter 12, Yule (CUP, 5th edition, 2014)

SPOKEN LANGUAGE: RELATED EXTERNAL RESOURCES

Websites/links:

Hamilton: Spoken vs. Written Language - general rather than linguistic, but an interesting summary of how to make a 'written' presentation into an engaging speech (the principles could be set against a transcript of a politician's speech)

***Andrew Moore's Teaching Resources: Structural features of speech** - features of spoken language (broad introduction useful as a starting point)

***Andrew Moore's Teaching Resources: Pragmatics** - section on speech acts

National Writing Project: TR. 05 – Properties of Spoken and Written language - a more technical report discussing the features that characterise written and spoken language (published by the National Center for the Study of Writing and Literacy and available as a pdf download on the National Writing Project website)

***The University of Sheffield: All About Linguistics** - a useful site designed for A Level students by first year undergraduate Linguistics students in the School of English (Sheffield University) to introduce them to some key concepts. The section on conversation analysis

BT All Talk: English 14-19 - spoken language resources including material on language and identity, local accents and dialects, style shifting, and talk in school registration required, but free access to resources).

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: A2

AREA OF STUDY

Spoken Language

Key Points:

A level learners should develop a more detailed knowledge and a deeper understanding of the **areas listed for AS.**

In addition, they should be able to identify, describe and interpret:

- the distinctive features of a wider range of spoken language e.g. interviews, formal speeches, dramas, documentaries, informal conversation etc.
- regional and social variation (accent and dialect)
- examples of child language.

PREPARING TO TEACH

Teaching Ideas

Further Reading

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS

AREA OF STUDY

Understanding Standard and Non-Standard English

Key Points:

AS learners should have a broad understanding of:

- the emergence of Standard English (SE) and the notion of a non-standard form
- the role of SE as a familiar language model against which comparisons can be made
- descriptivist and prescriptivist attitudes
- accommodation: divergence and convergence
- acceptability and appropriateness i.e. the production and interpretation of language in context
- changing attitudes in the twenty-first century
- register and the language levels.

This knowledge will help learners to identify and describe:

- non-standard features of speech and writing
- the acceptability of language use i.e. evaluation based on the connection between form of language and the situation
- the appropriateness of language use i.e. pragmatics (linked to speaker, hearer and intention).

Using their knowledge to develop an argument will help learners:

- to comment on the use of non-standard features
- to use theorists to support their points where appropriate
- to explain how context shapes the language choices speakers and writers make.

AREA OF STUDY

Teaching Ideas

Teaching Activities

UNDERSTANDING STANDARD AND NON-STANDARD ENGLISH: AS STUDENT ACTIVITIES

1. Read the sample sentences. Do any of the sentences seem linguistically unacceptable to you?
   - Underline any examples of language use you find unacceptable.
   - Try to explain the reason for your decisions.
   - Describe the non-standard language features you have underlined using your knowledge of the language levels.
   - Re-write any sentences you picked out using Standard English.
2. Define contexts in which the sentences would be appropriate, and contexts in which they may be inappropriate.
3. What influenced your response to the sentences?

Sample Sentences

1. Julie got off of the bus in town.
2. I ordered some shoes online and they came really quick.
3. The committee has raised an ask about the ongoing system of micromanagement in the office.
4. It wasn't Jack who done it.
5. She got the ticket off her friend and paid four pound for it.
6. The next station stop will be London Paddington.
7. The teacher showed the class.
8. I seen the film last week with Katie.
9. My driving test was much more harder this time so I failed again.
10. He ain't coming over here again.
11. Give it to Mark and I because we don't mind finishing it.
12. They took selfies with all the politicians when they came for the election.
13. Mary's gotten a certificate for helping in the community centre.
14. You and me, yeah, could go down the shops later, innit.
15. Professionals then went on to emphatically insist that standards have fallen.
16. If somebody believes in you, then they will boost your self-esteem.
17. I've left a real mess in my room, but they can't do nothing about it.
18. What are you looking for?
19. I've got to get back by like six tonight.
20. When it comes to athletics, we're frenemies I suppose—unless we both medal.

UNDERSTANDING STANDARD AND NON-STANDARD ENGLISH: AS STUDENT ACTIVITIES

4. Read the following extract from the article *'It's time to challenge the notion that there is only one way to speak English'* by Harry Ritchie, a Scottish writer and journalist.

> Non-standard English is linguistically the equal of the standard version – in fact, dialects tend to be more sophisticated grammatically than standard (as in the plural "youse" of many non- standard dialects where standard has just one confusing form). Yet standard continues – even now – to be prized as the "correct" form, and any deviation is considered to be wrong, lazy, corrupt or ignorant.
>
> (*The Guardian Online,* 31 December 2013)

Using this extract as a starting point, analyse and evaluate the ways in which speakers and writers may be judged for their use of Standard or Non-Standard English.
In your answer, you should consider: the tenor and function of an interaction; the relationship between participants; lexical and grammatical choices; the contextual factors.

UNDERSTANDING STANDARD AND NON-STANDARD ENGLISH: AS STUDENT TEACHING IDEAS

- Give learners a selection of sentences with non-standard features e.g. dialect words, non-standard subject-verb agreement, standardisation of irregular verb forms etc. Ask them to use their knowledge of the language levels to describe the non-standard forms and then to re-write the sentences using SE. Discuss acceptability/appropriateness in relation to different contexts, attitudes, and the impact the non-standard forms have on communicating meaning.

- Encourage learners to collect examples of non-standard speech and writing. They will need to record details re. register, physical contextual factors, text type etc. Examples may include non-fluency features in broadcast language, creative language use in advertising, dialect features in informal conversation, non-standard pronunciations in child language, non-standard written language corrected in school work, typos in texts sent from mobile phones etc.

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: A2

AREA OF STUDY

A2 Understanding Standard and Non-Standard English

Key Points:

A level learners should develop a more detailed knowledge and a deeper understanding of the areas listed for the AS.

Using in addition, they should be able to identify, describe and interpret:

- the function of rule-books, education, the law etc. In establishing SE as an elite form
- RP and regional and social accents
- the role of Received Pronunciation (RP) as a familiar language model against which comparisons can be made
- attitudes to language use and changing attitudes over time
- the ways in which context shapes the language choices speakers and writers make
- the effectiveness of communication
- a range of examples, using theorists to support their points where appropriate.

PREPARING TO TEACH

Teaching Ideas

Further Reading

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: A2

UNDERSTANDING STANDARD AND NON-STANDARD ENGLISH: A2 STUDENT TEACHING IDEAS

1. Ask learners to carry out a survey of attitudes using the **example sentences in the AS activities** as a starting point. They will need to plan the questions they ask carefully in order to gather information about attitudes, understanding, the importance of context etc. The sample group will also be important re. age, gender, education etc.

2. Use the activity section of the **British Library 'Language and Literature'** site, so that learners can explore Grammatical Change, Grammatical Variation, Lexical Change, Lexical Variation, Phonological Change, Phonological Variation, and Social Variation.

UNDERSTANDING STANDARD AND NON-STANDARD ENGLISH: FURTHER READING

Texts marked * are particularly suitable for learners following the AS course.

Secondary texts:

A History of the English Language, Chapters 4-5 and 9, Blake (Palgrave Macmillan, 1996) - the emergence of a standard and its aftermath

**Introduction to English Language,* Chapter 4, Blake and Moorhead (Palgrave Macmillan, 1993) – standardisation and prescriptivism

**The English Language,* Chapter 4, Crystal (Penguin, 2nd revised edition, 2002) – RP

**The Stories of English,* Chapters 10, 16 and 18, Crystal (Penguin, 2005) – emerging standard, 'rules' and RP

Watching the English, Fox (Hodder and Stoughton, revised edition 2014) – chapter on 'Linguistic Class Codes'

Varieties of English, Chapters 1-4, Freeborn, French and Langford (Macmillan, 2nd edition 1993) – SE, RP and acceptability

English Grammar for Today, Chapter 11, Leech, Deuchar and Hoogenraad (Palgrave Macmillan, 2nd edition 2005) – prescriptive rules and usage

Mastering Advanced English Language, Chapter 5, Thorne (Palgrave Macmillan, 2nd edition 2008) - SE and RP, attitudes to usage

UNDERSTANDING STANDARD AND NON-STANDARD ENGLISH: RELATED EXTERNAL RESOURCES

Resources marked * are particularly suitable for learners following the AS course.

Websites/links:

British Library: Received Pronunciation - a useful overview of RP

***Andrew Moore's Teaching Resources: Dialect levelling and received pronunciation** - introduction to dialect levelling, RP and SE as a class dialect

Standard English, RP and the standard-non-standard relationship - chapter discussing SE, RP and the relationship between standard and non-standard forms by Paul Kerswil (Lancaster University) from *Language in the British Isles* (ed. Britain)

***MailOnline: 'Posh but charming…'** - *Mail Online* article about accents (9 October 2014)

Aston University: 'You are what you speak' - article from Aston University about attitudes to the way we speak

Language in use: The Notion of Correctness - discussion of the notion of 'correctness' (+ lots of other relevant links e.g. 'Register and Appropriateness', 'Dialects and Non-Standard Varieties' etc)

Standard English: what it isn't- an essay by Peter Trudgill

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS

AREA OF STUDY

AS Language and Power

Key Points:
AS learners should have a broad understanding of:

- the he significance of contextual factors e.g. register, purpose, situation, genre
- the relationship between participants e.g. age, gender, experience, rank, expertise etc.
- spoken language e.g. topic management, turn-taking, monitoring devices, non-fluency features, prosodics, politeness principle, Grice's Maxims, speech acts etc.
- language used to control and limit (instrumental power) e.g. legal language, language of government, education, business, religion.
- the use Standard English or Non-Standard English
- the language levels.

This knowledge will help learners to identify and describe:

- different kinds of power e.g. political/official, social group, personal
- the relationship between participants (producers and receivers)
- the ways in which language can be used to manipulate, dominate or control e.g. lexical choices (terms of address, pronouns, evaluative expressions, connotations etc.), grammatical choices (modality, grammatical mood, use of the passive voice, negative tag questions etc.) and stylistic choices (tripling, repetition, figurative language etc.).

Using their knowledge to develop an argument will help learners:

- to comment on the linguistic indicators of power in different types of written and spoken language
- to explore the differences between equal and unequal interactions
- to use theorists to support their points where appropriate.

PREPARING TO TEACH

Teaching Ideas

Teaching Activities

Further Reading

LANGUAGE AND POWER: AS TEACHING IDEAS

- Use CHARACTER and CONTEXT cards (see **Spoken Language Activities**) as the basis for learners to improvise equal and unequal interactions. Interactions can be 'performed' for the rest of the group, with learners identifying examples of lexical, grammatical, stylistic, prosodic and paralinguistic markers of dominance.

- Ask learners to collect a range of spoken and written election texts. Analyse and evaluate the techniques used to persuade the target audience. e.g. political parties, governing bodies, local councils.

- Look at a transcript from Hansard (e.g. Prime Minister's Question Time) and analyse the techniques used by politicians and the Speaker to assert authority. Then watch the same debate online, via websites such as **Parliamentlive.tv** in order to see how prosodics contribute to the power dynamic.

- Ask learners to collect examples of advertising language (e.g. TV and print advertisements, billboard slogans), legal language (e.g. terms and conditions, extracts from **local government legislation** and newspapers with a distinctive ideology. Analyse the texts identifying evidence of instrumental or influential power. How do contextual factors shape the choices made by the producers in each case?

- Look at Texts 2 (broadcast news), 3 (interview) and 4 (informal conversation) in the **Spoken Language Activities** section of this guide. Analyse the balance of power in each example.

- Ask learners to use their knowledge of language and power to create their own pieces e.g. a newsreport covering a topical incident from a particular political perspective; an advertising campaign for a new product targeted at a particular consumer group; a speech designed to persuade; a scripted scene for a soap dramatising a job interview; a list of rules for a Year 7 English classroom.

LANGUAGE AND POWER: AS STUDENT ACTIVITIES

Read the four extracts on the following pages.

Make notes on the different ways in which language is used to show power, and then answer the following question.

Analyse and evaluate the linguistic devices speakers and writers can use to express their power.

In your answer, you should consider:

- the relationship between participants, the tenor and the function of the interaction
- relevant features of spoken and written language
- lexical and grammatical choices
- contextual factors.

Extract 1: Final warning

A letter written to an employee who is not meeting his sales targets and who has received a series of previous warnings about his performance.

25 May 2015

Private and Confidential

Dear Mr Alan Burns

Final warning letter

I am writing to you about your performance during your employment with bestSales.co.uk.

On 23 February, you attended a meeting with your line manager Mr. J. Mitchell. At this meeting, you were advised that your level of sales had been unsatisfactory. You were issued with a formal warning letter dated 23 February 2015 which stated that if your performance did not improve your employment may be terminated.

At our meeting on 27 April 2015, your performance was again reviewed and you were advised that improvement had not been achieved to the level required by your employer. You were provided with a second warning letter dated 27 April 2015.

As I advised at our meeting on 11 May 2015, your performance has not improved and continues to be unsatisfactory.

This is a final warning letter. If significant improvement in your performance is not achieved by 12 June 2015, your employment will be terminated. To reiterate, our expectation is that you must meet weekly sales targets allocated to you by your line manager.

I propose that we meet again on 15 June 2015 to review your progress. If you wish to respond to this final warning letter, please do so by replying in writing to the above address.

Yours sincerely,

Kate Ross, Head of Human Resources

Extract 2: Radio interview

Mark Lawson (ML), the presenter of the show, interviews Rowan Atkinson, a comic actor who is famous for his portrayal of comic characters like Mr. Bean and Johnny English, and for the physical comedy of his facial expressions.

Key

(.)	micropause
(1.0)	timed pause (in seconds)
(.h)	pause with audible intake of breath
down	words in bold show emphatic stress

ML: and would a director ever say give us **that** look or a particular look or do that with your (.) eyes or (1.0)

RA: not really I (.) I hope it's never (.) done (.) /jənəʊ/ (.) quite as much by numbers (.) /jənəʊ (.) do face 17B (.h) no I've never been asked (.) to provide (.) to (.) /jənəʊ/ to order

ML: there were knowing laughs at the screening I attended in (.) ah (.) in a very funny scene where (.) Johnny English is in a motorised wheelchair going at great speed (.) um (.) in a car chase (.) and I **guess** people were making connections with your own (.) experiences with um (.) cars there may be an external context (.) there (.) sometimes (1.0)

RA: now dear me yes I hadn't thought about that yes I mean undoubtedly (.) you know (.) you know cars are my thing (.) as you probably know (.) you know motor cars and motor racing are my (.) **hobbies** and whenever I do anything on screen it always seems to /jənəʊ/ (.) a **car** always seems to end up (.) centre stage (.) /jənəʊ/ whether it's Mr Bean or Johnny English and (.) and that's I'm afraid that's just me and I (.) /jənəʊ/ (.) I put my hand up (.h) and admit that (.) /jənəʊ/ the Rolls Royce in our films and the motorised wheelchair were I **think** all my ideas (.) because the car can be a very useful comic tool

Extract 3: Social media messaging

A parent's message to a teenage son who has stayed out longer than he was supposed to.

Home NOW young man. You know the rules. 30 mins orelse. 😣😣

Extract 4: House of Commons

The Speaker's interventions in a lively parliamentary debate during Prime Minister's Questions (6 November 2013).

John Bercow is an MP and the Speaker of the House of Commons. His role is to decide who may speak during a debate and to keep order so that speakers may be heard. He also has the power to discipline MPs who break the rules of parliament.

Mr Speaker: Order. There is simply too much noise on both sides of the Chamber. I appeal to the House, because I get bucket-loads of letters every week from members of the public complaining about it. Cut it out: it is low-grade, down-market and unnecessary.

…….

Mr Speaker: Order. There is too much noise. It had better stop, or the process will take longer. To those who cannot grow up I say: try.

…….

Mr Speaker: Order. Members are shouting at the tops of their voices at the Prime Minister, and they must stop doing so.

…….

Mr Speaker: Order. Actually, I think the question was about tribunals, if memory serves.—[*Interruption*.] No it is a good idea to remember the essence of the question that was put.

…….

Mr Speaker: Order. I call Mr David Winnick—*[Interruption.]* Order. Can we have a bit of hush and a bit of courtesy? The hon. Gentleman happened not to hear me call him, which is perfectly understandable.

LANGUAGE AND POWER: FURTHER READING

Secondary texts:

Language and Power, Fairclough (Routledge, 3rd edition 2014)

Introduction to English Language, Chapter 4, Blake and Moorhead (Palgrave Macmillan, 1993) – standardisation and prescriptivism

Varieties of English, Chapter 8, Freeborn, French and Langford (Macmillan, 2nd edition 1993) – newspapers and ideology

Language and Power: A Resource Book for Students, Simpson and Mayr (Routledge, 2009)

Style: Text Analysis and Linguistic Criticism, Chapter 21 (newsreporting), Freeborn (Palgrave Macmillan, 1996)

Language, Society and Power, Mooney and Evans (Routledge, 4th edition, 2015)

Mastering Advanced English Language, Chapter 15 (legal), Chapter 12 (advertising), and Chapter 11 (newspapers), Thorne (Palgrave Macmillan, 2nd edition 2008)

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: A2

AREA OF STUDY

A2 Language and Power

Key Points:

A level learners should develop a more detailed knowledge and a deeper understanding of the **areas listed for AS.**

In addition, they should be able to identify, describe and interpret:

- the effect of using prestige vs regional spoken and written forms in different contexts
- the use of different utterance/sentence types, and word order to exert power.

PREPARING TO TEACH

Teaching Ideas

Further Reading

LANGUAGE AND POWER: A2 TEACHING IDEAS

- Where ‘power’ is relevant to learners’ personal investigations, they should spend time reading around the topic to develop a more detailed understanding of the linguistic techniques speakers and writers use to exert power, and of key theorists.

- In preparation for Unit 4 Section A, look at a wide range of transcripts so that learners can explore power relationships in different kinds of spoken contexts.

LANGUAGE AND POWER: RELATED EXTERNAL RESOURCES

Websites/links:

Andrew Moore's Teaching Resources: Language and power - wide coverage of topics (broad introduction useful as starting point)

BBC Radio 4: Four Thought: 'Language Is Power' - fifteen minute talk in the 'Four Thought' series by the writer and broadcaster Lindsay Johns (street slang vs SE – excellent discussion stimulus)

Language and Power in English Texts - course notes considering power-relations and ideology in spoken and written texts, with exercises (Complutense University of Madrid)

Also look at the resources for **Pragmatics** and **Spoken Language**

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS

AREA OF STUDY

Language and Situation

Key Points:

AS learners should have a broad understanding of:

- pragmatics (linguistic and physical contextual factors)
- register e.g. mode, tenor, field
- language and purpose (Jakobson' functions of language, speech acts)
- the key features of spoken and written discourse
- social interaction: politeness, face theory, Grice's Maxims, political correctness the use of Standard English/Non-Standard English etc.
- the distinctive features of different text types
- the language levels.

This knowledge will help learners to identify and describe:

- the level of formality
- the relationship between participants e.g. age, gender, experience, rank, expertise etc.
- the ways in which audience, purpose and context shape linguistic choices
- the effectiveness of a particular spoken or written discourse.

Using their knowledge to interpret texts will help learners

- to analyse and evaluate the form of English used in different situations
- to explore the key linguistic features of a particular text type and to understand their effect
- to use theorists to support their points where appropriate
- to experiment with creating original writing shaped by different situations.

PREPARING TO TEACH

Teaching Ideas

Further Reading

LANGUAGE AND SITUATION: AS TEACHING IDEAS

- Use 'situation' as a framework to approach any example of written or spoken language. Encourage learners to use their knowledge of pragmatics to start the process of engaging with a text i.e. thinking about register, audience and purpose, physical and linguistic contextual factors, variety.

- Language consequences: ask learners to write down a context (e.g. a birthday party), fold over the paper and pass it to the person on their left. The next person should write down a language producer (e.g. a student) fold it down and pass the paper on. This process should be continued for: text type, which could be spoken or written (e.g. Facebook messenger post), target audience (e.g. bank manager), and purpose (invite him for a meal). When the piece of paper is opened up, learners can try to produce a text according to the contextual factors they have been given. This may require some adjustment where the suggestions are impossible to link, but is an interesting exercise in what is/isn't possible in terms of shaping language to situation.

- Give learners a selection of short extracts from written and spoken texts (e.g. interview, letter, advertisement, comic, informal conversation, email, speech etc.). Ask them to identify key linguistic features that have been shaped by the situation in which the text was produced.

- Have a 'show and tell' lesson—learners bring in PDE texts and give a short presentation explaining the situation and key linguistic features of the example they have chosen. Encourage them to be creative in their search for an interesting text. Ask them to produce handouts (sample text + notes on situation and language features) or present their findings for display in the classroom.

- Encourage learners to keep a log book of examples + notes so that they have a rich source of examples to draw on when writing their essay in the Unit 2 exam.

LANGUAGE AND SITUATION: FURTHER READING

Secondary texts:

Teach Yourself Linguistics, Chapter 10, Aitchison (Teach Yourself, 2010)

Introduction to English Language, Chapter 4, Blake and Moorhead (Palgrave Macmillan, 6th edition 1993)

Varieties of English, Freeborn, French and Langford (Macmillan, 2nd edition 1993)

An Introduction to Language and Society, Montgomery (Routledge, 3rd revised edition 2008)

Grammar, Structure, and Style, Chapter on 'The language of society', Russell (OUP, 3rd revised edition 2001)

The Study of Language, Chapter 20, Yule (CUP, 5th edition 2014)

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: A2

AREA OF STUDY

A2 Language and Situation

Key Points:

A level learners should develop a more detailed knowledge and a deeper understanding of the areas listed for AS.

In addition, they should be able to identify, describe and interpret:

- regional, social and historical contexts and the effect these have on language choices
- attitudes to the language used in different situations.

PREPARING TO TEACH

Teaching Ideas

Further Reading

LANGUAGE AND SITUATION: A2 TEACHING IDEAS

- Use past papers to explore period texts in context.

- Look at a range of satires. Ask learners to explore the relationship between each text and the situation in which they produced. They will need to consider the purpose, the focus of the content, the language choices and the style e.g. period texts like *A Modest Proposal* (Swift, 1729) and extracts from Dickens (*Hard Times*: education; the self-made man); novels like *Animal Farm* (Orwell, 1945) and Catch-22 (Heller, 1961); television programmes like 'Have I Got News for You' (satirical news quiz, BBC1) and 'W1A' (satiric mockumentary about the corporate world of the BBC, BBC2); films like 'Dr Strangelove', 'In the Loop' or 'The Truman Show'; news media like *Private Eye* and *The Onion* (parodies current events in an absurd, often farcical style—can be controversial).

LANGUAGE AND SITUATION: RELATED EXTERNAL RESOURCES

Websites/links:

The University of Sheffield: All About Linguistics – sociolinguistics

Andrew Moore's Teaching Resources: Language and Society - wide coverage of topics (broad introduction useful as starting point)

PBS: do you speak American? : 'Sez Who?' - - an interesting article discussing 'Language and Society' regarding American English – good as a stimulus for broadening the issues to UK English

Wikiversity: Psycholinguistics/Language and Society - discussion of slang, sexual terminology and taboo words

Also look at the resources for **Pragmatics**, **Written Language**, **Spoken Language**, and '**SE and Non-SE'**

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: A2

AREA OF STUDY

A2 Understanding Language Change Over Time

Key Points:

A level learners should have a sound understanding of:

- the contextual factors that change language.
- the key periods: Early Modern English (1500-1700), Modern English (1700-1900), Late Modern English (1900-2000), present day English (2000-).
- etymology and word formation
- the spelling system and dictionaries; language rule-books and the punctuation system
- the significance of informalisation in the twenty-first century and its effect on written language
- genre and the ways in which specific text types change over time e.g. letters, newspaper reports, advertisements, narratives, prefaces, reviews, biographies, 'conduct' literature, diaries etc.
- twenty-first century genres e.g. digital media and electronic communication
- writers' representations of and attitudes to their subject matter e.g. women, religion relationships, social and cultural expectations
- the language levels.

This knowledge will help learners to identify and describe:

- the distinctive orthographic, lexical and grammatical, and punctuation features of the English language in each period
- the ways in which a specific text type has changed over time
- changes in attitude.

Using their knowledge to interpret texts will help learners:

- to set texts in their physical and linguistic context
- to engage with texts and establish a clear overview
- to explore how texts work in the light of a focused question
- to make connections between texts of similar genres, or with similar content.

PREPARING TO TEACH

Teaching Ideas

Further Reading

UNDERSTANDING LANGUAGE CHANGE OVER TIME: A2 TEACHING IDEAS

- Create an information trail. Set up 'information stations' around the class based on a particular language period. e.g. extracts from text books addressing the lexical and grammatical features of Early Modern English, a print out of a timeline for the EME period such as that found on the **Plymouth University** website, access to the **OED online overview of the period**, access to a discussion of '**politeness' in EME** etc.

- Learners can rotate around the 'stations' gathering as much information as possible within a given time, or groups could be asked to interrogate the information in order to report back to the class. The aim should be to gain a sense of the key features of the period and the language. Having completed their information gathering, period texts can be introduced and learners can apply their knowledge.

- Give learners a selection of short extracts from Old English and Middle English texts. Ask them to create three lists of words: words that have not changed; words that are identifiable but which have different spelling to PDE; and words that they do not understand. Use this to introduce a broad understanding of the source of words in English and their etymology. Including an extract from *Gawaine and the Green Knight* or other texts from the Pearl manuscript (written in the north-west Midland dialect) can also form the basis for discussion about the emergence of a standard form of English.

- Use sample texts from each key period to study the distinctive linguistic features. This will help learners to recognise the key features of each period efficiently and quickly. By embedding study in close reading of texts, learners will be practising the skills required in Unit 3.

- Analyse a range of texts within one genre across the language periods e.g. cookery texts/recipes. Explore how audience, purpose, genre and context shape the content, and the lexical and grammatical choices. Learners should practise establishing an overview, and making connections between the texts.

- Give learners lists of words so that they can consider word sources and semantic change. They will need access to the OED online or dictionaries that contain etymological information. There is an interesting article on the English Spelling Society website which looks at **five words where the spelling is a result of 'etymological mistakes'** and it may be interesting to look at an extract from the novel *The Wake* in which Paul Kingsnorth restricts his vocabulary to words that existed in English 1000 years ago.

- Use past papers to practise the short questions in Unit 3. Ask learners to devise their own questions to test their peers on key lexical, grammatical and punctuation features of the language periods.

- As a particular text type is studied, ask learners to produce their own texts. They should use the knowledge they have gained about the typical content, lexical choice, grammar and other genre conventions to create original texts which mirror the PDE examples they have analysed.

UNDERSTANDING LANGUAGE CHANGE OVER TIME: A2 FURTHER READING

Secondary texts:

A History of the English Language, Baugh and Cable (Routledge, 6th edition 2012)

A History of the English Language, Blake (Palgrave Macmillan, 1996)

Introduction to English Language, Chapter 3, Blake and Moorhead (Palgrave Macmillan, 1993) – accessible

The Adventure of English, Bragg (Sceptre, new edition 2004)

The English Language, Part III, Crystal (Penguin, 2nd revised edition, 2002) – accessible

The Stories of English, Crystal (Penguin, 2005) – accessible

The Linguistic History of English: An Introduction, Görlach (Palgrave Macmillan, 1997)

Introduction to the Nature and Function of Language, Chapter 4, Jackson and Stockwell (Continuum, revised 2nd edition 2010)

The Story of English, McCrum, MacNeil and Cran (Faber & Faber, 2011)

History of English, McIntyre (Routledge, 2008)

The Oxford History of English, Ed. Mugglestone (OUP, Revised edition 2012) – for teachers (fairly academic essays by a range of linguists including a chapter on the twenty-first century by Crystal)

Mastering Advanced English Language, Chapter 7, Thorne (Palgrave Macmillan, 2nd edition 2008)

The Study of Language, Chapter18, Yule (CUP, 5th edition 2014)

UNDERSTANDING LANGUAGE CHANGE OVER TIME: RELATED EXTERNAL RESOURCES

Websites/links:

British Library: Online resources - excellent resources for teachers

British Library: Discovering Literature: Romantics and Victorians - interesting background articles

History of English - a companion website to *A History of the English Language*, van Gelderen (John Benjamin's Publishing Company, 2006), but can be used as a stand-alone reference point

Oxford Dictionaries - Oxford Dictionary site where learners can type in a word to find denotations, idioms and origins

Online Etymology Dictionary - online basic etymological dictionary

Lexilogos - a site focused on words with links to a range of dictionaries, and some period texts on language usage

University of Duisburg Essen: Studying the History of English - comprehensive coverage. Far more information than is needed for the A level, but a rich source for teachers

The History of English - an interesting site considering how English went from being an obscure Germanic dialect to a global language. There is an overview of the key periods, a timeline, a section on how words are created, a glossary, and a useful 'Sources and Links' section

The Guardian: The Wake by Paul Kingsnorth review – 'A literary triumph' - interesting review of *The Wake.*

University of Oxford Text Archive - an Oxford University resource of archive period texts, some of which are accessible to general users. These texts often appear in XML which means they have to be 'reconstructed' for use in the classroom

The University of Sheffield: All About Linguistics – historical linguistics

Many local libraries run online resources which can be accessed from anywhere by learners with a library card e.g. OED, Times newspaper archives, 19th century British Library Newspapers

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: A2

AREA OF STUDY

A2 Language Acquisition

Key Points:

A level learners should have a sound understanding of:

- the key features of spoken child language at different developmental stages 0-9 years
- phonological development
- the acquisition of vocabulary (including morphological structure e.g. acquiring inflections, affixes, word formation)
- the acquisition of syntax
- development of a range of communicative purposes e.g. to get something/attention, asking questions, narrating past events (monologues), giving information etc.
- social interaction skills (dialogues)
- theories of language acquisition e.g. behaviourist, cognitive, nativist, interactive, critical period
- bilingualism and multilingualism
- the language levels.

This knowledge will help learners to identify and describe:

- the distinctive features of child language at each developmental stage
- the role of adults in providing a range of linguistic experiences and feedback
- what is understood (reception) vs what is actively used (production).

Using their knowledge to interpret texts will help learners:

- to describe and interpret the key stages, supporting their points with relevant examples
- to analyse the linguistic features of child monologues and dialogues
- to explore the emerging conversational skills of young children.

PREPARING TO TEACH

Teaching Ideas

Further Reading

LANGUAGE ACQUISITION: A2 TEACHING IDEAS

- Encourage learners with younger siblings to collect data (with permission from adult carers) – where possible audio recordings as well as transcripts. Analyse the material looking for evidence of the key linguistic features associated with a particular developmental stage.

- Look at transcripts in Freeborn, Thorne etc. and ask learners to apply their knowledge of conversation analysis to the texts. What kind of interactive skills do children display at different ages?

- Discuss contemporary concerns that young children are entering school with a lack of basic language skills. Use the following as a stimulus for classroom discussion:

  NLS - *Why do many young children lack basic language skills?*

  Newcastle University – *Early language Delays in the UK*

  Guardian online – *Poor children a year behind in language skills*

  The New Yorker online – *The Talking Cure*

- Ask learners to think of ways to promote language skills in pre-school children. What kind of activities/games could they devise to build vocabulary, to teach social language (e.g. please, thank you etc), to develop verbal memory, to follow instructions etc? They could produce materials and design a webpage to support parents. See the links below for examples:

  wikiHow - *How to Develop Your Children's Speech and Language Skills*

  Scholastic.com – *Helping Children Build Language Skills*

  More Than Baby Talk – *10 Ways to Promote the Language and Communication Skills of Infants*

LANGUAGE ACQUISITION: A2 FURTHER READING

Secondary texts:

Introduction to English Language, Chapter 2, Blake and Moorhead (Palgrave Macmillan, 6th edition 1993)

The Cambridge Encyclopedia of the English Language, Chapter 23, Crystal (CUP, 2nd edition 2003)

Listen to Your Child, Crystal (Penguin, new edition 1989)

Varieties of English, Chapter 6, Freeborn, French and Langford (Macmillan, 2nd edition 1993)

The Language of Children, Gillen (Routledge, 2003)

Introduction to the Nature and Function of Language, Chapter 5, Jackson and Stockwell (Continuum, revised 2nd edition 2010)

An Introduction to Language and Society, 'Part One: The Development of Language', Montgomery (Routledge, 3rd revised edition 2008)

Child Language: A Resource Book for Students, Stilwell Peccei (Routledge, 2005)

Mastering Advanced English Language, Chapter 9, Thorne (Palgrave Macmillan, 2nd edition 2008)

The Study of Language, Chapter 15, Yule (CUP, 5th edition 2014)

LANGUAGE ACQUISITION: RELATED EXTERNAL RESOURCES

Websites/links:

Speech-language-therapy dot com: Ages and Stages Summary - a summary addressing 'Receptive' stages (listening and understanding language) and 'Expressive' (speaking and using language)

The University of Sheffield: All About Linguistics: What is Language Acquisition? – good introduction

Andrew Moore's Teaching Resources: Language Acquisition - useful (although the discussion of tackling exam questions is designed for a different board and spec)

First language acquisition - more detailed account

Psycholinguistics - Language Acquisition - e-lecture

LANGUAGE ACQUISITION: RELATED EXTERNAL RESOURCES

Texts marked * are particularly suitable for learners following the AS course.

Secondary texts:

A History of the English Language, Chapters 4-5 and 9, Blake (Palgrave Macmillan, 1996) - the emergence of a standard and its aftermath

**Introduction to English Language,* Chapter 4, Blake and Moorhead (Palgrave Macmillan, 1993) – standardisation and prescriptivism

**The English Language,* Chapter 4, Crystal (Penguin, 2nd revised edition, 2002) – RP

**The Stories of English,* Chapters 10, 16 and 18, Crystal (Penguin, 2005) – emerging standard, 'rules' and RP

Watching the English, Fox (Hodder and Stoughton, revised edition 2014) – chapter on 'Linguistic Class Codes'

Varieties of English, Chapters 1-4, Freeborn, French and Langford (Macmillan, 2nd edition 1993) – SE, RP and acceptability

English Grammar for Today, Chapter 11, Leech, Deuchar and Hoogenraad (Palgrave Macmillan, 2nd edition 2005) – prescriptive rules and usage

Mastering Advanced English Language, Chapter 5, Thorne (Palgrave Macmillan, 2nd edition 2008) - SE and RP, attitudes to usage

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS/A2

AREA OF TARGET

Targeting AO2

USING THE CONCEPTS AND ISSUES

Key Points:

AS learners should have a broad knowledge and A level learners a sound knowledge of:

- all the key topic areas i.e. spoken and written language, SE and Non-SE, language and power, and language and situation etc.
- spoken and written text types
- the language levels.

In addition, A level learners should have a sound knowledge of:

- language change
- language acquisition
- regional and social variation
- personal repertoires.

Covering the key topics

All the concepts and issues listed above are integral to the WJEC English AS/A level English Language course—learners need to address them because the examination questions and the non-exam investigation at A2 will require them to demonstrate their knowledge in each area.

Key to building a secure knowledge base is:

- wider reading and note-taking
- classroom discussions engaging learners with the central ideas and associated terminology
- building up a bank of examples to support points made in an essay.

It is very important for learners to recognise the inter-connectedness of the topic areas they cover. While the part (a) essay questions in the AS Unit 2 will have a clear focus on one specific area (e.g. Language and Power or Language and Situation), candidates can use their knowledge from other areas to support their argument. For example, an essay on Language and Power may include discussion of:

- different situations e.g. public/private, formal/informal, specialist/non-specialist
- the use of SE or Non-SE
- building the language levels e.g. syntax choices such as grammatical mood and utterance type
- conversation analysis e.g. turn-taking, prosodics, non-fluency features.

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS/A2

AREA OF TARGET

Targeting AO2

USING THE CONCEPTS AND ISSUES

An essay on situations in which speakers and writers may be judged for their use of SE or Non-SE may include discussion of:

- the emergence of a standard written form in the fifteenth century as an official language of administration
- the use of SE as an establishment language in education, the law, government etc i.e. language of power
- the way in which situation shapes a speaker's language choices i.e. formal context = formal lexis and grammar (associated with SE)
- the difference expectations re. spoken and written language.

The best responses will recognise the central focus of the question and will then draw on other relevant concepts and issues to support the argument.

At A level, the language acquisition topic focuses only on the acquisition of **spoken** language. Learners should therefore be prepared to tackle transcripts including young children in Section A of Unit 4. If the writing of young children were to appear in another exam paper, candidates would not need to know anything about the key stages of development or the ages at which specific lexical and grammatical features occur. They would only be expected to analyse the text as they would any other unseen example, using their knowledge of text type, the language levels and of standard and non-standard forms

Choosing a question

The AS Unit 2 will offer candidates a choice of two questions from which they must choose **one**. It will be important for them to read both questions carefully before making a choice about which one they wish to complete. Candidates must answer EITHER Question 1(a), 1(b) and 1(c) OR Question 2(a), 2(b) and 2(c).They will need to think about the focus of the essay **and** the original writing task in each question before making their final decision. The commentary in part (c) is the same for both questions.

Each question will offer some stimulus material, and each part (a) will ask candidates to 'analyse and evaluate'. However, the questions will have a specific focus which should shape the response:

- … analyse and evaluate the ways in which participants can control and dominate in **spoken interactions**.
- … analyse and evaluate the **linguistic devices** we use **in our everyday interactions** to show politeness.

Candidates should not merely recount everything they can remember about the topic they select. Instead, they should plan an essay which directly addresses the key words of the question. They must recognise limits established by the question e.g. **spoken** rather than written interactions; lexical and grammatical features, cooperative turn-taking etc. (linguistic devices) in social situations (everyday interactions).

The questions will not be labelled according to one of the key topic areas because candidates are encouraged to draw on the concepts and terminology of other key language areas which will enhance their argument.

Candidates should, however, show an understanding of the topic they have selected. They need:

- to analyse the ideas raised in the stimulus material
- to relate them to a broader consideration of the language topic
- to refer accurately to relevant language theories
- to provide and explore appropriate examples
- to evaluate the ways in which contextual factors shape meaning.

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS/A2

AREA OF TARGET

Targeting AO2

USING THE CONCEPTS AND ISSUES

Using knowledge to support analysis

Spoken Language

In Section A of the A level Unit 4, candidates will be required to analyse transcripts using their knowledge of spoken language to underpin their discussion. The key is in referencing the concepts and theorists rather than in recounting them.

Below is a sample analysis based on the transcripts of family conversations from the Unit 4 specimen paper:

> Emma is the dominant speaker because her turns are the longest. She initiates topics ("I can (.) sing …"), uses imperatives to control the participation of her grandparents ("wrap that one up"), and leaves an adjacency pair incomplete by failing to answer her Nana's interrogative ("can we play now?"). Inspite of this, the family interaction clearly conforms to Grice's principle of cooperation. Turn-taking is smooth with no overlaps and paralinguistic features such as "{all laugh}" show a common enjoyment of Emma's cunning in putting two sweets in one layer of the parcel. The short turns of the grandparents do not break the maxim of quantity because the interaction is focused on entertaining Emma.
>
> Repeated use of the affirmative interjection "yeah", and politeness tokens like "thank you" help Emma to feel gratified and appreciated. When Emma starts singing a song, she seems to break the maxim of relation. The grandad's interrogative "how does that one go?", his positive feedback with the adjective phrase "very good", and his encouragement of the topic shift through an additional interrogative ("did you make that up?) show that he accepts the topic change. These positive politeness strategies (Brown and Levinson) protect Emma's positive face and ensure that she enjoys the time with her grandparents.

AO2

- references are made without recounting/explaining the theories
- discussion of the cooperative principle is tied to an understanding of spoken language e.g. turn-taking
- discussion of the maxims of quantity and relation are linked directly to examples from the text
- discussion of politeness theory is used to underpin an analysis of the interaction

In this example, knowledge is demonstrated alongside analysis of the text. The discussion is focused and the other target AOs for this question are also addressed: the candidate uses associated terminology to describe the features cited (AO1); there is a clear awareness of contextual factors (AO3).

It is important for candidates to be careful when applying their knowledge of conversation analysis. The principles have been established in studies of informal conversation and the theories will not necessarily apply in all speech contexts. For instance, the guests do not break the maxim of quantity in interviews since their role is to entertain the audience; gender theories are often less significant in formal contexts where professional men and women should be on an equal footing.

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS/A2

AREA OF TARGET

Targeting AO2

USING THE CONCEPTS AND ISSUES

Language over Time

In the A level Unit 3, Question 1 requires candidates to demonstrate their knowledge of specific linguistic features typical of the English language at key periods in its development. It is important that answers to the short questions are written coherently, not as notes, because AO1 is the targeted assessment objective. Candidates need to be accurate and concise in their description of the features they are describing.

Below is a sample answer to 1(b) for the specimen paper.

> The proper noun September is spelt archaically as both “Septemb” and “Septemp”. Spelling inconsistency in a text is typical of the Early Modern English period. The adverb “unwearidly” is spelt phonetically which is typical of spelling before the publication of dictionaries like Samuel Johnson’s in 1755.

AO1

- the word class of each example is identified accurately
- a brief description of the archaic spelling is provided for each word using appropriate terminology
- the writing is technically accurate and the style is coherent

For part 1(d), the concepts will be more challenging, but the approach to answering the question will be very similar.

> The capitalisation of proper nouns like “Pudding-lane” has become standard, but the random capitalisation of nouns which have semantic importance such as the common noun “Fire” is a distinctive feature of the period. Time references are also different in this text. The adverbial “at one of the clock” is archaic because we now contract the prepositional phrase “of the clock” to ‘o’clock’. The noun phrase “the night following” uses a postposition adjective where we would now use an attributive adjective (‘the following night’). The sentence structure is also typical of Early Modern English with lots of subordination such as the post- modifying relative clause (e.g. “(Fire) … which … spread itself”) and the post-modifying nonfinite clause (e.g. “(too big) to be mastered …”). Another distinctive period feature is the use of the impersonal expression “It fell out …” which is followed by a noun clause introduced by “That …”. This idiom is now obsolete.

AO1

- identification of random capitalisation + appropriate example identified by word class
- identification of archaic time references + appropriate examples with explanation of the variation
- identification of subordination + appropriate examples identified by type and function
- identification of impersonal verb structure + appropriate example and explanation of variation

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS/A2

AREA OF TARGET

Targeting AO2

USING THE CONCEPTS AND ISSUES

In Question 2, candidates need to demonstrate their knowledge of changes in language over time. It is important for them to remember when they tackle the analysis in Question 2 that they have already demonstrated their knowledge of archaic spelling patterns, historical inflections, grammatical structure and punctuation in Question 1(a)-(d). Question 2 focuses on semantics—candidates need to analyse changes in genre or attitude, and all points must be linked to meaning. Observational points about spelling or archaic inflections will not be credited, but discussion of semantic change may have a contextual relevance.

The extract below is part of a response to the A level language change activity in Concepts and Issues 6.

> In some ways, these three texts are very similar: they all create a narrative account of a robbery to entertain their readers. The stories about the disguised men, the dog's attack on the robber, and the attack on the driver are all dramatic. While Text A does little more than recount the incident, Text B uses emotive modifiers like the adjectives "remarkable", "faithful" and "fraudulent" to manipulate reader response. A similar technique is used in Text C with the repetition of the dynamic verb "punched"/"to punch" and the nonfinite clause "using violence". The emotive language is designed as a hook to engage the reader actively in the events that are being reported.
>
> The three news reports all use proper nouns to provide information about the locations of the crimes that have been committed. This is typical of the genre since newspapers are providing readers with information about current events of interest. Over time, these references become more detailed. In the Early Modern English report (Text A), the physical location of the incident is established by the asyndetic listing of three prepositional phrases. Two are introduced by "in" ("in the Strand", "in a Victualling House") and one by an archaic double preposition ("over against the Savoy"). The Modern English report (Text B) is more specific, identifying the home of the protagonist with the prepositional phrase "of Church-street" and the noun phrase in apposition "Bethnal-green", and his place of work with the prepositional phrase "at Bow". The location of the crime, however, is described more broadly using the prepositional phrase "near his mother's house". This may have been a conscious decision since the noun "mother" is emotive and makes the incident seem more shameful and the report more engaging. In the Late Modern report (Text C), hyphenated place names are no longer evident, but the grammatical structure of a prepositional phrase ("of Riggindale Road") followed by a noun phrase in apposition ("Streatham") is still used. In Text C, information is provided about the addresses of the participants, the location of the incident and where the suspects were later identified. This is in keeping with the general move towards providing greater detail in the more recent reports.
>
> Cultural references set these texts apart because they reflect the time in which each was written. References to money are a good example of this. The notation of the pound sign in Text C is familiar, but the amount of money seems unexpectedly small because of changes in value. The noun "guinea" (Text B) is now archaic and the notation of "l." (Text A) from the Latin 'libra' for pound is obsolete. The enumerator "600" in Text A makes the story very dramatic since this must have been a huge sum of money in 1653. A similar change can be seen in the obsolete noun phrase "Victualling House" (Text A) which has been replaced by the more familiar compound noun phrase "public- house" by 1800 (Text B)— in PDE, we use it in a clipped form 'pub'. Semantic change is also significant since the noun "habit" has narrowed in meaning—in Text A it has the now archaic general meaning of 'dress' or 'clothes', but has become more specialised to refer to the clothing of religious orders. The use of quotation marks for "thumbed" in Text C also has a semantic significance. It suggests that at the time the report was written the verb was still considered to be a neologism, or was thought to be too informal for a news report. For a twenty-first century reader, these linguistic features are important contextual factors in establishing the period of each event.

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS/A2

AREA OF TARGET

Targeting AO2

USING THE CONCEPTS AND ISSUES

AO2

- discussion of some key features of the genre e.g. dramatising events, engaging readers, providing information
- accurate identification of the period of each text
- knowledge of period features e.g. double preposition, hyphenated place names
- valid discussion of archaic and obsolete language
- understanding of semantic change with appropriate examples cited

In this example, knowledge is embedded in a discussion which clearly engages with the texts. There is an effective overview, a clear sense of the contextual factors (AO3) and valid connections between the texts are explored (AO4). In addition, appropriate terminology is used to describe the language features identified.

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS/A2

AREA OF TARGET

Targeting AO2

USING THE CONCEPTS AND ISSUES

Using knowledge to support an argument

In the AS Unit 2, part (a) of each question requires candidates to demonstrate their knowledge as they argue a case. The focus should be on choosing the most apt information to answer the question, and on providing appropriate examples to support the points made.

> Brown and Levinson say politeness is to make the hearer feel good so saying "thank you" and "please" is an effective way of showing consideration for the feelings of other people. This is especially important in situations where you want to make a good impression. Using expressions like these can also make direct requests more polite. Adding "please" to an imperative softens the directive. For example, "Close the door!" sounds more strict that "Please close the door."
>
> (response to Question 2(a) in the AS Unit 2 specimen paper)

AO2

- relevant theorists named with some basic attempt to explain a principle
- some appropriate examples of language use cited from the stimulus material
- some broad awareness of context (situations when you want 'to make a good impression'), but no specific contexts cited

This analysis makes a start, but does not develop a case. Discussion of examples where politeness is important are missing e.g. bridging the gap between service-provider and user in a shop; creating a good impression in a formal context like an interview; establishing a relationship with someone who is unfamiliar. Brown and Levinson's principle could then have been explored in more detail with discussion of context (AO3) and its effect on language choices, and more linguistic evidence of other 'polite' language features which would accompany the cited interjections (AO1). The broad reference to making a good impression is relevant, but needs a more linguistic focus.

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS/A2

AREA OF TARGET

Targeting AO2

USING THE CONCEPTS AND ISSUES

The sample below is an extract from a response to the AS Standard and Non-Standard English activity in Concepts and Issues 3.

Ritchie argues that Standard English is "prized as the 'correct' form" and it is certainly closely associated with official institutions like the law, education and government, and with writing. This gives it and the people who use it prestige. Trudgill describes it as a "purely social dialect" selected as a standard because it is the variety used by the most influential social groups. Written and spoken SE conform to the established rules of grammar and have no regional or slang words. As Trudgil points out, however, colloquialisms and informal lexis are common in informal SE.

In certain formal situations, it does seem more acceptable for users to adopt the standard form of language. A candidate writing essays in an English Language exam or an interviewee speaking in a job interview for a post in a service industry where they will be in contact with high profile clients, for instance, may be judged negatively if their language choices are non-standard. The use of a double negative (e.g. 'I have**n't** had **no** complaints about my work.'), replacing a relative pronoun with 'what' or using a non- standard past tense for an irregular verb (e.g. 'The tone in the article **what** was **writ** by a survivor was emotive.') may be considered too informal. Language users need to choose language forms that are appropriate for the situation they are in, their purpose and the participants. This is why it is important to have a range of linguistic repertoires.

In the extract, Ritchie is critical of traditional attitudes to Non-Standard English. He sees the two forms of English as equal and implies that it is misguided to use judgemental language such as "wrong, lazy, corrupt or ignorant" to describe non-standard language. He does not seem to distinguish between using different forms of language in different situations. For him, both forms of English should be judged as acceptable. The author and broadcaster Lindsay Johns, on the other hand, disagrees. In his speech on 'Language and Power', he suggests that young people will be judged for using street slang and "ghetto grammar". This kind of language may be appropriate when used in informal situations with friends, but Johns believes it alienates society and restricts the opportunities open to those who use it.

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS/A2

AREA OF TARGET

Targeting AO2

USING THE CONCEPTS AND ISSUES

> Johns argues that young people should be encouraged to speak "proper-English" because it will give them access to social mobility. They will be in a better position to break social and linguistic stereotypes, and to express themselves more articulately in situations where they will be judged for their linguistic choices (e.g. education and employment). He mentors young people of African, Caribbean and mixed-race heritage in Peckham, South London, and describes himself as having a zero-tolerance for street talk such as the tags "innit" and "y'get m'blud", fillers such 'yeah and 'like', and the Jamaicanised metathesis "aks". This kind of non-standard language is often linked to a strong sense of personal and social identity, but it can cause problems in communication where other participants are not familiar with it.

AO2

- demonstrating an understanding of SE
- interrogating the ideas raised in the stimulus material
- showing evidence of wider reading (Trudgill; Johns)
- providing appropriate examples of 'language in use' to support points made
- referring accurately and appropriately to language theory

This sample essay demonstrates how knowledge about SE and Non-SE can be expanded from the ideas in the stimulus material. A clear evaluation of language in context is beginning to emerge (AO3) and the style is coherent, with accurate identification of relevant language features using appropriate terminology (AO1).

The importance of engaging with the concepts and issues

Wider reading and being aware of topical discussions about language are crucial in preparing for the AS Unit 2 question (a). Learners should be encouraged to follow media discussions of language issues and to keep log books of annotated examples so they have a broad range from which to choose when supporting the points they make in their essays. Becoming accustomed to researching topics of interest at AS will be good preparation for the background work required by the A2 non-exam assessment in Unit 5.

KEY ASPECTS OF THE SPECIFICATION

There is a strong emphasis in the English Language course on developing learners' skills as producers of language and Units 2 (AS) and 4 (A2) offer them the opportunity to demonstrate their expertise. Learners should be prepared to tackle literary and non-literary tasks because they could be required to produce either.

The following links focus on the key areas of study. In each case, there are some broad guidelines about what to cover, suggestions about how to approach the writing tasks, and some practical activities. The information here offers a starting point—the intention is that centres use it to develop a course that is suitable for their learners.

CREATIVE USE OF LANGUAGE	
AREA OF STUDY	DESCRIPTION
Creative writing	Producing commentaries
Critical commentary	Applying the language levels
Targeting AO5, AO2 and AO3	Fulfilling the requirements

SECTION: CREATIVE USE OF LANGUAGE EXAM LEVEL: AS

AREA OF TARGET

AS Original Writing

Key Points:

AS learners should have a broad understanding of:

- register e.g. mode, tenor, field
- the distinctive linguistic features of different literary and non-literary text types
- the influence of contextual factors on linguistic choices
- the language levels.

This knowledge will help learners to produce:

- a range of different literary and non-literary text types.

Using their experience as writers will help learners:

- to be creative in engaging with a task
- to demonstrate expertise, writing in different ways for different audiences and purposes
- to manipulate language to create specific effects
- to develop a personal voice.

PREPARING TO TEACH

Teaching Ideas

ORIGINAL WRITING: AS TEACHING IDEAS

- As learners are introduced to different text types, encourage them to experiment with linguistic modelling. This is their opportunity to play around with the language features they have identified in the texts they have been studying. e.g. travel writing, news reports, autobiographies, diaries, drama scripts, first chapters, public speeches, advice guides etc. The aim should be to cover as wide a range as possible.
- Learners could develop a portfolio of their most successful pieces of original writing. They could keep two copies of their favourite pieces, with one annotated to draw attention to the significant features.
- Create an editorial board to discuss sample pieces of writing. The aim should be to identify writing that has an original voice and distinctive linguistic features, and that engages with the audience and communicates meaning effectively. Learners could produce a group anthology of the best pieces written in a range of genres.
- Create stimulus cards listing a text type, target audience, a broad suggestion about subject content, a purpose and a physical context (see next page for examples).
- Divide the class into teams of 3-4 learners and get each team to draw a card. They are given 15 minutes to produce a piece of writing according to the criteria on the card they have drawn. They then judge each other's writing, (assessing it against the criteria OR working out the criteria), or one of the teams could be reserved as 'editors' for each round.

Examples of stimulus cards

TEXT TYPE:	billboard advertisement
TARGET AUDIENCE:	18-24 year olds
SUBJECT CONTENT:	new celebrity-branded fashion line
PURPOSE:	attract customers to a store promotion event
PHYSICAL CONTEXT:	roadside hoardings near a university

TEXT TYPE:	newsreport
TARGET AUDIENCE:	60+ woman
SUBJECT CONTENT:	a series of bag-snatching incidents
PURPOSE:	to warn readers
PHYSICAL CONTEXT:	tabloid local newspaper

TEXT TYPE:	opening a fantasy novel
TARGET AUDIENCE:	8-12 year olds
SUBJECT CONTENT:	introducing a new 'world'
PURPOSE:	to engage readers who enjoyed *The Hunger Games* or *The Maze Runner* series
PHYSICAL CONTEXT:	published as the first part of a dystopian series

SECTION: CREATIVE USE OF LANGUAGE EXAM LEVEL: A2

AREA OF STUDY

A2 Original Writing

Key Points:

A level learners should develop a more detailed knowledge and a deeper understanding of the areas listed for AS.

In addition, they should be able to draw on their knowledge of:

- regional, social and individual language varieties of English
- language and identity.

PREPARING TO TEACH

Teaching Ideas

ORIGINAL WRITING: A2 TEACHING IDEAS

- As learners are introduced to different text types, encourage them to experiment with linguistic modelling. This is their opportunity to play around with the language features they have identified in the texts they have been studying. e.g. travel writing, news reports, autobiographies, diaries, drama scripts, first chapters, public speeches, advice guides etc. The aim should be to cover as wide a range as possible.
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PURPOSE:	to engage readers who enjoyed *The Hunger Games* or *The Maze Runner* series
PHYSICAL CONTEXT:	published as the first part of a dystopian series

SECTION: CREATIVE USE OF LANGUAGE EXAM LEVEL: AS

AREA OF STUDY

Critical Commentary

Key Points:

AS learners should have a sound knowledge of:

- register e.g. mode, tenor, field
- the distinctive linguistic features of different literary and non-literary text types
- the influence of contextual factors on linguistic choices
- punctuation and the ways in which it can be used to create different effect
- the language levels.

The knowledge will help learners to produce:

- a commentary which assesses the effectiveness of their original writing.

Using their experience as critics will help learners:

- to analyse and evaluate their own writing using the language levels and associated terminology
- to explain what they have tried to achieve
- to explore the influence of the contextual factors
- to consider the ways in which they have shaped meaning.

PREPARING TO TEACH

Teaching Ideas

CRITICAL COMMENTARY: AS TEACHING IDEAS

- Encourage learners to apply their critical skills to their own work, paying particular attention to:
  - their use of language and their stylistic choices
  - the distinctive features of the text type
  - the significance of the contextual factors
  - how far their intended effects were achieved.
- In the style of a writers' group, develop feedback sessions in which learners discuss the strengths and weaknesses of each other's writing.
- Groups of learners could evaluate examples of original writing using the REVIEW features of Microsoft Word. The comment boxes could create a running dialogue with the text, highlighting strengths and weaknesses, and suggesting alternatives or possibilities for improvement.

SECTION: LANGUAGE CONCEPTS AND ISSUES EXAM LEVEL: AS/A2

AREA OF TARGET

Targeting A05 and AO3 – Getting the Focus Right

USING THE CONCEPTS AND ISSUES

Analysing the writing at AS (AO2/AO3)

Candidates are required to produce a commentary reflecting on the original writing they have produced. There should be a clear attempt to explain what they have tried to achieve, with an explicit awareness of the ways in which the contextual factors have shaped their writing. Candidates will have about 35 minutes in the exam to produce a commentary on their original writing. Feedback sessions, mock editorial boards producing evaluations under pressure, and timed practice sessions during the course will help to prepare learners for working to tight time limits.

AO2 and AO3 are equally weighted in the critical writing. Candidates should use their knowledge of the language levels and of text types (AO2) to reflect on the writing they have produced and their understanding of contextual factors (AO3) to explain the linguistic decisions they have made. Apt quotations should be selected to support the points made. Candidates should reflect on:

- how the contextual factors outlined in the question influenced the choices they made e.g. genre, audience, purpose etc.
- their use of language and key stylistic features
- their success in creating the effects they intended.

It is important to plan before starting to write, but candidates do not need to discuss the differences between a first and second draft in their commentary. The critical evaluation should focus on the completed piece of writing, analysing and exploring the features that are evident and the effects created.

Showing expertise and demonstrating knowledge at A level (AO5/AO2)

In the A level Unit 4, there will be one compulsory creative writing task in Section B—candidates will have **no** choice. It is therefore very important that they practise experimenting with a wide range of different genres throughout the course. They will have one hour to plan, draft and refine their original writing. No commentary will be required.

The task will be linked to the spoken material in Section A and candidates will be able to demonstrate their creativity in adapting the material for a different audience and purpose in a specified genre. While their original writing will develop from the transcripts, they may also add additional material. This, however, must be clearly linked to the focus of the question.

In Section B, the majority of the marks are awarded for AO5—it is worth three times as much as AO2. Candidates must demonstrate their expertise by:

- using appropriate and engaging expression
- making effective linguistic and stylistic choices
- engaging with the task and developing an original voice
- linking form and content skillfully to genre and purpose.

The assessment of AO2 will address candidates' ability to adapt their knowledge of text type, and of key concepts and issues to the focus of the question. They will have to use their knowledge to inform the creative and stylistic choices they make in their writing.

The importance of engaging with the task

Unit 2 part (b) at AS and Unit 4 Section B at A2 give candidates the opportunity to showcase their original voice. They need to engage with the context and text type in an imaginative and creative way. The tasks do not require a predefined response—as long as candidates take note of the specified contextual factors (e.g. audience, purpose, genre etc.) and use the linked material as a stimulus, they are free to explore the writing task in any way that they wish.

It is important, however, that candidates take account of the suggested word limits. If they write significantly less than suggested, they are not giving themselves the chance to demonstrate their expertise; if they write significantly more than suggested, they may not have sufficient time to polish and proofread their writing.

KEY ASPECTS OF THE SPECIFICATION

The A level Unit 5 non-exam assessment offers learners the opportunity to explore an aspect of 'Language and Identity' that they find interesting, bringing together the different areas of language study in an extended consideration of data they have collected themselves.

The assignment requires learners to start with a hypothesis about language and identity, to gather data relevant to their theory, to interrogate the material that they have collected, and to reflect on what they find. The aim is for learners to develop skills in making linguistic judgements, assessing current theories, and in planning, drafting and editing their own work.

The following links focus on key stages in carrying out an investigation. In each case, there are some broad guidelines, suggestions about how to approach the task, and some introductory practical activities. The information here offers a starting point—the intention is that centres use it to develop an approach to the investigation that is suitable for their learners.

NON-EXAM ASSESSMENT	
AREA OF STUDY	DESCRIPTION
Areas of investigation	Language and Identity: choosing a topic
Approaching the investigation	Getting an investigation underway
Targeting AO1, AO2 and AO3	Getting the balance right

SECTION: NON-EXAM ASSESSMENT EXAM LEVEL: A2

AREA OF STUDY

Areas of Investigation

Key Points:

Learners should have a sound understanding of:

- the four key topic areas e.g. 'Language and Self-Representation', 'Language and Gender', 'Language and Culture', and 'Language Diversity', in particular the area on which they intend to focus
- register e.g. mode, tenor, field
- spoken and written language
- the linguistic features of specific text types
- language variation
- attitudes to language
- the language levels.

This knowledge will help learners to identify and describe:

- the different ways in which we express our linguistic identities
- the distinctive linguistic features of the data they collect.

Using their knowledge to interpret their date will help learners:

- to understand variation in language and its effects
- to explore how meaning is constructed
- to make connections between contextual factors and individual language choices
- to evaluate current linguistic theories and attitudes in the light of their own investigation.

AREA OF STUDY

Possible areas for investigation

Teaching activities

POSSIBLE AREAS OF INVESTIGATION

IDENTITY AND SELF-REPRESENTATION

Possible areas of focus: a comparison of different written or spoken styles used by a learner according to context; variations according to audience and purpose; analysis of linguistic idiosyncrasies and distinctive prosodic features that characterise a learner's speech patterns; comparative study of writing for the self (e.g. diaries) and for others (e.g. letters, essays etc.)
Data: transcriptions; written data; personal observation.

IDENTITY AND GENDER

Possible areas of focus: how sexism in language and gendered language affect identity; stereotyping; the linguistic identity of participants in single gender and mixed gender informal conversations; the language of male and female politicians and their media image; the identity created by female bloggers/vloggers; attitudes to women over time expressed through written texts e.g. advertisements, conduct literature, newspaper reports.

Data: audio/visual data; transcriptions; written texts; multi-modal texts; research data; statistics; personal observation.

IDENTITY AND CULTURE

Possible areas of focus: politicians' self-presentation in parliament; a comparative study of interviewers and their relationship with their guests; politicians' engagement with the electorate in different contexts e.g. formal interview, on the doorstep, through election broadcasts etc.; a stand-up comedian's creation of a persona on stage; the persona of a particular commentator and the relationship established with the target audience e.g. sports, state event etc.; a comparative study of first person narratives.

Data: audio/visual data; transcriptions; literary and non-literary written texts; personal observation; research data.

POSSIBLE AREAS OF INVESTIGATION (CONTINUED)

IDENTITY AND LANGUAGE DIVERSITY

- **AAVE**

  Possible areas of focus: a comparison of song lyrics considering rappers' representations of a distinctive persona; comparative study of AAVE and SE considering the links to identity and self-presentation; sociolinguistic study looking at the movement between AAVE and SE (e.g. covert/overt prestige, code switching, attitudes etc).

  Data: recordings and transcriptions; research data; statistics; personal observation; literary/non-literary texts.

- **regional variation**

  Possible areas of focus: attitudes to regional accents and the linguistic identities associated with them; presentation of character through different accents and dialects in written texts; a comparative study of RP and social accents like Estuary English.

  Data: transcriptions; audio data; research data; statistics; personal observation; historical documents.

- **other 'Englishes'**

  Possible areas of focus: language and occupation; the link between identity and the use of a distinctive form of English e.g. Wenglish, Cockney rhyming slang, urban youth speak; the difficulties colloquial and idiomatic language can cause for people on the autistic spectrum.

  Data: transcriptions; research data; personal observation

AREAS OF INVESTIGATION ACTIVITIES

- Ask learners to make a list of any linguistic knowledge they already have under the headings of 'Self-representation', 'Gender', 'Culture', and 'Diversity'. Then ask them to list possible data which could be collected for an investigation in each case. Discuss the suggestions and encourage critical evaluation of the strengths and weaknesses of the potential material, the possible difficulties in collecting it etc.

- Divide the class into four and allocate each group one of the four topic areas. Ask each group to carry out some research into the topic in order to feedback to the class in the form of a 15-minute presentation. This task will aim to build on the previous one, encouraging learners to extend what they already know. It will help learners decide which topic area they are interested in investigating

- Group learners according to the topic area they intend to investigate. Ask each group to draw up a list of linguistic theories which may have relevance to an investigation in the area.

- Give learners a selection of short sample texts (spoken and written) relating to issues of self-representation, gender, culture and diversity. Ask them to analyse and evaluate the examples, identifying the register, text type and key linguistic features. Then ask them to decide what kind of investigation each example could be used to support. e.g.
    - extract from **Ed Miliband's interview with Russell Brand**, available on social media websites [Language and Culture: politics]
    - examples of advertisements from the 1950s [Language and Gender OR Language and Culture]
    - extract from Stewart Lee's 'Comedy Vehicle' [Language and Culture: comedy]
    - extracts from Tony White's *Foxy-T* and Stephen Kelman's *Pigeon English* [Language Diversity:other Englishes]
    - rap lyrics [Language Diversity: AAVE]
    - diary entries [self-representation]
    - extracts from interview shows with a female presenter e.g. 'Desert Island Discs' (Kirsty Young, BBC Radio 4), 'The One Show' (Alex Jones, BBC1), 'Loose Women' (ITV) [Language and Gender OR Language and Culture] etc.

SECTION: NON-EXAM ASSESSMENT EXAM LEVEL: A2

AREA OF STUDY

Approaching the Investigation

Key Points:

Learners should:

- read around the 'Language and Identity' topic area they intend to investigate so that they have a good understanding of the broad linguistic landscape
- have some sense of the hypothesis they wish to test
- decide what kind of spoken/written data they will need in order to investigate their particular theory (the material selected must be sufficient to support a 2500-3500 word investigation)
- decide whether it will be beneficial to collect original material from surveys/questionnaires etc.
- read all material closely in order to check that it has sufficient scope for discussion
- interrogate the data, annotating the text(s) and identifying interesting language features and, where relevant, drawing conclusions from original field work
- work on a carefully focused question with precise wording and a clear sense of direction
- plan and then draft their response, ensuring that there is a clear structure and that the discussion is developed appropriately
- reflect on their findings in order to draw conclusions about their initial premise
- edit and proofread their investigation thoroughly.

The non-exam assessment should:

- reflect the personal interest of individual learners
- be the result of independent study, guided by teachers.

Before their final draft, learners need to ensure that their investigation:

- addresses the focus of the question
- adopts an appropriate academic style
- is analytical rather than descriptive, with quotations embedded rather than tacked on
- uses a range of terminology
- demonstrates linguistic knowledge
- uses language theory to inform rather than to lead the discussion
- has an appropriate depth and breadth, and is not too short or long
- acknowledges where other linguists' work is referenced with accurate footnotes and a bibliography.

AREA OF STUDY

Teaching Activities

APPROACHING THE INVESTIGATION: ACTIVITIES

- Encourage learners to be proactive in acquiring the data for their investigation. Set clear deadlines and get small groups to consider each other's data collection. Discussion can address the intended topic area, the proposed focus of the question, the range of linguistic features and an evaluation of the material's suitability. Each learner should be able to put the case for their data—and take account of feedback.

- A regular appointment system with teachers will encourage learners to keep on top of their investigation. This is particularly important in the early stages when discussion of the question focus and wording is critical.

- Use the idea of an editorial board to encourage feedback amongst the learners. Divide the class into small groups. Each group has to listen to a short presentation by its members about their ideas and their data. They then read each other's drafts and note the strengths and weaknesses. The following questions could form the basis for discussion:
  - is the focus of the question clearly defined?
  - is the context of the data clear? e.g. audience, purpose, situation, genre etc.
  - are features identified accurately using appropriate linguistic terminology?
  - are the effects explored with a clear sense of how meaning is communicated?
  - does discussion address the focus of the question?
  - is there evidence of an argument developing, or of a theory being explored?
  - is the draft easy to read with topic sentences that signpost the focus of each paragraph, and a clear overall framework?
  - is the writing technically accurate? e.g. spelling, punctuation etc.
  - is the investigation an appropriate length?

SECTION: NON-EXAM ASSESSMENT EXAM LEVEL: A2

AREA OF STUDY

Targeting AO1, AO2 and AO3

COMPLETING THE INVESTIGATION

Key Points:

Learners should have a sound knowledge of:

- the key topic areas, particularly those related to their area of investigation
- relevant language theory
- the key features of text types, particularly those related to the data they have collected
- the language levels.

Collecting the data

There is considerable flexibility in the scope for investigations into linguistic identity within the four key topic areas. This means that learners should be able to follow their own linguistic interests and produce work of personal relevance.

Learners need to collect spoken, written or multi-modal data which is appropriate to the topic area they have chosen and the hypothesis they wish to investigate. Analysis of the data will form the heart of their investigation so it should be appropriately challenging and of personal interest. This data could be in the form of transcriptions, texts from any printed media, examples of their own language repertoires, speeches from the past and present etc. Learners can combine spoken and written data, or they can focus on one mode. The data does not have to be submitted with the investigation, unless teachers and learners consider it particularly helpful to moderators.

Having chosen their topic area, learners may like to ask themselves the following questions:

- What resources are available? e.g. print? online? spoken? multi-modal?
- Am I going to use primary data, secondary data, or both?
- What is my time scale for collecting data?

Using appropriate language analysis methods and terminology (AO1)

AO1 is worth half of the marks available for Component 4. It is therefore very important that learners are aware of the key assessment areas:

- applying appropriate methods of analysis (20 marks)
- Using associated terminology (10 marks).

SECTION: NON-EXAM ASSESSMENT EXAM LEVEL: A2

AREA OF STUDY

Targeting AO1, AO2 and AO3

COMPLETING THE INVESTIGATION

Learners must show that they are able to draw on the language experiences they have had in their course. The techniques that they have applied to unseen texts should be applied to the data they have collected. This is their opportunity to demonstrate that they can select and use their knowledge to argue a case, interrogate data to support their argument, and come to a conclusion about the ways in which language is used to create and communicate a sense of identity.

Adopting an appropriate style (AO1)

The third element of AO1 is directly tied to writing style. Learners must choose a formal tenor with appropriate lexical choices for academic writing—they must use:

- coherent written expression (10 marks).

Learners should ensure that they:

- check spelling
- avoid informal expressions
- control sentence structure
- develop paragraphs with clear topic sentences to focus discussion
- have a clear overall framework that guides the reader from the initial hypothesis to the conclusion.

Choosing a title is a very important stage in the investigation process. The ‘working’ title should have a clearly defined focus so that learners can begin to analyse their data with a particular angle in mind. This can be adapted or changed at a later stage if the investigation develops in a slightly different direction. It is often helpful for learners to phrase the title as a question so that they have a clear case to argue. The title should offer sufficient range and scope for the investigation without encouraging an overly broad approach. At all points of the process, learners should remember that they are investigating the links between language and identity.

Because this is a non-exam assessment, there is time for learners to plan, draft and edit their work. These are important skills and learners should be encouraged to proof read their assignment very carefully before submission.

There are no specific requirements for the format of the investigation. Learners may set out their work in the way that seems best for the topic and particular focus they have chosen. Should learners choose to organise their analysis under headings, they must be careful that this does not have a limiting effect on the scope and depth of their analysis.

SECTION: NON-EXAM ASSESSMENT EXAM LEVEL: A2

AREA OF STUDY

Targeting AO1, AO2 and AO3

COMPLETING THE INVESTIGATION

Demonstrating knowledge (AO2)

This is not an essay based purely on the writings of linguists. It is therefore important that learners use their knowledge of linguistic approaches to underpin their investigation. There is no need to recount theories and learners should be careful not to force their data to fit theories.

AO2 is marked out of 20 and learners can use any of their language experience as a background to the analysis of their data. The key lies in their ability to select relevant knowledge to underpin the argument. A good place to start is with the language levels—learners should think about how each level may be applied to their investigation.

Where learners reference other linguists, it is important that they keep track of the source of their information. Footnotes and a bibliography should be used to acknowledge references. This should be done in a recognised format such as the Havard system. What is most important is that learners are accurate in making references to texts and sources, and consistent in their approach to referencing Exeter University has produced a useful **guide to Havard referencing for students** as part of their Study Skills series (see the 'List of Related External Resources' on the following page for useful urls). Following this kind of recognised approach to referencing will help learners to develop good academic skills and will reduce the potential for plagiarism.

The bibliography and footnotes are not included in the word count.

Analysing and evaluating contextual factors and the creation of meaning (AO3)

AO3 is marked out of 20 and learners need to understand the context of the data they have selected. It is very important that they make an accurate record of where it has come from. This should include times/dates, the physical context, the text type, details of participants, and any other significant information. This will help learners to appreciate their data within its language-use context. The information should form the basis for their analysis—they should try to understand how contextual factors have shaped the language choices, and the relationship between these and the meaning. Key to this is an understanding of pragmatics.

The importance of engaging with the data

Component 4 encourages learners to engage with language concepts and issues that have a personal relevance. It offers the opportunity to develop specific areas of interest. This is why it is very important that data is collected independently and that the title raises a question that learners want to answer. The investigation needs to be between 2500-3500 words: if it is shorter than this, the argument will lack depth and breadth; if it is longer than this, the focus may lack precision.

The aim is for learners to produce insightful, accurate and well-argued investigations which engage with and evaluate:

- the meaning of the data and the ways in which it communicates with the target audience
- the key language features of the data
- any variations in language use according to use, user and context
- attitudes to language and its users.

SECTION: CREATIVE USE OF LANGUAGE EXAM LEVEL: A2

AREA OF STUDY

Targeting AO5, AO2 and AO3 – Getting the Focus Right

FULFILLING THE REQUIREMENTS

Key Points:

AS learners should have a broad knowledge and A level should have a sound knowledge of:

- register
- the key features of text types
- contextual factors
- the language levels.

Showing expertise at AS (AO5)

In the AS Unit 2, there will be two questions and candidates will choose only one of these. They must answer EITHER Question 1(a), (b) and (c) OR Question 2(a), (b) and (c). Part (b) in each case requires candidates to produce a piece of original writing.

Questions 1(b) and 2(b) will be linked loosely to the material in part (a). Before making a decision about which question they intend to tackle, it is critical that candidates read both questions carefully. This will help them to be sure they are choosing the question which best suits their skills. They will need to think about the focus of the concepts and issues essay AND the type of original writing before they make a final decision.

While learners will benefit from having time to plan, draft and edit their work during the course, they should also practise producing writing in different genres in about 35 minutes since this is the time they will have in the exam. Candidates need to be able to respond to any literary and non-literary written task. They cannot assume that one question will require literary writing and the other non-literary—it is possible that both may be literary, or that both may be non-literary. It is therefore very important that they practise experimenting with a wide range of different genres throughout the course. If candidates encounter a variety in an exam question that they have not considered before, then they will be able to adapt the knowledge and skills they have to meet the requirements of the task.

AO5 is the only assessment objective for the original writing at AS. Candidates must show their expertise by:

- using appropriate expression
- making effective linguistic and stylistic choices
- engaging with the task and developing an original voice
- linking form and content successfully to genre and purpose.

KEY TERMS AND THEIR DEFINITIONS

Different groups of linguists use different terms to describe the same grammatical features. In preparing learners for the WJEC English Language AS and A level, there is no requirement for centres to follow a specific set of terminology. The key is to find terms that learners can use effectively to describe the linguistic features they are exploring. The following glossary is therefore provided as a guide to support teachers and learners. It defines terms that will be useful in tackling Units 1-5, but it is not definitive and it is not a checklist.

Learners may find it helpful to create their own glossaries, defining terms in a way that suits them and creating their own examples. They could organise terminology under topic headings to make shorter, more focused lists of key words e.g. words, phrases, discourse, spoken language, language and power etc.

A level learners will be expected to have a deeper and more secure knowledge of the terms than AS learners. In addition, to reflect the increased breadth of knowledge required at A level, this glossary contains additional entries that are not required at AS. These terms are marked with an asterisk.

GLOSSARY	
TERM	DESCRIPTION
abstract noun	A noun that denotes a concept or thing with no physical qualities e.g. *courage, welcome, doom*.
accelerando	A term used to describe speech that is getting faster (marked *accel* on transcripts).
***accent**	The distinctive manner of pronouncing language associated with a particular region, social group etc.
acceptable	A term used to describe any language use that native speakers feel is allowed.
accommodation	A term used to describe the changes people make to their speech, prosodic features and gestures in order to emphasise or minimise the differences between them
acronym	An abbreviation formed by taking letters from a series of words, which is pronounced as a word e.g. *radar, NATO, LOL.*
active voice	A grammatical structure in which the subject is the actor in a sentence e.g. *The dog chewed the bone*.
adjacency pair	A sequence of two connected utterances by different speakers one after the other. This may take a range of forms: question/answer; greetings; complaint/explanation or remedy; statement/affirmation; command/action etc. e.g. *Shut the window*. → *Sure*.
adjective	A word that defines attributes of a noun and that can occur before the noun (e.g. the red tulip) or after a stative verb (e.g. *the tulip was red*), and can often express contrasts (e.g. *the smaller flower was reddest*).
adjective phrase	A group of words with an adjective as the head e.g. *really quick, amazingly scary to do*.
adjunct	An adverb that provides more information about a verb, answering the questions *when*? *how*? *where*? e.g. *The baby often* (time) *sleeps fretfully* (manner) *upstairs* (place).
adverbial	A clause element which provides additional information about time, manner, place and reason in a sentence e.g. *He will come today*. (noun); *He will come up the mountain*. (prepositional phrase); *He will come because he is desperate*. (subordinate clause).

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
adverbial clause	A dependent clause introduced by a subordinating conjunction such as *after, since, when, as, because, which functions as an adverbial element within a sentence e.g. We left in the morning as soon as it was light.*
adverb phrase	A group of words with an adverb as the head e.g. *very quickly, too quickly for comfort, more quickly than I cared for*.
adverb	A word that defines the action of a verb (e.g. *the rain fell heavily*), that can act as an intensifier (e.g. *really loud*), that can express contrasts (e.g. *more crucially, most crucially*), and that can function as a sentence connector (e.g. *Nevertheless, I would not be voting for the candidate after that*).
affix	A bound morpheme which is used to form a new word e.g. *declutter, beautiful*..
agreement	A term used to describe the relationship between words (also called concord).
alliteration	A term to describe the repetition of consonants or consonant clusters at the beginning of words in close proximity e.g. *Conservatives on course to conquer after commentators got it wrong*.
ambiguity	A term used to describe language with multiple meanings e.g. *Police looking into Sinkhole* i.e. investigating ('looking into' = multi-word verb) OR looking ('into Sinkhole' = prepositional phrase of place).
anaphoric reference	A term to describe referencing in which a pronoun points backwards to an earlier noun phrase e.g. *The storm caused devastation. It felled trees, ripped tiles from roofs and demolished garden fences*.
antithesis	A rhetorical device which sets two contrasting ideas in opposition—there will often be grammatical patterning to draw attention to the linked ideas e.g. *It was the best of times, it was the worst of times …*
antonyms	Words that are opposite in meaning or associations e.g. *foreign/local, winter/summer*.
apposition	A noun phrase, separated from the rest of the sentence with commas, dashes, or brackets, which elaborates on the noun phrase preceding it e.g. The Daily Mail, *a tabloid with a strong Conservative ideology, described Cameron's election results as a "stunning outright victory*".
appropriate	A term used to describe any language use that is seen as suitable for the context in which it is used.
archaic	A term describing lexis, syntax or orthography that is no longer used.
aspect	The timescale of the action expressed by the verb phrase, which may be complete (perfective) or ongoing (progressive).

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
assimilation	In phonology, the way in which the sounds of one word can change the sounds of neighbouring words in connected speech.
assonance	A term used to describe the repetition of vowel sounds e.g. *Old age should burn and rave at close of day/Rage, rage, against the dying of the light*.
asyndetic	A term used to describe a list of words, phrases or clauses that are not connected by a conjunction e.g. *I believe in government of the people, by the people, for the people*.
attributive	A term used to describe modifiers that precede the noun they are describing e.g. *an unsatisfactory result*.
auxiliary verb	A verb that precedes the lexical verb in a verb phrase e.g. *I do believe in fairies. He may visit. Do you want to come? Peter has finished the book. The rain was falling all day. She did not run yesterday*.
back channelling	Interactive features such as minimal responses (e.g. *mm, yeah, ahh*) that demonstrate a participant is listening and paralinguistic features (e.g. laughter) that show affirmation, but which do not disrupt the speaker's turn.
***back-formation**	A process for forming words in which an affix is removed from an existing word creating a new word in a different word class e.g. *babysit* (verb) from *babysitter* (noun).
base	The minimal form of a word to which affixes can be added.
***bi-nomial pair**	An expression containing two words joined by a conjunction (usually *and/or*), often with a fixed order (collocation) e.g. *scream and shout*, *make or break, hustle and bustle*.
blend	A word formed by combining two or more words to create a new word combining the meaning of the originals (also called portmanteau words) e.g. *webinar* → web + seminar.
borrowing	Introducing a loan word from one language into another.
bound morpheme	A prefix or suffix that can only occur attached to a free morpheme e.g. *unhappy, driver, cars, exchange.*
cardinal number	The basic form of a number e.g. *one, ten, three thousand*.
***caretaker speech**	The distinctive speech adults use when they talk to young children.
cataphoric reference	A term to describe referencing in which a pronoun points forwards to a later noun phrase e.g. *He's ahead of the pack. And it's Many Clouds still at the front and over the last fence now.*
clause	A group of phrases which usually has a tensed verb phrase.

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
cliché	An image that has lost its original meaning or novelty through overuse e.g. *only time will tell, frightened to death, the quiet before the storm*.
clipping	The creation of a new word with the same word class and denotation by dropping a syllable (also called truncation) e.g. *Thurs, spec, flu, phone*.
closed class	A group of words with a grammatical function (e.g. determiners, pronouns, prepositions and conjunctions) to which new words are rarely added.
***cleft sentence**	A sentence which has been rearranged with a dummy subject *it + to be* followed by the focus of the sentence and a relative clause e.g. *It is school traffic that slows everything down on a weekday.*
cohesion	Linguistic connections which link elements of a discourse.
coinage	The construction and addition of new words to the word stock.
collective noun	A noun that refers to a group, which may take a singular or plural verb form depending on whether the group is seen as a single cooperative body or a collection of individuals.
collocation	A recognisable group of words that frequently occur together e.g. *there you go.*
colloquialism	An informal word, phrase or pronunciation, often associated with informal speech.
comment clause	A commonly occurring clause in speech which adds a remark to another clause e.g. *I mean …, I think …*).
comparative	A form used for comparisons of adjectives or adverbs e.g. *colder, more ludicrous* (adjectives); *more calmly* (adverb).
complement	A clause element that adds extra information about the subject after a copula verb (e.g. *The skylark's song was memorable*.) or the object (e.g. *I painted the wall purple*.).
complex sentence	A sentence made up of one main clause and at least one subordinate clause e.g. *Choosing stone for the garden wall* (subordinate clause) *was* (main clause verb phrase) *very complicated because there were so many options in the garden centre* (subordinate clause).
compound	A word or phrase made up of at least two free morphemes e.g. *wallpaper, small-talk*.
***compound-complex sentence**	A sentence made up of at least two coordinated main clauses and at least one subordinate clause e.g. *The car park was full* (main clause) *because there was building work* (subordinate clause), *but it made no difference to the shoppers* (main clause) *who were determined to get what they had come for* (subordinate clause).
compound sentence	A sentence made up of at least two main clauses linked by a coordinating conjunction e.g. *The sky was dark* (main clause) *and the wind whipped our hair* (main clause).

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
concrete noun	A noun that refers to physical things like people, places, objects and substances.
conjunct	An adverb that has a linking function e.g. *nevertheless, however, instead*.
conjunction	A closed class word used to join other words or phrases together e.g. *bread and butter pudding* (coordinating); *I liked her since she was always ready to help* (subordinating).
connotations	The associations linked to a word that go beyond its denotation.
***consonant cluster**	A group of consonants occurring at the beginning of a word e.g. *stream, thread, plot.*
context	The circumstances (social, historical, geographical, cultural, physical etc.) in which speech and writing take place.
contraction	A shortened word e.g. *can't, won't, we're*.
convergence	A process in which two speakers adapt their language and pronunciation to reduce the difference between them.
coordinating conjunction	A word that joins words, phrases, clauses or sentences of equal grammatical status e.g. *and, or, but*.
copula verb	A verb that is followed by a complement e.g. *be, seem, appear, grow, become*.
count noun	A noun that refers to things that can be counted, and which has a plural form e.g. *computer/computers*.
declarative	A grammatical mood where the subject is followed by the verb in a sentence which expresses a statement e.g. *The balloon flew over the mountain*.
degree adverb	An adverb which indicates the extent of a quality e.g. *very, really, quite, nearly, so.*
deixis	A term describing expressions that rely on the context for interpretation e.g. *there*, *over here, that high.*
demonstrative	A term used to describe pronouns and determiners that distinguish between similar items e.g. *this/that, these/those.*
denotation	The dictionary meaning of a word.
***deontic modality**	A modal verb expressing ability, necessity or obligation e.g. *can, could, may, must, shall, should.*
dependent clause	A clause which cannot stand alone (also called subordinate clause).

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
derivation	A term to describe words that are formed by adding affixes to create new words e.g. *slow* + *ness*, *arriv*(e) + *al*, *simpl*(e) + *ify*.
descriptive	An approach to language based on observation of language in use, focusing on appropriateness and acceptability rather than on making judgements.
determiner	A closed class word which only occurs at the beginning of a noun phrase and which defines the number and definiteness of the noun e.g. *the dog, some flowers, a mistake, that list.*
***dialect**	A language variety with distinctive lexis and grammar used by speakers with common regional, social or cultural backgrounds.
***dialect levelling**	The reduction in differences between dialects caused by language contact and mass media.
direct object	A clause element that is directly affected by the action or process of the verb e.g. *The racing-driver crashed the car.*
direct speech	A form of speech in which the actual words spoken are recorded, usually between speech marks e.g. *He looked down at the floor and muttered, 'Well, it wasn't my fault.'*
discourse	Any spoken or written language longer than a sentence.
discourse markers	Words or phrases that stand outside the clause and act as fillers, topic changers, hedges etc. e.g. *well, right, y'know, I mean, basically*.
disjunct	A sentence adverb allowing the speaker or writer to comment on the content or style of a sentence e.g. *honestly, fortunately for you, clearly*.
divergence	A process in which two speakers adapt their language and pronunciation to increase the difference between them.
double negative	A structure in which more than one negative particle is used in a single verb phrase e.g. *He didn't never tell lies*.
***dummy word**	A word which fills a grammatical function in a clause, but which has no meaning e.g. *It is Jack who should be apologising. Do you want a cup of tea?*
dynamic verb	A verb which expresses an action rather than a state and which has a progressive form e.g. *I was picking apples*
***-ed* participle**	A non-finite verb formed by adding an *–ed* inflection to the base of regular verbs (or which has an irregular form), which occurs with an auxiliary in a tensed verb phrase, or by itself as a nonfinite clause (also called a past participle) e.g. *The girl (had swum) for miles. The window broken by the stone (had been repaired).*

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
elision	The omission of sounds in connected speech.
ellipsis	The omission of part of a sentence that can be understood by the context. e.g. *The sprinter had broken the world record, Ø reached a new PB and Ø charmed the crowds*.
embedded clause	A subordinate clause which functions as a part of a clause element e.g. *The fireworks which lit up the sky had cost a fortune* (post-modifying subject noun phrase). *They had done enough to achieve victory* (post-modifying object noun phrase).
emphatic stress	Emphasis placed upon syllables or words in spoken discourse.
***enclitic**	An unstressed morpheme which joins phonetically to the preceding word e.g. *don't, I'd*.
end focus	The positioning of information at the end of a clause for emphasis.
enjambement	The overlapping of meaning from one line to another in verse without punctuation.
enumerators	Cardinal and ordinal numbers.
***epistemic modality**	A modal verb expressing a speaker's assessment of the reality or likelihood of an event taking place e.g. *can, may, might, must, should, will, would*.
etymology	A study of the origins and history of words.
euphemism	A word that replaces another which is seen as taboo or social unacceptable.
exclamation	The tone communicated by the use of an exclamation mark e.g. *We were only joking!*
exclamative	A sentence beginning with *how* or *what* in the initial position to communicate strong feelings e.g. *what an insult!; how unbelievable is that!*
***existential 'there'**	A sentence in which *There* is used as a dummy subject with a delayed subject occurring after the verb *to be* for emphasis e.g. *There was litter everywhere*.
exophoric reference	A term to describe referencing in which a lexical item points to the wider linguistic context e.g. *That man there is my brother*.
false start	An utterance that is started, left incomplete, and then restarted with a different grammatical structure e.g. *and Si.. Glen Johnson; they are (.) it's impossible; I felt that it (.) people were everywhere.*
field	An area of meaning linked to the subject matter of a discourse (e.g. physics) which will contain linked lexical items e.g. *gravity, relativity, spacetime, Einstein, Newton, density gradient*.
figurative language	A term used to describe any language use that is non-literal, using devices such as metaphors, similes etc. to create poetic and descriptive effects.

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
filled pause	A voiced hesitation in spoken language.
filler	Words, usually with no semantic value, which are inserted into speech either from habit or to give a participant thinking time as they search for a word e.g. *er, um, ah.*
finite	A term used to describe verb phrases marked for tense, person and number.
foregrounding	A change in the order of clause elements to draw attention to a particular linguistic item (also called fronting) e.g. *In winter, I'm really moody*.
form	The class of a word or the type of phrase.
free morpheme	The smallest meaningful unit of language that can occur by itself.
function	The role of words, phrases or clauses within a sentence e.g. modifiers in a noun phrase.
function word	Closed words like prepositions, conjunctions, determiners etc. that express grammatical functions within a sentence.
future time	A verb phrase that indicates actions/processes that have not yet taken place using the modal *will*, the multi-word verb *to be* + *going to*, or the simple present in subordinate clauses.
gradable	A term to describe adjectives and adverbs that can be compared (e.g. *colder, coldest*) or intensified (e.g. *so cold*).
grammatical mood	A term describing the relationship between the verb phrase and the intention of a sentence e.g. making a statement (declarative); asking a questions (interrogative); telling someone to do something (imperative); communicating something hypothetical (subjunctive).
head word	The main linguistic item in a phrase.
hedging	The use of mitigating words or sounds to lessen the impact of an utterance e.g. *I think, I'm not an expert but …, somewhat, it's possible that …*
hesitation	The repetition of the initial sound of a letter e.g. *s. straight; th. um* (.) *the very obvious*.
homonym	Words with the same sound and form but different meanings e.g. *rock* (noun, aggregate of solid mineral matter) and *rock* (verb, move gently back and forwards).
homophone	Words with the same sound but different spelling and meaning e.g. *flower/flour.*
hyperbole	Exaggeration or overstatement used as a rhetorical device to heighten feelings.
***hypercorrection**	A process of overcompensation where speakers use non-standard forms in the belief that they are more formal or correct e.g. *She gave it to John and I.*

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
hypophora	A rhetorical device in which a speaker or writer poses a question and then provides the answer.
***idiolect**	A term used to describe the characteristic speech of an individual, including distinctive features of pronunciation, lexis, and grammar.
idiom	A distinctive expression in which the meaning is not a literal interpretation of the individual words e.g. *She jumped the gun when she sent in that complaint yesterday*. i.e. 'acted too fast'
imperative	A grammatical mood expressing a directive using a verb in the base form with no subject e.g. *Sit. Don't eat it. Stop.*
implicature	A term used to describe what a hearer infers from an utterance.
inclusive	A term used to describe a first person plural reference (e.g. *we, us*) that includes the speaker as well as the addressee(s).
independent clause	A clause that can stand alone, has a tensed verb phrase, and makes sense by itself (also called a main clause).
indirect object	The animate being that receives the action of the verb, which comes before the direct object, or after it in the form of a prepositional phrase e.g. *The cat brought Sandra a mouse* OR *The cat brought a mouse to Sandra*.
indirect speech	A form of speech which reports what someone else has said, where the subordinator *that* introduces words spoken e.g. *The teacher said that I could pass*.
infinitive	A non-finite base form verb which usually occurs with the preposition *to* e.g. *to sit*.
inflection	The marking of a grammatical relationship with a suffix e.g. plural and possessive nouns, verbs participles (*-ing, -ed*).
***-ing* participle**	A non-finite verb formed by adding an *-ing* inflection to the base form of a verb, which occurs with an auxiliary in a tensed verb phrase, or by itself as a non-finite clause (also called a present participle) e.g. *The girl was crying for ages. The leaves falling from the trees carpeted the ground.*
initialism	A word formed from the first letters of a sequence of words pronounced letter by letter e.g. *NHS, BBC, OMG*.
initial position	A term used to describe the position of the first grammatical unit in a sentence, clause, phrase or word.
intensifier	An adverb that adds emphasis e.g. *so, very, really.*
interactive feature	Distinctive non-verbal utterances that affirm (e.g. *mm, yes*), show agreement (e.g. feature laughter), add reinforcement (e.g. echo utterances).

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
interjection	A closed class group of words and phrases that communicate emotions or spontaneous responses which are not part of the grammatical structure of a clause e.g. *hey!, oh dear!*
interrogative	A grammatical mood expressing a question, in which the subject and the verb are inverted e.g. *Has she got a cat? Would they buy a book? Does he want to come?*
interruption	The ending of one speaker's turn by the intervention of another speaker, which may be a non-cooperative challenge, or may be the result of multiple participants with equal status in a conversation.
intonation	The quality or tone of voice in speech, which can stay level, rise or fall.
***intransitive**	A verb which requires no object to complete its meaning (e.g. The baby smiled.)—some verbs can be both intransitive (e.g. The family ate.) and transitive (e.g. The family ate the meal.).
irony	A way of writing or speaking in which the intended meaning appears to be the opposite of what is actually said e.g. *Thanks so much for taking the bins out!* (i.e. bins have not actually been taken out = implicit criticism).
latch-on	A smooth link between different speakers in a spoken exchange.
***lexical cohesion**	Links created between words as a result of their related meanings.
***lexical diffusion**	The gradual spread of linguistic change.
lexical set	A group of words linked by a common word class, which may also have related meanings.
lexical verb	The verb in a verb phrase that carries the main meaning (also called a main verb) e.g. *The man fell. The children had finished. The car should have arrived by now*.
lexis	The term used to describe the vocabulary of a language.
liaison	A process that changes the pronunciation of words at boundaries, usually inserting /r/.
loan word	A word borrowed from another language e.g. *tortilla*.
main clause	A clause that can stand alone, has a tensed verb phrase, and makes sense (also called an independent clause).
***malapropism**	A misuse of words that sound similar e.g. *fire distinguisher* for *fire extinguisher*.
***marked theme**	A linguistic unit that occurs at the front of a sentence replacing the subject (the theme of a sentence) e.g. *In the middle of winter, you don't expect crocuses to flower.*

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
metaphor	A figurative use of language in which one thing is seen in terms of something else e.g. *He was at a crossroads and didn't know which road to take* (= making choices in life).
***metonymy**	The use of an attribute to represent the whole e.g. *the stage* = theatre.
***minimal pair/set**	Two or more words that are identical except for one phoneme occurring in the same place which changes the meaning e.g. *pin/pan, shot/pot, din/dip/did/dig*.
minor sentence	A sentence or utterance that lacks one or more of the clause elements (e.g. *three samosas*—said to a server on the deli counter), often formulaic in structure (e.g. *Sure*!—in response to a question).
modal verb	An auxiliary that alters the meaning of the lexical verb in terms of likelihood, ability, permission, obligation etc. e.g. *we must go* (obligation); *we might go* (possibility); *we will go* (prediction).
mode	A term used to describe whether language use is written, spoken, or multi-modal.
modifier	A word used to add descriptive detail to another word e.g. *the slow train; the train screeched wildly.*
monitoring features	Expressions which allow a speaker to check that the hearer is still listening, has understood etc. e.g. *if you remember …, would you believe … , you know*.
monosyllabic	Having one syllable.
morpheme	The smallest unit of meaning e.g. *dog* (free); *re-* (bound).
morphology	The study of the structure of words in terms of morphemes.
multi-word verb	A verb which has a particle e.g. *the police kicked in the door* (verb + adverb = phrasal verb); *the girl looked at the painting* (verb + preposition = prepositional verb).
negative	The use of particles or words to deny what is asserted by a verb e.g. *The tree has not grown. The child never sat down. I ate nothing.*
neologism	The creation of a word from existing lexical items e.g. *electracy*—the skills and facility needed to make full use of the communicative potential of new electronic media (modelled on 'literacy').
non-count noun	A noun referring to things which cannot be counted and which often do not have a plural form e.g. *traffic, applause.*
non-finite verb	Verb forms that are not marked for tense, person or number e.g. base forms, infinitives, *-ing* (present) and *–ed* (past) participles.

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
non-finite clause	A dependent clause introduced by a non-finite verb, which can function as a post- modifier (e.g. *The family running for the bus were clearly late.*) or as a clause element (*Deprived of love, pets don't thrive.*).
non-standard	Language that does not conform to the standard prestige form which is used as a linguistic norm.
noun	An open class word with a naming function, often with a plural form and which can be marked for possession.
***noun clause**	A dependent clause introduced by the subordinating conjunction *that*, which can fulfil the subject site (e.g. *What I want is time to rest.*), the object site (e.g. *I believe that the tide is coming in.*) or the complement site (e.g. *My one hope in life is that I do something useful.*) of a clause.
noun phrase	A phrase which usually has a noun as its head, that can function as a subject, object, complement or adverbial in a clause.
normal non-fluency	Commonly occurring features of spoken language such as hesitations and false starts which break up the flow of speech.
***obsolete words**	Words that are no longer in use e.g. *jargogle*: to confuse or jumble; *scuppet*: a spade used for making ditches.
onomatopoeia	The term used to denote words that imitate sounds e.g. *splash, murmur, clank, buzz*.
open class	A large group of words (nouns, adjectives, verbs and adverbs) to which new words can be added—they carry the main meaning in a sentence (also called lexical words).
ordinal number	Numbers that indicate the order of a sequence e.g. *first, second, third.*
orthography	The study of spelling and the ways letters are used in a language e.g. spelling rules, hyphenation, capitalisation, word breaks, punctuation.
overlap	Participants speak at the same time, but the dominant speaker's turn is not ended—this can mark positive feedback where one speaker provides backchannel affirmation or support; the misjudgement of the end of a turn; or an additional point or comment on what is being said.
***oxymoron**	The use of apparently contradictory words in a phrase e.g. *eloquent silence, darkness visible.*
paralinguistics	The study of non-verbal communication e.g. vocal effects (laughing, sighing), gesture, posture and facial expressions.
parallelism	Patterning of pairs of sounds, words, or other structures to create a sense of balance e.g. *quickly and decisively*, *neither a poet nor a philosopher*.

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
parenthesis	The use of brackets, dashes or commas in written language, or pauses in spoken language, to mark out an optional element of a sentence or utterance.
passive voice	A grammatical structure in which the subject and object change places to alter the focus of a sentence and the verb phrase is made up of *to be* + *-ed* participle e.g. *The book was written (by a local woman).*
pauses	Breaks in spoken language which can be minimal (micro pause), often marking the end of utterances, or timed (in seconds) e.g. *we'll stop there (.) let's try to (2) meet up later*.
perfective	An aspect made up of *to have* + *-ed* participle e.g. *the cat has caught a mouse* (past action with present relevance); *the cat had caught a mouse* (action completed before a specific time).
***periphrastic**	A grammatical structure formed by a combination of words rather than by inflection e.g. *the man did go/the man went* (past tense); *the vote of the people/the people's vote* (possessive).
personification	A device in which something non-human is given human attributes e.g. *the blushing birds.*
phatic speech	Words, phrases and clauses that have a social function e.g. *good morning; lovely day; thanks.*
phonemes	The smallest unit of sound.
phonetics	The study of spoken sounds and the way in which they are produced.
phonology	The study of sounds in a particular language and the ways in which they are combined to create meaning.
phrase	A group of words that has no finite verb (except for a verb phrase) e.g. *a sleeping dog* (noun); *very clear blue* (adjective); *really soon* (adverb); *is going* (verb).
polysyllabic	Having more than one syllable.
post-modification	Lexical items that follow the head in a phrase e.g. *the horse that bites; very happy to see you.*
pragmatics	The study of how contextual factors influence a speaker's or writer's language choices.
predicative	The term used to describe modifiers that follow a copula verb e.g. *the grass was long*.
predicator	The verb phrase filling the verb site of a clause e.g. *the dog was running up the mountain.*
prefix	A bound morpheme that can be added to the beginning of a free morpheme e.g. *redo.*

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
pre-modification	Lexical items that precede the head in a phrase e.g. *quite sad; apple tree*.
preposition	A closed class word which comes in front of a noun phrase to express a relationship e.g. *on the mountain; under the table.*
prepositional phrase	A phrase made up of a preposition and a noun phrase which can function as a postmodifier (e.g. *the dog with a fluffy tail*) or as an adverbial (e.g. *the man walked along the river*).
prescriptive	An approach to language that dictates rules of usage, and which focuses on concepts of 'right' and 'wrong'.
***proclitic**	An unstressed morpheme which joins phonetically to the following word e.g. *'twas, 'tis*.
progressive	An aspect made up of *to be + -ing* participle e.g. *the dog is chasing a rabbit* (ongoing action in the present); *the dog was chasing a rabbit* (ongoing action in the past).
pronoun	A closed class word that can replace a noun phrase e.g. *the boy → he.*
proper noun	A noun that refers to the names of specific people, place and occasions, and which has an initial capital letter in written language e.g. *December, Eid, River Bann.*
prosodic features	The use of pitch, volume, pace and rhythm to draw attention to key features of spoken language.
quoted clause	A clause containing the actual words spoken in direct speech and usually marked with speech marks in written language e.g. '*He's behind you,' chanted the audience*.
quoting clause	A clause accompanying direct speech that tells us who has said something e.g. *'He's behind you,' chanted the audience.*
rallentando	A term used to describe speech that is getting slower (marked *rall* on transcripts).
***Received Pronunciation**	An accent which has high social status and is not connected to a specific region (also known as RP).
relative clause	A dependent clause introduced by a relative pronoun such as *that, which, whoever, whom, of which*, which post-modifies a noun phrase e.g. *the artist whose work was on display entered the room.*
register	A style of language used in a particular context defined in terms of mode, tenor and field.
***repertoire**	An individual's range of spoken and written forms.
rhetorical question	A question that does not require an answer.

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
self-correction	A speaker's repair to an utterance e.g. *bret-ta. (.) breathtaking; Steve (.) Sir Stephen*.
semantic change	Changes in word meaning over time.
semantic field	A theme or topic created by the use of words with associated meanings e.g. *doctor, medicine, vaccinating, surgery, prescription.*
sentence	A grammatical structure made up of one or more clauses, marked by a capital letter and a full stop in written language (called an utterance in spoken language).
simile	A device which makes a direct comparison between two things using the prepositions *like* or *as* e.g. *her heart was beating like the wings of bird against its cage*.
***slang**	Distinctive, and often short-lived, words and phrases used by clearly defined social or age groups associated with informal speech e.g. *cork it* (stop talking).
simple sentence	A sentence made up of one main clause e.g. *The astronaut fastened his belt.*
spontaneity markers	Distinctive features of spoken language that mark speech as spontaneous and unscripted, including comment clauses, fillers, hesitations etc.
standard	The form of a language considered to be the norm and used as the medium of education, government, and the legal system.
stative verbs	Verbs that express states of being or processes, which rarely take a progressive form e.g. *understand, wish, doubt.*
subject	A noun phrase or a clause which is the actor of a sentence e.g. *Winning medals is the goal of all athletes. The builder plastered the wall quickly.*
***subjunctive**	A grammatical mood used to express something hypothetical or tentative—most common now in formulaic expressions (e.g. *God save the Queen*.) and in *If* structures (e.g. *If I were Prime Minister* ….).
subordinate clause	A clause that cannot stand alone, but needs another clause to complete its meaning e.g. *Because I was tired, I went to bed early*.
subordinating conjunction	A conjunction used to introduce a subordinate clause e.g. *while*, *as soon as*, *although* e.g. *I couldn't finish cutting the grass until the rain stopped*.
suffix	A bound morpheme that can be added at the end of a free morpheme e.g. *goodness.*
symbol	A device in which a word or phrase represents something more than itself e.g. *fog* can be symbolic of confusion.
syndetic	A term used to describe a list of words, phrases or clauses that are connected by a conjunction e.g. *A dove, a red rose, a rainbow and a kitten are all positive symbols*.

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
synonyms	Different words that have the same or similar meanings e.g. *repulsive, nauseating, disgusting.*
syntax	The study of the grammatical relationships between words in sentences.
tag question	An interrogative structure that is attached at the end of a statement to encourage a reply e.g. *It's good, isn't it? I don't like it, do you?*
tenor	The relationship between participants in a language interaction.
tense	A change in the form of a verb to indicate timescale e.g. *he walks* (present); *he walked* (past).
***transitive**	A verb which requires an object to complete its meaning e.g. *The baby ate a banana.*— some verbs can be ditransitive (e.g. *Uncle Andrew told the children a story.*)
turn-taking	The organisation of participants in a spoken interaction, where the turns may be equal or where one speaker may be dominant.
tripling	Patterning of words, phrases, clauses or sentences in recognisable groups of three e.g. *No birdsong. No wind in the trees. No sign of life.*
utterance	A grammatical structure made up of one or more clauses, often preceded by a micro pause and followed by another pause or a change of speaker in spoken language (called a sentence in written language).
unintentional repetition	The accidental repetition of a monosyllabic word in spoken language e.g. *they they've; we we we.*
verbal noun	A noun derived from a verb e.g. *Sewing is a useful skill.*
***verbless clause**	A clause that contains no verb although the structure implies there should be one e.g. *When in doubt, ask.*
verb	An open class word expressing states, process and actions, which can be marked for tense, aspect, voice and modality.
verb phrase	A phrase made up of a single lexical verb, or up to four auxiliaries and a lexical verb e.g. *follows, was following, should have been following*, *may have been being followed*.
vocative	The term of address used to refer directly to a person in speech e.g. *Come over here, John. Prime Minister, I'm very pleased to meet you.*
***wh-* question**	Questions introduced by *wh-* question words, which expect new information in the answer e.g. *Why are you late?* → requires reason.

GLOSSARY (CONTINUED)	
TERM	DESCRIPTION
word formation	The process of creating words from free and bound morphemes e.g. *un* + *gracious* + *ly.*
word order	The arrangement of words, phrases and clauses in a sentence.
yes/no question	Questions marked by the inversion of subject and, which require an affirmative or negative response e.g. *Is this dress alright?* →requires yes/no.