Year 12

English
Language
Taster lesson
July 2022

WHAT WILL TWO YEARS OF A LEVEL ENGLISH LANGUAGE LOOK LIKE?

KS5 Lang Year 12	**Bridging the Gap: Language Levels** Assessment: cross paper skills	**Language the individual and society** Assessment: P1	**Original Writing** Assessment: COURSEWORK	**Original Writing** Assessment: COURSEWORK	**Language the individual and society** Assessment: P 1	**MOCK PREP AND EXAMS** Work experience Review Spring 2
	Language Variety and Diversity Assessment: P2	**Diversity and Change: Age and social networking** Assessment: P2 Q 1 and 3 skills	**Diversity and Change: Gender, Occupation** Assessment: P2 Q1 and 3 skills	**Diversity and Change: Region, dialect** Assessment: P2 Q 1 and 3 skills	**Diversity and Change: Ethnicity and World Englishes** Assessment: P2	**MOCK PREP AND EXAMS** Work experience History of Language Assessment: P2
KS5 Lang Year 13	**Child Language Development** Assessment: Paper 1		**MOCK FF Launch Language Investigation** Assessment: COURSEWORK	**REVIEW:** Assessment: ALL PAPER 1 UNITS	**REVIEW** EXAM SEASON	
	Language Change Assessment: Paper 2	**Language Discourses** Assessment: Paper 2	**MOCK Feed Forward and Language discourses** Assessment: Paper 2	**REVIEW:** Assessment: PAPER 2 UNITS	**REVIEW** EXAM SEASON	

WHAT TO EXPECT TODAY:

Thank you for choosing A-Level English language as a prospective subject for your upcoming sixth form experience. This lesson is aimed at introducing you to a typical lesson on this course and providing you with a taste of tasks to look forward to.

You will gain:

* knowledge of new terminology,

* insight into three key theorists and their research,

* The opportunity to show how you can apply this information to a group annotating activity.

TASK 1 – TERMINOLOGY RECAP AND REFRESH:

To begin, take a look at the terminology listed on your handout, can you match each of these to the correct definition provided? Write them on your copy.

Term	Definition
imperatives	
nouns	
intonation	
fillers	
idiolect	
hedging	
ellipsis	
interruption	
false start/repair	
back-channelling	
tag questions	
turn taking	

TASK 1 – TERMINOLOGY RECAP AND REFRESH:

Term	Definition
imperatives	Commands.
nouns	Words that function as the name of a specific object.
intonation	The quality or tone of voice in speech, which can stay level or rise and fall.
fillers	Words/utterances with usually no semantic meaning e.g. 'er' 'umm' 'ah'.
idiolect	An individually distinctive style of speaking.
hedging	Words which soften the force with which something is said e.g. perhaps, maybe, possibly, I think.
ellipsis	Three dots (…) or missing out words that are superfluous to the conversation e.g. 'You going to the party?' Rather than 'Are you going to the party?'
interruption	An act, utterance or action that breaks the flow of a person's conversation.
false start/repair	When a speaker begins an utterance, then stops and either repeats or reformulates their speech.
back-channelling	Interactive features that demonstrate a participant is listening (mmm, yeah, ahh). Not disrupting the speaker's turn but affirming what is being said.
tag questions	When a speaker turns a declarative into an interrogative by tacking on extra words e.g. It's a lovely day today, isn't it?
turn taking	The organisation of participants in a spoken interaction.

TASK 2: THEORISTS AND LINGUISTIC RESEARCH

English Language Transition Booklet

"Your language is clothes of your thoughts"
- Samuel Johnson
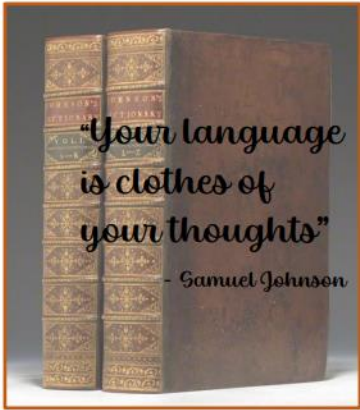
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You have each got a transition booklet in which you have some tasks to complete over the summer. To start you off with this holiday work, you can make notes today in the relevant sections.

One of the big questions we consider at A-Level is:

Do men and women speak differently?

To respond to this question, there are many studies that we could consider, today we shall look at three.

Robin Lakoff

O'Barr and Atkins

Howard Giles

ROBIN LAKOFF AND DEFECIT GENDER THEORY:

Who is she? Linguist and published scholar from Brooklyn USA.

Lakoff claimed that **women employ a distinct style of speech, 'women's language',** which comprises linguistic features that demonstrate and reinforce women's inferior position in society.

ROBIN LAKOFF
LANGUAGE AND WOMAN'S PLACE

DEFICIT MODEL

The deficit model **argues that women's language is lacking in some form**. That is to say that women cannot do certain things that men can because of a lack of "something" in their language. Certain linguists have said women cannot be funny, others have said that women's language is more emotional than intelligent.
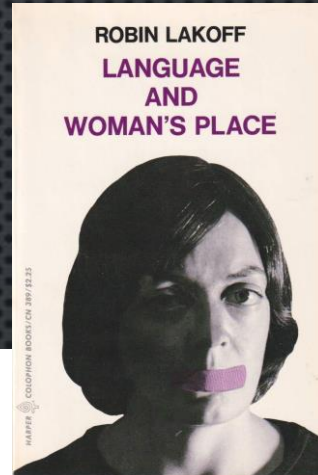
Language and Woman's Place

Lakoff's influential work *Language and Woman's Place (1975)* introduces to the field of sociolinguistics many ideas about women's language that are now often commonplace. It has inspired many different strategies for studying language and gender, across national borders as well as across class and race lines. Her work is noted for its attention to class, power, and social justice in addition to gender.

Lakoff proposes that women's speech can be distinguished from that of men in several ways (part of gender deficit model), including, she says, women are more likely to use the following:

1. **Hedges:** Phrases like "sort of", "kind of", "it seems like"
2. **Empty adjectives:** "divine", "adorable", "gorgeous"
3. **Super-polite forms:** "Would you mind..." "...if it's not too much to ask" "Is it okay if...?"
4. **Apologise more:** "I'm sorry, but I think that..."
5. **Speak less frequently**
6. **Avoid curse language or expletives**
7. **Tag questions**: "You don't mind eating this, do you?".
8. **Hyper-correct grammar and pronunciation:** Use of prestige grammar and clear articulation
9. **Indirect requests:** "Wow, I'm so thirsty." – really asking for a drink
10. **Speak in italics:** Use tone to emphasise certain words, e.g., "so", "very", "quite"

O'BARR AND ATKINS – COURT ROOM STUDY:
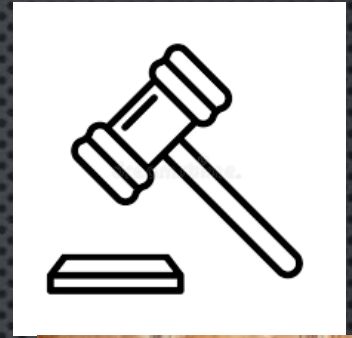
The theorists William O'Barr and Bowman Atkins are known for developing the idea that language differences are situation-specific, relying on who has the authority and power in a conversation, rather than the gender of the people involved.

In an article entitled "'Women's Language' or 'Powerless Language'?" William O'Barr and Bowman Atkins described the results of their 1980 courtroom study. They studied "language variation in a specific institutional context -- the American trial courtroom.

During the process of witness examination O'Barr and Atkins studied courtroom cases for 30 months, observing a broad spectrum of witnesses. They examined the witnesses for the ten basic speech differences between men and women that Robin Lakoff proposed. O'Barr and Atkins discovered that the differences that Lakoff and others supported are not necessarily the result of being a woman, but of being powerless. They used three men and three women to prove their point. The first man and woman both spoke with a high frequency of "women's language" components. The woman was a 68-year old housewife, and the man drove an ambulance.

In comparison to woman and man #3 -- a doctor and a policeman, respectively, who both testified as expert witnesses -- they show that the first pair of witnesses experience less power in their jobs and lives. O'Barr and Atkins found that pair #2 fell between pairs 1 and 3 in frequency of hedges and tag questions, in their speech. O'Barr and Atkins concluded from their study that the quoted speech patterns were "neither characteristic of all women nor limited only to women."

O'Barr and Atkins discovered that Lakoff's proposed differences were not necessarily the result of being a woman, but of being powerless. So, class and status therefore have an impact on language.

HOWARD GILES – ACCOMMODATION THEORY

Howard Giles

Professor of linguistics and psychology at the University of California, Santa Barbara. Giles developed the theory in 1973

The socio-linguist, Howard Giles, came up with the concept of 'Communication Accommodation Theory' **to demonstrate how we change our language and the way we speak depending on who we are speaking to**. His theory is structured by two main functions (of language), being 'convergence' and 'divergence'.

Why does *Communication Accommodation* happen?
The reason behind this behaviour is explained as **to control the social differences between the interactants**. People accommodate their communication activities to get approval and to set a positive image in front of the interactant. The environment in which they are interacting also affects the communication behaviour.

- **Convergence** – this is more common and occurs when we move our speech closer to that of the other person.
- **Divergence** – when people's speech styles move further apart.

We can see evidence of convergence and divergence in action here:

https://www.youtube.com/watch?v=uf0DDm9NYcI

Giles is one of our 'multi-purpose' theorists as we can apply his research to various arguments (and therefore many exam questions) in the topics of, for example, language and power, language and age, language and social group and more.

Can you think of any scenarios in day-to-day life where you or others converge/diverge their language?

TASK 3 – CAN WE APPLY OUR NEW KNOWLEDGE TO ANALYSE A SET OF TRANSCRIPTS?

Before we get into three groups to discuss the transcripts, let's check we know some key transcript symbols:

(.) - indicates a pause of less than one second
(2.0) - numerals within parentheses indicate longer pause
(Italicised information) - indicates non-verbal utterances
[Wo]rds – with square brackets within, indicates overlapping speech

GET INTO 3 GROUPS - OUR THREE TRANSCRIPTS TODAY ARE TAKEN FROM A VERY POPULAR CONTEMPORARY REALITY TV SERIES.......

Love island clips for the transcripts can be watched here.

BOYS ONLY CONVERSATION

Transcript 1: **Series 8 – episode 22 (10.25mins) Boys only conversation:**

Jay and Davide are lying on the sun loungers, side by side.

J: What were you and Ekin up to last night mate?

(mutual laughing)

D: Bro everyone keep asking me! *(J laughing)* But … honestly…I dunno…its its hard to explain

J: do you feel, do you feel like there's unfinished business man?

D: nno nno, I just feel, I dunno, it's not going in a romantic way

J: Yeah – nah?

D: She's like expired y'know for me – we say in Italy the food

J: [Right]

D: [expired y'know.]

(muffled laugh – both look over towards Ekin-Su both laughing and smiling)

D: Oorr don't go putting things in my mind y'know – [*(laughing)* this is not going to happen!]

J: [*(laughing)* mate I'm not] You're putting things in your own head man! *(both laughing)* [2.0]

J: *(Quietly)* If Ekin said to you, she wanted to give it another go what you sayin'?

D: *(Smiling)* Noo! *(Shaking head and smiling)*

J: Yeah you are…

D: *(shaking head and smiling)* Noo…

J: Mate look at your smile *(both quietly laughing)* its so obvious bro *(laughing)* [2.0] *(turning to each other on the sun loungers to talk more discreetly)* d'you …um.. feel like if…erm… Charlie pursued Tasha, then Ekin became more available…

D: …Bru I'm not scared about my ability; I know I can er get her like (snaps his fingers) this!

J: *(laughing)*

(Both laughing)

Group 1: Feedback…

MIXED CONVERSATION

Transcript 2:   **Series 8 – episode 22 (11.54 mins) Mixed conversation:**

Charlie, Demi, Ekin, Gemma and India are sat together on the daybed.

D: What is your ting Charlie?

C: My thing?

D: Yer – what can you say, this is my thing I can do very well?

C: mmm

E: Yeah, that's a good question

I: Do you have party trick. I think I asked you that dint I?

E: Not a party trick, but anything that you're good at.

C: I'm not good at anything

(E shrugs her shoulders and rolls her eyes)

I: Good at being yo[u]

C: no um[mm]

E: [Good] at being…

C: I dunno

D: Boring?

(They all laugh, slight shock from the girls.)

D: *(Backtracking)* no no, I was trying to help him out here, yous thought [that too]

C: [no I] dunno bro

D: coz how do you not have like, one thing, like [one thing]

C: [what's your] what's your thing? *(looking at D)*

E: *(Jumps in)* One thing I can do is like read people's minds..sorry.

D: Man you can not read any people's mind! … *(girls chuckle)* Shall I read your mind Ekin?

E: Go on!

(The group listen to Dami make predictions about Ekin and then Gemma.)

Group 2: Feedback…

GIRLS ONLY CONVERSATION

Transcript 3:　　　　　　　　**Series 8 – episode 22 (17.00mins) Girls only conversation:**

Gemma, Paige and India sit together by the side of the pool.

P: I heard you had an interesting convo?

G: Who?

P: You and Dami and his predictions

G: Oh yeah

P: mmm

I: Oh lord what did she [say]

P:　　　　　　　　　[it was] if another guy came in that was your type, your head would turn

G: *(Guffaws)* Whh-at!

I: That's [not] …

P:　　　[wait] was that not wha[t]

I:　　　　　　　　　　　[ye]ah but not like that! No!

G: *(Shocked face)* Do I say something, coz I'm not having that!

P: Nar wait..what…so tell me what the actual conversation [was]

G:　　　　　　　　　　　　　　　　　　[m well no] tell me what she said first..

P: … don't quote me actual word for word…this is…she.. this is basically what she said…if another guy came in that was more Gemma's type…or… or suited Gemma more, her head would turn [3.0]

(Gemma lets out a slight laugh/gasp and puts her face in her hands)

I: Yeah but..that's not what Gem said…obviously it was a prediction but it was [more like] (1.0)
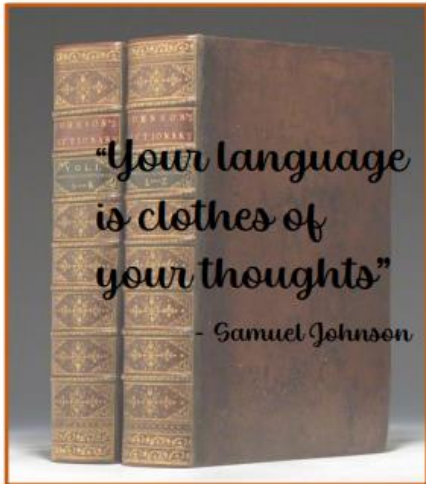
P:　　　　　　　　　　　　　[but that you] agreed with it, that was all, that you agreed and said "Yeah I would"

(Gemma steps away annoyed to confront Ekin)

Group 3: Feedback…

SO.... **HOW DO MEN AND WOMEN COMMUNICATE?** IS IT CONTEXT DEPENDENT? ARE THERE OTHER FACTORS TO CONSIDER? WHAT DID THE THEORISTS TELL US?

English Language Transition Booklet

"Your language is clothes of your thoughts"

— Samuel Johnson

Name:_____

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What next:

Your transition booklets have several tasks that build on today's work and we would like you to complete this in time for your first week of English Language lessons in September.

ANY QUESTIONS?