

Getting Started

GCE English Language

Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Language (8EN01)
First certification 2014

Pearson Edexcel Level 3 Advanced GCE in English Language (9EN01)
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Issue 2

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Introduction

This Getting Started book has been designed to give you an overview of the Edexcel GCE in English Language and what it means for you and your students. The guidance in this book is intended to help you plan the course in outline and to give you further insight into the principles behind the content to help you and your students succeed.

Key principles

Developed in consultation with teachers and professional organisations, the Edexcel GCE in English Language specification is designed to support you in refreshing the teaching and study of English language, while valuing best practice.

The specification builds on the knowledge, understanding and skills established in the earlier key stages and allows you the flexibility to design a qualification to meet differing student interests and needs.

The key aspects of the GCE English Language specification are summarised below.

Supporting all students in achieving their full potential

There is clear progression from AS to A2 in both content and modes of assessment:

- at AS, the focus on contemporary language provides a familiar and engaging area for study and enables the introduction of the main constituents of language in contexts that can be readily understood
- a practical emphasis on finding out about language and using it effectively
- at A2, students will study areas of development, diversity and change and choose for themselves the subject of their individual investigation.

Content to interest and engage

- Students explore ways in which meanings are constructed in a wide range of spoken, written and multi-modal texts
- As observers, readers and writers, students learn about spoken and written language from real and imagined worlds and engage with the craft of writing to create their own texts.

Assessment to support achievement

- Short-answer questions to data in AS examinations
- Data-response questions also in A2 examinations
- Opportunity for both independent investigation and creative response in coursework
- Examples and advice for all coursework tasks.

Assessment overview

The course will be assessed by both examination and internal assessment. In summary:

AS Units

Unit 1: Language Today	Unit 2: Exploring the Writing Process
External assessment: written examination paper (2 hours and 15 mins)	Internal assessment: coursework of 2000-2500 words comprising two pieces of writing, plus commentaries of 500 words each

A2 Units

Unit 3: Language Diversity and Children's Language Development	Unit 4: English Language Investigation and Presentation
External assessment: written examination paper (2 hours 45 mins)	Internal assessment: coursework of 2500-3000 words on topic of own choice



Course overview

This section gives you a summary of the content of each unit followed by a breakdown of the teaching content and skills development, and what these lead to in assessment in each unit. You will find this useful for planning staffing, in induction and for use as a basis of the schemes of work.

Unit 1: Language Today

Unit 1 provides an introduction to the study of contemporary language. The focus is on register and idiolect: the ways that language use reflects many aspects of the situation, including presentation of self. As the assessment is based on data – short examples from written, spoken and electronic language – students should study a variety of texts.

Teaching content	Skills development
<ul style="list-style-type: none"> • How to observe and analyse language through its contextual variation: <ul style="list-style-type: none"> • mode: written, spoken, electronic and multi-modal • functions • tenor. 	<ul style="list-style-type: none"> • How to observe and analyse language through the key constituents of language: <ul style="list-style-type: none"> • phonology • graphology • morphology • lexis (and semantics) • grammar • discourse (and pragmatics).
<p>In order to comment on meanings and effects, semantics and pragmatics in a written response and to explore theories and attitudes to language variation: gender, power, occupation and so on.</p>	

Unit 2: Exploring the Writing Process

In Unit 2, the focus is on students' own production of planned (as opposed to spontaneous) language use. They will explore the writing process: from initial planning stages, through research and early drafts, to editing and producing a final draft. They should adapt their writing to meet the required word limits.

Students will continue to explore multi-modal texts in this unit and develop their awareness of genre, audience and purpose. They will submit two pieces of writing and two commentaries, explaining some of their decisions.

Teaching content	Skills development
<ul style="list-style-type: none"> • Understand the different ways written and spoken language communicate • Explore ways spoken language may be represented in written forms • Research range of style models (in two to four genres), the techniques and effects • Study schema/theories on language (speech representation, narrative structure and so on) • Understand techniques of oral presentation. 	<ul style="list-style-type: none"> • Experiment with scripting to be spoken/heard, using audio or visual devices and techniques, if appropriate • Draft own writing, edit and produce commentary on choices • Develop skills of: <ul style="list-style-type: none"> • interviewing: how to plan and structure questions; how to respond to (pick up on and develop points in) answers • recording: ethical considerations; being unobtrusive • transcribing: broad conventions (not using IPA, intonation, pauses and so on) • Apply observation and analysis in production of own writing.
<p>In order to produce own writing and commentary</p>	

Unit 3: Language Diversity and Children’s Language Development

In Unit 3, students learn about origin, development and variation of language. They look at how and why English has changed over time, the development of English as a world language and the development of children’s spoken and written language. The unit draws from the skills, knowledge and understanding that students have developed from Units 1 and 2.

Teaching content	Skills development
<ul style="list-style-type: none"> • Acquire knowledge of three theoretical areas of language study: <ul style="list-style-type: none"> • how language changes over time • how contemporary language varies across social and cultural groups • how children develop spoken and written language. 	<ul style="list-style-type: none"> • Develop and apply analytical tools from Unit 1 • Develop and apply awareness of how language works from Unit 2.
<p>In order to apply this knowledge and understanding in a written response to data</p>	

Unit 4: English Language Investigation and Presentation

In Unit 4, students demonstrate their skills as independent researchers and writers. They identify an aspect of language suitable for a research investigation, decide on the focus of the investigation, collect data, analyse it and draw relevant conclusions relating to the focus of the investigation. The unit draws from the skills, knowledge and understanding that students have developed during the course.

Teaching content	Skills development
<ul style="list-style-type: none"> • Apply analytical tools and appropriate knowledge and theory from previous units • Identify area of language study suitable for small-scale research • Learn to apply research and analysis skills: choose suitable question for own research • Identify appropriate data and appropriate method of collection (e.g. interview techniques, corpora, questionnaire design). 	<ul style="list-style-type: none"> • Explore an area of language of specific interest • Develop skills of presentation • Select relevant aspects of language to analyse • Present findings using conventions of a written report • Supply references and bibliography (e.g. Harvard style).
<p>In order to present a written report and make a presentation</p>	

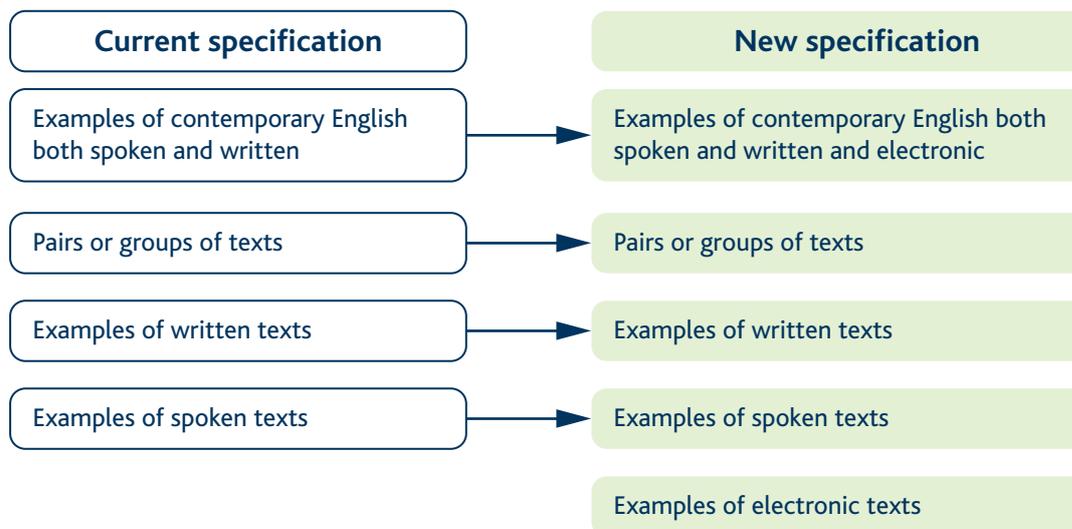


Course planner

Using resources

The resources that you already have in stock will be useful for the new Edexcel specification, regardless of which specification you used previously. This section identifies where you will be able to reuse resources and where you may require new resources.

Unit 1



Sources that will be needed for new specification:

Examples of electronic e.g. emails, text messages, answerphone messages.

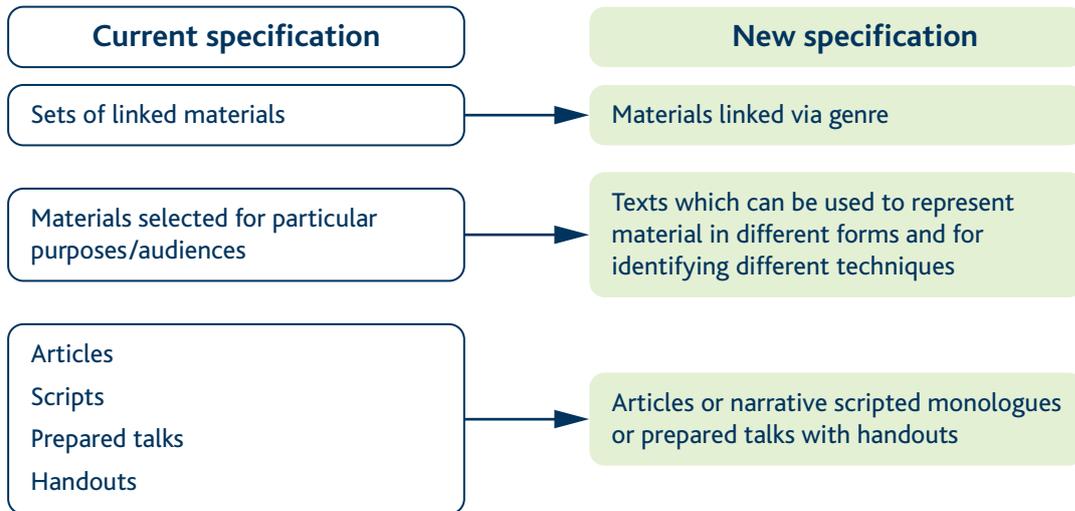
In checking resources, it would be useful to remember that the emphasis in Unit 1 is on contextual factors, including:

- **identity:** idiolect, constructed identity of writer / speaker
- mode: **overlap** between spoken, written and electronic communication
- tenor: **the relations / social roles of participants**
- situation: **spontaneous v planned**
- influence of **social and cultural factors** — gender, occupation, power, etc.

The inclusion of **discourse** (whole texts in their context) in this unit also signifies that such resources should be available and given appropriate treatment. For example, short, complete texts can be found in:

- many types of electronic communication — emails, blogs, SMS messages, answerphone messages
- some feature journalism — editorials, columns, horoscopes
- some literary genres — poems, short stories, advertisements.

Unit 2



Sources that will be needed for new specification:

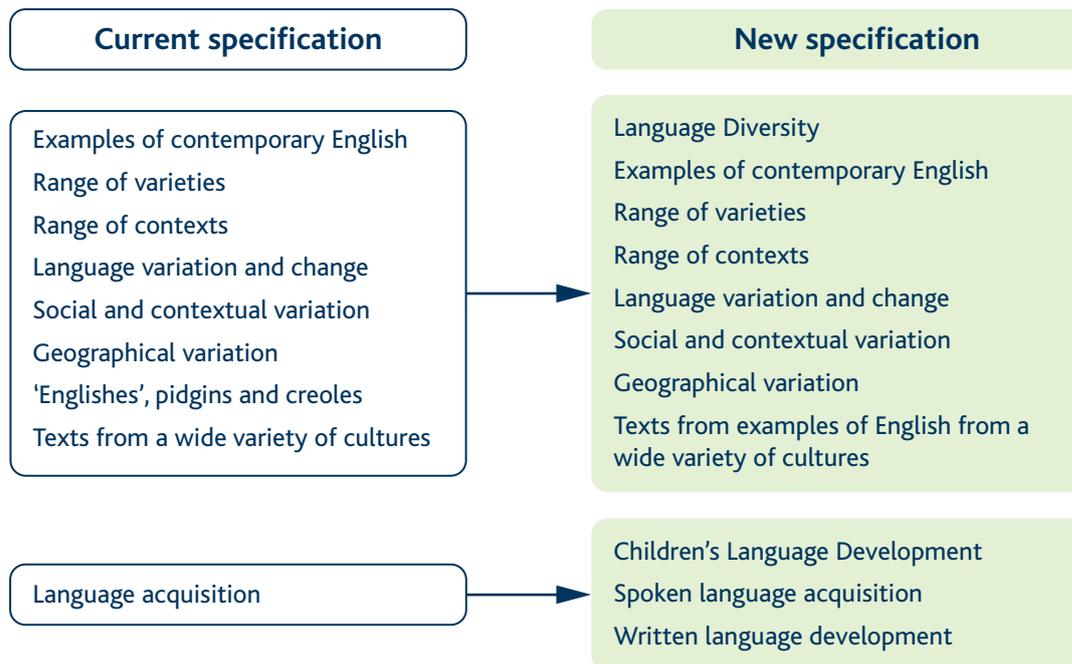
- Narrative forms and techniques
- Forms of representation of speech and analysis of effects
- Dramatic forms and techniques, especially creation of voice of character
- Recording devices and transcription conventions.

When you're checking resources, remember that the emphasis in Unit 2 is on writing for different audiences and purposes, including:

- work devised for listening audiences
- work devised for reading audiences.

Examples across both modes for a wide range of purposes and audiences should be made available to the students.

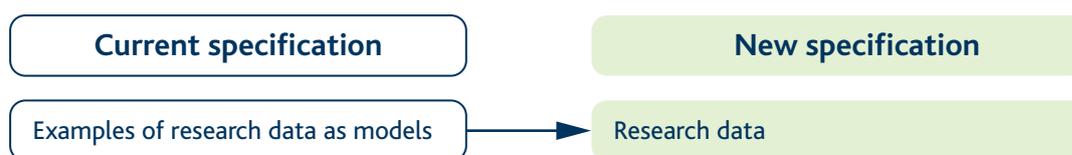
Unit 3



Sources that will be needed for new specification:

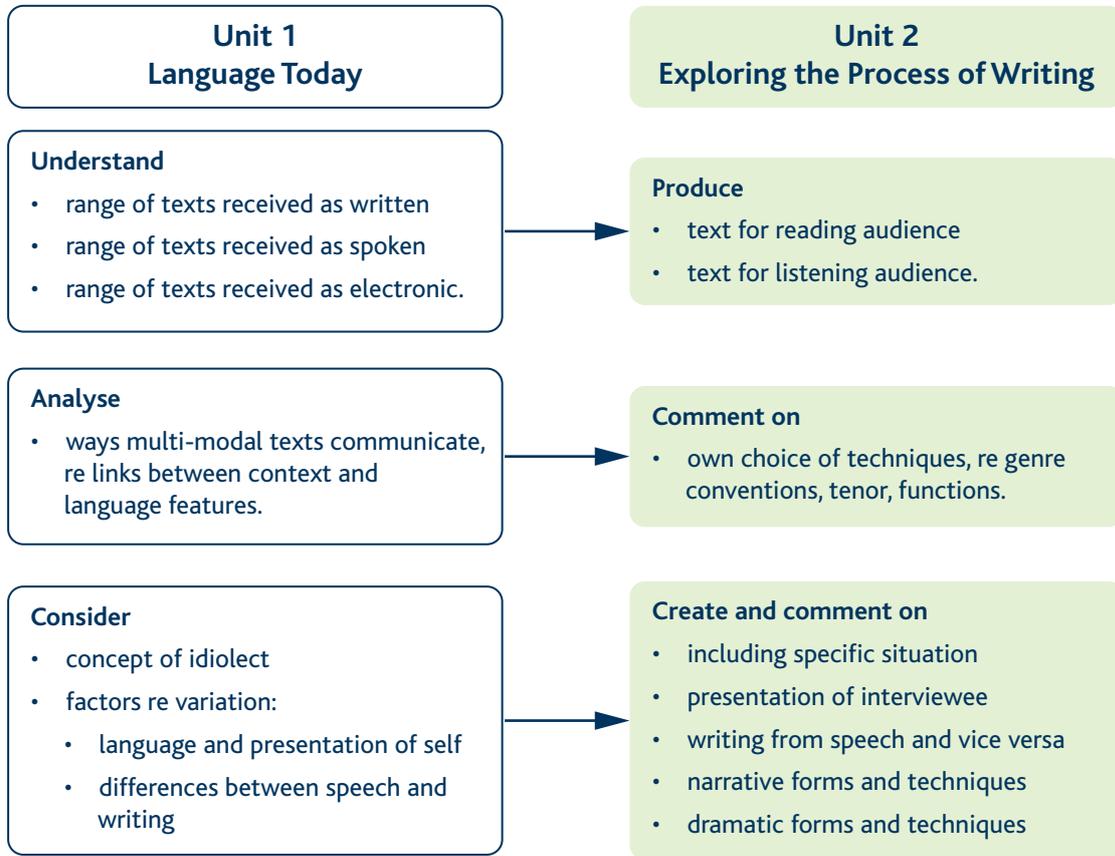
- Language Diversity: examples of earlier forms of English to the present day. (NB Awareness of Old English and Middle English is important to help students understand the processes of language change and development, but will not be used as data for assessment.)
- Child Language Development: processes in the development of children's writing; examples of children's writing from the earliest stages.

Unit 4

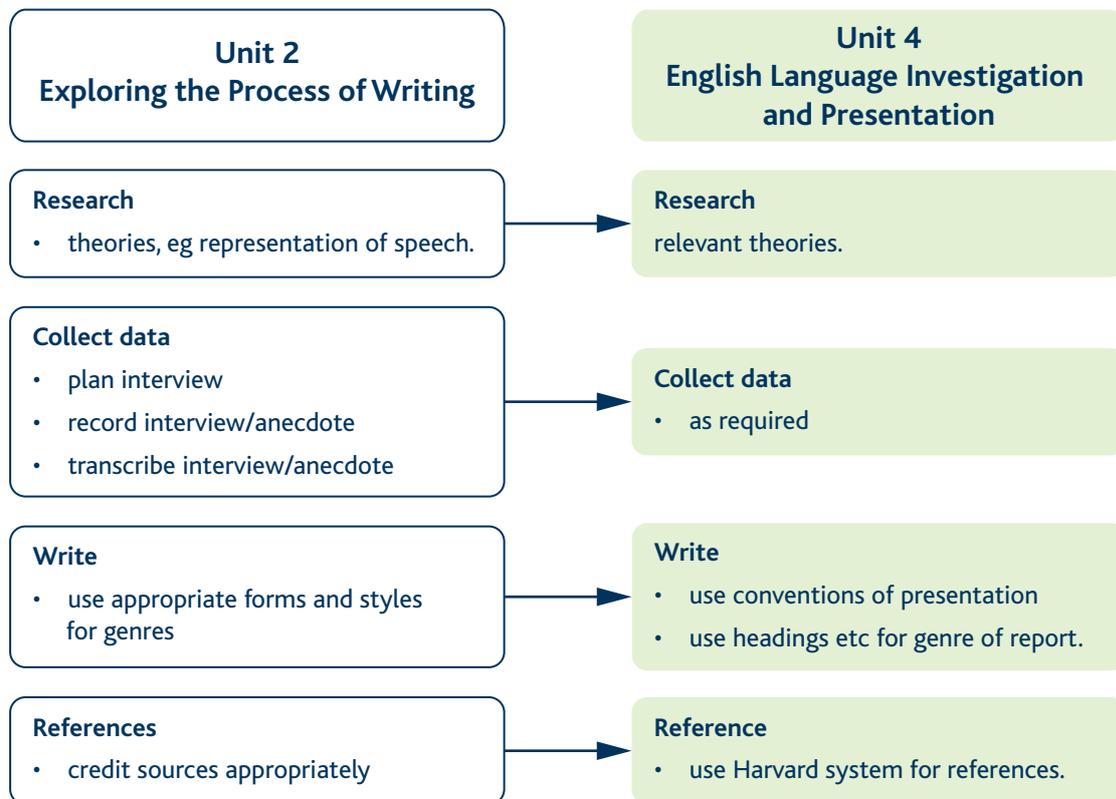


Skills progression

The diagram below shows how the skills required for Unit 2 build on and extend those in Unit 1.



This diagram shows how the skills required for Unit 4 build on and extend those in Unit 2. (Both Unit 2 and Unit 4 are coursework units.)



Assessment overview: Units 1 and 3

This section outlines what students are required to know in each of the externally assessed units (Units 1 and 3), and how they are assessed.

Unit 1

A long analytical essay is no longer used as the basis for assessment. Instead, Unit 1 will assess knowledge, skills and understanding in a new way. It is divided into two sections, A and B.

- Section A will be based on small, related quantities of data (from one of these sources: written, spoken or electronic) and a series of short questions
- Section B will be based on two longer, contrasting pieces of data (from the two sources not used in Section A) and one longer, essay-style question.

The short answer approach in Section A of Unit 1 is a new departure in A level English Language examining. It is intended to enhance progression from GCSE to AS and from AS to A2, providing a structured approach to the teaching of the key concepts and metalanguage that are essential aspects of the study of language. Students are asked explicitly to identify linguistic features and explain their use in unseen texts. This focused testing of what they have learned by the end of the AS year offers them opportunities to demonstrate their understanding in a direct, straightforward way. There are no catches or surprises; students will be rewarded for showing knowledge and applying it thoughtfully.

The short answer questions are closely linked to the second section of the paper, which calls for a more conventional written essay. In preparing for the Section B question, students will need to support their observations about the texts by precise reference to language features. In this section, students need to judge for themselves which features are significant.

Short-answer questions will:	Section A requires:
<ul style="list-style-type: none"> • require specific knowledge and understanding • reward candidates for use of linguistic terminology. 	<ul style="list-style-type: none"> • understanding of ways language varies according to: <ul style="list-style-type: none"> • mode (text messages) • tenor (relationship between sender and receiver) • function (purposes of message). • knowledge of key constituents: <ul style="list-style-type: none"> • phonology / graphology • morphology • lexis and semantics • grammar • discourse and pragmatics.



The longer, essay-style question requires candidates to:

- apply relevant concepts and theories
- focus on significant features of the data
- use appropriate linguistic terminology.

Section B requires:

- understanding of ways language varies according to:
 - mode (spoken v written language)
 - tenor (relationship constructed between speaker / writer and their listeners / readers)
 - function (overt and implicit purposes).
- understanding of theories re use of language, such as:
 - language and gender
 - language and power
 - pragmatics, eg politeness conventions.
- skill of selecting significant aspects of language for analysis
- skills of comparison.

Unit 3

In Unit 3, all questions will be data based — the data will be provided in the examination in a Source Booklet. There are two sections to the paper: Section A Language Diversity and Section B Children’s Language Development.

Each section will consist of:

- short questions which will focus on given data, require specific knowledge, and short, focused answers
- an essay based question.

Section A Language Diversity

For **short answer questions**, candidates will need to be able to identify in given data the ways in which language changes or ways in which different social and cultural varieties differ:

- Phonology: changes and differences in pronunciation
- Lexis: changes and differences in vocabulary and meaning
- Syntax: changes and differences in structure
- Discourse and pragmatics: changes and differences in social and contextual uses of language.

For **essay based questions**, candidates will need to know:

- Why does language diversify and vary? For example:
 - social and cultural influences
 - cultural contacts
 - attitudes to language
 - technological changes
 - political changes.

- Important influences and events, such as:
 - printing and the spread of literacy
 - standardisation
 - dictionaries
 - invasion, trade and colonial expansion
 - mass communications media
 - English as a world language.

Section B Children's Language Development

For **short answer questions**, candidates will be required to know how data exemplifies specific aspects of the process of acquisition of written and spoken language in:

- phonology
- graphology
- morphology
- lexis and semantics
- grammar
- discourse and pragmatics.

For **essay based questions**, candidates will be required to know:

- processes of the acquisition of written and spoken language
- stages in the development of written and spoken language
- theories relating to the acquisition of written and spoken language.

They will need to apply this knowledge to data in a critical way, noting that language data does not always follow the structures, progress and patterns that theory suggests that it will.



Phonology guidance

This is an introduction to some of the essential concepts in phonology that students will be expected to know; it does not pretend to be a comprehensive guide. (See also Appendix 6 in the specification.)

Letter v phoneme

The distinction between a letter and a phoneme illustrates one important difference between written and spoken English.

Although there are only 26 letters (in the written English alphabet), there are 44 phonemes (significant sounds of spoken English). This contributes to the lack of consistency in English spelling, as there is not one separate symbol to represent each sound. The dominance of the visual written form also causes a lack of awareness of the way the language actually sounds. Students should be encouraged to listen carefully to the pronunciation of individual words and longer phrases, noticing differences or variations in the way they are pronounced.

For example, there are many examples of overlap and doubling-up:

- the sound at the end of 'sing', 'ring', 'thing' is a single sound always represented by two letters 'ng'
- the sound at the beginning of 'thy' and 'thigh' is represented by the same two letters 'th', but is not exactly the same sound.

Consonant v vowel

The distinction between vowel and consonant is based on the way the sounds are produced in the mouth and vocal tract. Vowel sounds are made without any blockage of the airflow; consonants stop the airflow in some way, eg with pursed lips for /p/, /b/ and /m/.

The lack of correlation between written forms and pronunciation is most striking in vowels. The **21** consonant letters correspond quite well to the **24** consonant sounds. But there are only **five** vowel letters in the alphabet (six if y is included), which have to represent **20** vowel phonemes.

Thus the same letter is used to represent a number of different sounds, for example:

'a' mat mate mall mare clasp wasp

Conversely, the same sound may be represented by various letter combinations:

/ɔ:/ or core awe ought taught

For this reason, while familiarity with IPA (the International Phonetic Alphabet) is not a requirement for AS, it is a useful tool. There are various clear charts, listing the 44 phonemes with examples, which students can use for reference. Many students are adept at coming to grips with a slightly different set of symbols.

Homophones

There are many homophones (words that have the same sound, but two or more different spellings and meanings) in English.

Examples such as the following can be used as practice in reading IPA:

/aɪ / aisle I'll
/raɪt / right rite write

Schwa

The most common sound in spoken English is a vowel with its own name — the 'schwa' sound — represented by an upside-down /e/: ə. It is not easy to represent this sound using a letter of the alphabet. It occurs in unstressed syllables, so can be heard in most polysyllabic words, regardless of the letters used in spelling.

Listen, for example, to the final two syllables of this word, pronounced naturally:

cinemə

These homonyms show two ways of representing the schwa sound in the second syllable:

/sɪmbə / symbol cymbal
/medə / medal meddle

N.B. Unstressed syllables are sometimes called 'weak' syllables. The sound becomes either the schwa, or the short vowel sound /ɪ / (as in 'pin').

Glottal stop

This term has become associated with complaints about 'sloppy' pronunciation. It refers to the way the consonant sound /t/ is omitted in the middle or end of words, or phrases — for example, in the pronunciation of these words and phrases:

butter better brittle don't want to

The term comes from the way the sound is made. Instead of blocking the air flow with the tongue at the roof of the mouth (to make a /t/ sound), it is blocked for a moment in the throat — or glottis — making a slight choking or swallowing sound. It is represented by a question mark without the full stop /ʔ /.

Received Pronunciation and regional accent

Generally abbreviated to R.P., the term Received Pronunciation refers to the standard British pronunciation. It is provided in IPA in dictionary definitions of words and usually taught to learners of English. Although R.P. has a certain prestige, it is one of many accents. The term 'accent' refers to the variations in the pronunciation of individual words. Regional accents are associated with geographical areas of Britain and Northern Ireland. In addition, there are many other world varieties of English pronunciation (USA, India, South Africa etc.) as well as other types of variation such as social group.



Estuary English

Although there is some debate about the existence of this variety, the concept of Estuary English is an interesting part of the study of contemporary English. The claim is that there is an accent emerging / spreading due to the influence of mass media. It is not confined to a particular geographical region. Certain habits, such as the dropping of initial /h/ or use of the glottal stop, can be observed all over the UK.

Students should be aware of some major differences between R.P. and other accents they are familiar with.

For example, the north/south divide characterised by:

grass

bus

Word stress

Dictionary definitions also show (with a raised mark before the syllable) on which syllable of a word the primary stress falls. The difference in both pronunciation and meaning is evident in these examples:

'desert de'sert

'object ob'ject

'invalid in'valid

Elision and sentence stress

The pronunciation of individual words naturally changes in connected speech. Normally only the content words are stressed:

Have you got your book?

If other words are stressed, it indicates special emphasis (called 'contrastive stress'):

Have you got your book? (Not my book, or his book, but your book.)

The unstressed words in a sentence are often pronounced quickly, using a schwa sound and shortened — with sounds omitted:

I don't know what you want me to do about it.

dunno

See below for full extent of elision.

Non-standard spelling

Colloquial speech is often captured in non-standard spelling:

wotcha doin'

nuf said

dunno wha? ya wan? mi t' say 'bou? i?

The example above could have four instances of glottal stops without sounding markedly unusual. The word 'I' could be omitted (ellipsis) and the vowel sounds in 'you' and 'to' would be replaced by a schwa.

Pitch and intonation

These terms refer to the musical tones of spoken language — on a scale from low to high. Although there are ways of representing these with some accuracy, this level of technical expertise is not required at A level.

Students should be aware of some aspects of pitch and intonation that relate to meaning and implied meanings. For example, females generally speak with a higher pitch and (perhaps because of this) a lower pitch is considered to denote more authority.

Over an utterance, the pitch will change. This 'tune' is called the intonation. Statements and commands are normally expressed with an intonation falling towards the final word. Questions can be indicated by a rising intonation, even though the structure is a statement:

You're going again?

The use of 'high rising intonation' for utterances intended as statements is a recent phenomenon. Students should consider media debates suggesting that it is a habit originating in the USA (or Australia) adopted by young, usually female, too easily influenced language users.



Multi-modal texts

Students should study a range of texts in the English Language course, covering a variety of situations or contexts and forms of contemporary language use. They are required to understand how meanings and forms in language are influenced by variations in mode as well as context. This section explores the concept of language mode in more detail, and describes how an awareness of mode should lie behind students' analysis of texts.

Understanding multi-modal texts

The term 'multi-modal' refers to the many modes of language texts. There is an important, initial distinction between the channels via which language is transmitted:

- written language
- spoken language
- electronic language.

Within each of these categories are varieties of modes, or genres, for example:

Written language: letters, articles, notices, advertisements, leaflets, stories, poems etc.

Spoken language: conversations, lessons, interviews, plays, lectures, speeches, announcements etc.

Electronic language: text messages (SMS), voicemail, websites, blogs, chatrooms, message boards etc.

Most of these text-types are already familiar from English Language study at GCSE and A level. As contemporary language use now includes electronic communication, you should add examples of this variety of language use to your existing resources.

The term 'multi-modal' also refers to the way that a particular genre may include a mixture of written, spoken and electronic language. For example, an educational talk / lecture will often use:

- a spoken presentation
- written notes and handouts
- electronically generated slides with (in turn):
 - written text
 - audio files
 - links to websites
 - video clips.

Analysing multi-modal texts

Students should use their understanding of the key constituents of language to analyse the distinctive characteristics of each channel of language use — written, spoken and electronic.

They should also begin to explore the continuum, for example where written language has features typical of spoken language, or vice versa. The term 'multi-modal' also refers to this type of crossover between modes, for example:

- a written text (novel) including representations of spoken language (dialogue)
- a spoken text (statement) based on written language (edited, rehearsed script)
- an electronic text (SMS) using features of both:
 - spoken language (interactive question and answer)
 - written language (emoticons and symbols).

When analysing style of language use, in addition to the mode of a text, students should consider the impact of other contextual aspects, for example:

- **production:** the degree to which a text is planned or spontaneous
- **reception:**
 - the degree to which the text is permanent or ephemeral
 - whether the text is intended for a private or public audience.

Students will be familiar with the concept of register, but should be aware of its complexity. A text is rarely either formal or informal, but often uses changing levels / degrees of formality.



Collecting and working with data

This section describes some ways in which students can collect relevant data, and outlines some key questions they should ask themselves when working with the data.

Collecting data

Language Change

- Locate a source of old magazines (eg www.bl.uk/collections/newspapers.html, second hand shops) targeted at similar groups (eg women's magazines, magazines for young adults, magazines for special interest groups) over 50 years.
- Identify some of the recordings on the Collect Britain website <http://www.collectbritain.co.uk/collections/dialects> that come from your area.

Diversity

- Record or use a notebook to collect five examples over one week of English spoken by ethnic minority groups and five examples of English spoken in other countries (eg American English, South African English, Australian English, Indian English).

Child Language

Spoken

- Record and transcribe young children talking to each other or to adults. How old are the children? What is their relationship to the adults (teacher, parent, sibling etc)?

Written

- Collect some examples of children's writing. How old is/are the child/children? Was a writing task set? If so, what was it?

Working with data

- **Know the data:** In order to work with data, it is important to know it well. Read/listen several times to become familiar with it.
- **Understand the data:** What is its mode? Where does it come from? What are its contexts? What is its function?
- **Assess the data:** Is this data representative? Would it allow you to draw conclusions that would be relevant to other examples? Has the context in which it was produced/collected influenced it? For example, if spoken language has been recorded, how might the recording process have influenced the speaker? If you were observing children speaking, how did your presence affect their language?
- **Asking questions about language:** Once you know the data, understand it and are satisfied with its quality make a list of five questions about this language that you want to explore further.



Understanding pragmatics

This section describes what students need to know about the relatively new area of study of 'language in use' called pragmatics. It explains some of the terms and concepts employed in pragmatics, and points to some of the underlying theories.

Before studying some of the research and theories, it is important for students to explore their intuitive understanding of not so much what the **sentence** means, as what the **speaker** means.

Terms and concepts

- Sentence v utterance
- Form v function
- Presupposition, inference, implicature.

Students should consider the ways that context can influence the meanings communicated and understood by an **utterance** (ie the words spoken or written in a particular situation).

They should be aware of the distinction between the **form** and the **function** of language.

For example, the **sentence** 'I'm sorry' has the **form** of a declarative sentence, in the 1st person singular, present tense of the verb 'to be', followed by an adjective, expressing sorrow.

The most common **function** of 'I'm sorry' is to apologise for the speaker's behaviour, but the function can vary depending on the context. Students should consider variations in the context, such as:

- the situation and participants
- it being a response to which previous words or actions?
- it being pronounced with what volume, stress, intonation?

Students should think about a range of possible meanings, using the concepts of **presupposition** (what is already known or assumed), **inference** (what the listener/reader might guess it means) and **implicature** (what the speaker/writer might be implying).

'I'm sorry' can be taken to mean, for example:

- 'I apologise.'
- 'I didn't understand you. Can you repeat that?'
- 'Are you stupid, or what?'

History of pragmatics

It is not necessary for students to be familiar with the history of pragmatics research, but it may be useful to introduce one or two theories. Many pragmatic theories stem from the disciplines of philosophy and sociology, rather than linguistics. A brief introduction to the concepts should provide ways of exploring implied meanings. The following list of examples is neither prescribed nor exhaustive.

- The concepts of 'form, function, presupposition, inference and implicature', are developed from the Speech Act Theory of the philosophers, Austin and Searle.
- The concept of 'face' is developed from the work of the sociologist Goffman by the anthropologists Brown and Levinson in their theories of 'positive and negative politeness'.
- The concept of 'co-operative principles' is developed from the theories of the philosopher Grice, who suggested four 'maxims of quantity, quality, relevance and manner'. (NB. These are often misapplied by students, so should be introduced with caution.)
- The concept of 'convergence and divergence' is developed from the work of the sociologist Giles.

If students focus on the **manner** of speaking, as much as on the overt content, they can also apply pragmatic principles to concepts from Conversation Analysis, such as turntaking:

- Who initiates?
- Who has the longest turns?
- Who changes topic?
- Who interrupts?

Pragmatic concepts can also be applied to the study of register and idiolect:

- Who speaks / writes formally, when, why, and with what effect?
- Who uses slang / jargon / regional dialect, when, why, and with what effect?



Internal Assessment Guide

This section outlines some guidance and teaching approaches for the two units that are internally assessed, Unit 2 and Unit 4.

It is organised as follows:

- Unit 2 Exploring the writing process
- Writing a successful commentary
- Unit 4 English Language Investigation and Presentation
- Using a corpus
- Acknowledging and referring to sources

Unit 2: Exploring the writing process

Students will create a folder of coursework comprising two pieces of their own writing: one for a reading audience and one for a listening audience. Both of the pieces will be accompanied by a commentary. The work should be labelled appropriately and be 2000-2500 words in total, excluding the commentaries.

Your role as teacher

This unit is designed to allow students to demonstrate their skills as independent writers. Once the skills are developed and the coursework tasks are agreed the teacher's role is that of supervisor. Guidance and discussion is appropriate through all stages of the unit including task choice, advice about sources for examples of the four genres, advice on obtaining and reviewing recordings. What you cannot do is to dictate the genres chosen, supply style models, provide the structure and edit the students' work.

Sample approach

This is just one suggested approach to teaching this unit; you will of course find what works for you and your students.

Introduce the study of each of the four genres to the whole class and present a range of one or more examples for discussion. Teach the relevant theoretical framework alongside consideration of the examples. The analysis focuses on relevant techniques. Then guide and supervise preparatory activities: interviewing, recording, transcribing, researching.

Students will develop the following skills:

- reading for analysis
- detecting bias
- structuring for effect
- selecting materials
- planning the writing
- editing
- commenting.



In workshops, students bring their own examples of genre being studied and in groups apply the theories and analyse the techniques. They produce preliminary or small-scale writing exercises, and gain feedback and comment on each others' writing.

In independent study or individual tutorials, students:

- research and collect examples of each genre
- select material — choose, plan, interview, record, transcribe, etc
- write early drafts
- edit own writing
- produce final draft
- write commentary.

Studying the genres

The following section outlines in more detail one approach to teaching the four genres of writing offered in Unit 2. In summary:

- present one or more examples for discussion
- teach relevant theoretical framework
- analysis focussing on relevant techniques
- set preparatory activities – planning, recording, transcribing, researching etc.

Journalism interview

- Collect range of examples, from most neutral to most biased from:
 - magazines and newspaper supplements
 - internet
 - books.

Sources and examples might include: *Demon Barber* or *Mostly Men* by Lynn Barber; Jon Ronson interviews; Ed Bradley interviews, eg with Michael Jackson.

- Teach and apply theories re representation of speech (and thought), ie:
 - free direct speech
 - direct speech
 - indirect speech
 - free indirect speech
 - summary of speech.

Sources and examples might include eg Mick Short.

- Suggest or guide students about choice of interviewee, eg:
 - from local area — sportsperson, musician, actor etc
 - from your school or college — interesting roles, such as mentor, year head, caretaker etc
 - from friends and family — older, much-travelled, talented, unusual person etc.

N.B. Emphasise that everyone has an interesting story to tell.
- Outline skills for composing interview questions and conducting interview, eg:
 - plan open questions, rather than closed 'yes/no' questions
 - gain permission for recording for a particular purpose
 - allow time to set interviewee at ease and forget presence of recorder
 - respond to and follow up unexpected comments
 - choose parts of interview to transcribe — record of words spoken.
- Supervise writing of first drafts
- Offer constructive criticism
- Supervise editing, redrafting and writing of commentary.

Narrative writing

- Collect a range of examples, if possible **very** short stories, as the structure of the narrative is a vital element. They should ideally submit the complete story.
Sources could include: 50 word sagas; *Pieces for the Left Hand* by J. Robert Lennon; women's magazines; Point Horror series.
- Teach and apply theories of narrative structure.
Sources could include works by: William Labov; Nicholas Wolfson; Michael Noonan; E.M. Forster.
- Outline and discuss skills for collecting and recording oral data.

Dramatic monologue

- Collect a range of examples, if possible with a 'young' and contemporary voice.
Sources could include: Alan Bennett; comedy sketch shows such as the Fast Show or Catherine Tate.
- Investigate, discuss and apply theories of idiolect, voice, characterisation etc.

Spoken presentation

- Collect and record a range of examples, if possible with an audience of peer group.
Sources could include: school or college lectures; A level conferences; Royal Society Christmas lectures; Reith lectures; educational television channels; inspirational DVDs.
- Investigate and discuss theories of effective speaking and teaching skills.



Steps must be taken to ensure that the students understand the ethical practices of the subject.

Permission must be given for **all** recordings **before** the recording is made.

Informants must understand the use that will be made of the data.

Informants should not be identifiable to readers.

Confidentiality should be agreed and maintained.

Writing a successful commentary

The advice below is designed for you to share with your students on how they should approach working on their commentary.

What are the requirements?

Your commentary should be succinct. Each commentary should explain the choice of particular stylistic techniques for the stated genre, function (purposes) and tenor (audience).

You should use some precise linguistic terminology, with reference to the study of theories and style models.

You may use headings to organise your comments such as those below.

Journalism interview

Purpose and audience

What image of the interviewee did you aim to present to the readership?

What techniques did you use to convey these effects?

(Refer to selection of material from recording and study of theories of representation of speech.)

Genre

What conventions of the genre did you use?

(Refer to style models you found particularly effective.)

Narrative writing

Purpose and audience

What effects did you aim to create for your intended readership?

What techniques did you use to achieve these effects?

(Refer to selection of material from spoken anecdote, and study of theories of structure of oral narratives.)

Genre

Explain your choice of chronology, point of view, dialogue, setting etc.

(Refer to style models that influenced you.)



Spoken presentation

Purpose and audience

What were your aims and objectives for your chosen audience?

What techniques did you use to achieve these effects?

(Refer to selection of material from your course, and any research you may have done.)

Genre

Explain your decisions, such as beginning, overall structure, ending, any visual aids used.

(Refer to your experience of other spoken presentations, and any theories you may have studied.)

Dramatic monologue

Purpose and audience

Explain the character and the effects you intended to create for the audience.

What techniques did you use to create the voice and situation?

(Refer to idiolect, choice of content, visual or sound effects etc.)

Genre

Explain the ways you adapted your material for your medium: serious play or comic sketch for theatre, TV, or radio.

(Refer to your experience of other dramatic monologues, and any theories you may have studied.)

Unit 4: English Language Investigation and Presentation

What are the requirements?

Coursework folder: 2500-3000 words maximum

Presentation

Task 1 will be between 600-750 words for 24 marks

There are plenty of opportunities during the course for students to present information about an aspect of language that interests them. This may have been as part of Unit 2 work, or for review of learning or revision purposes in Unit 1 and Unit 3 or as Key Skills Communication evidence.

For assessment in Unit 4 students will write a short article, talk or presentation about their area of study for the investigation, produced for an informed, but non-specialist audience. They should be given the opportunity therefore to study the conventions of the short article, talk or presentation via a range of examples and then select the medium that they wish to use.

This will form part of the preparation for the investigation and will be written after the student has selected a topic area but before any serious research has been started. In this task, students will demonstrate their ability to select and use a form and style of writing appropriate to purpose and to complex subject matter.

Investigation

Task 2 will be between 2000-2250 words for 56 marks

Students will identify an area or aspect of language they wish to explore further and undertake a research investigation.

This will be submitted for assessment at the end of the unit and must be in the form of a report that includes:

- an introduction to the area of study
- an outline of and a rationale for the methods used for data collection and data analysis
- the analysis
- the conclusions
- an evaluation of the investigation with suggestions for further research
- references
- short bibliography
- appendix containing raw data.

The report should be laid out with the reader in mind and include headings and sub-headings. Tables and charts should be numbered and the report should be fully paginated.



Your role as teacher

This unit is designed to allow students to demonstrate their skills as independent researchers. The teacher's role is that of supervisor. Guidance and discussion is appropriate through all stages of the unit, including topic choice, advice about data sources, collection methods, methods of analysis, results of analysis, reading. What you cannot do is dictate the topic choice, provide the data, provide the methodology, or carry out the analysis.

Approaches

The unit can be structured around a series of research skills, and combine independent and group work. Research skills can be introduced at the AS stage of the course, as working with data begins in Unit 1 and the independent collection of data begins in Unit 2.

Students will select and refine a topic for their individual research investigation as they begin to acquire the skills of research:

- devising a method of research
- collecting data
- deciding on an appropriate method of analysis and applying it to the collected data
- drawing conclusions from findings.

Workshops can be in whole groups or small groups, with students discussing and presenting their research findings as they progress.

You can teach research skills to the whole class and follow this up by individual tutorial work as the investigation progresses.

Steps must be taken to ensure that the students understand the ethical practices of the subject.

Permission must be given for **all** recordings **before** the recording is made.

Informants must understand the use that will be made of the data.

Informants should not be identifiable to readers.

Confidentiality should be agreed and maintained.

Topic choice

Students should choose topics for investigation and begin to design data collection and decide on methods of analysis. Encourage them to identify clear, concise answers to the following questions:

- **Why** have you chosen this topic?
- **What** do you hope to find out?
- **How** do you plan to approach the topic?

Discuss in workshops and individual tutorial sessions how data for each topic could be collected, eg interview, recording (interview or other live recording), recording (media), questionnaire, location and collection of written material. Decisions made at this stage should be based on responses to the three questions above.

If appropriate:

- establish time, date, location and duration of data collection
- test recording equipment
- practise interview technique.

Students should report back with data, a record of any problems with data collection and identify a method of dealing with any inadequacies in the data. Help them develop their skills further in workshops, tutorials or whole group discussions.

Decide on a method of analysis: which key constituents of language are relevant to the topic? Does this topic require statistical or other quantification? Responses should be based on answers to the three questions above.

Devising a methodology

Students can use the following questions to develop their methodology:

- What data will be required?
- How can it be collected?
- How should it be analysed?

Structuring an investigation

Students can use these headings to organise their investigation:

- Introduction
- Methodology
- Analysis (with subsections where appropriate)
- Conclusion
- Evaluation

All data and support material should be included in appendices. All investigations should have a bibliography that lists all sources that the student has used. The investigation should have page numbers and a brief index.



The role of language theory in an investigation

Students need to be aware of theories that are relevant to their area of study. However, they need to be aware as well that the study of language is relatively new and many theories have not been fully tested. Language theory is constantly developing and adapting. Students need to approach theory with an open, critical mind.

If data doesn't fit the theory, students should ask the following questions:

- Is the data reliable? Is it representative of the kind of language being researched?
- Is it valid? Is it a genuine example of what it represents?
- Has the collection method influenced it and if so, has the analysis taken this into account?

If the data is tested and seen to be reliable and valid, and if any influence from collection methods have been taken into account, then there may be gaps or weaknesses in the theory.

Drawing conclusions

Students then need to write up their analyses and begin to draw conclusions.

- Does the analysis support or not support a hypothesis? Why?
- Does the analysis answer a question the investigation set out to answer? How? If not, why not?
- Does the analysis offer an adequate description of a variety that the student felt needed further description?
- How successful was the investigation? If there are weaknesses, what are they and how could they be rectified?
- What further research beyond the scope of the current investigation does the research suggest?

Using a corpus

This section describes how you can use corpora (collections of texts as data) to add an extra dimension to your teaching, especially with regard to students' investigations in Unit 4.

What is a corpus?

A corpus is a collection of texts which have been stored together to form a bank of data for analysis. The texts can be spoken (eg spontaneous natural conversation, radio/TV programmes) or written (eg newspaper articles, academic journals, literature) or electronic (eg emails, blogs, e-zines). Corpora can comprise millions of words.

The data is stored on a computer and analysed using software.

Linguists use a corpus not to read the texts, but to look at the data and make observations on the patterns which emerge.

Why use a corpus?

When exploring the use of a word or construction within a text, researchers are usually looking at isolated instances (or tokens). So while you might be able to speculate on the use of a particular item, you're not really able to say that the pattern you have found is representative of the word's usage in general. A corpus allows you to look at a word or construction that you find interesting and observe its usage across many different contexts.

How can I use a corpus with my students?

Corpus tools can be used to add an extra dimension to an analysis using other research methodology or they can be used as the main focus of an investigation.

In addition, corpora can be used to add a statistical edge to qualitative (text-based) research, but they can also be developed and used by students/classes to achieve a more focused quantitative study.

Below are examples of the ways in which corpora could be integrated into language investigation.

Using corpora to give an extra dimension to an investigation

In a traditional study investigating the differences between tabloid and broadsheet newspapers, for example, the use of corpus linguistics could shed some light on the use of a particular word or construction.

For instance, a student may find that in reading through the material they have collected, a particular word is always associated with positive or negative consequences and this helps to achieve an element of bias in a text.

Case study

A student has found three instances of the word 'commit' in their articles. Each of the instances is always followed by a word with negative connotations ('crime', 'murder', 'assault') and the student is wondering whether the word is always used to precede negative information or whether it can also be used in neutral and positive contexts.

By typing the word into a corpus search and looking at a larger sample of instances (or tokens) of the word being used within context, the student exposes the full picture of the word's usage.

A limited set of results from a sample corpus search of the word 'commit' is presented below. (Of course, in a full investigation, students could investigate a larger set of results. In addition, students could also look at other associate forms of the word, for example 'commits' and 'committed'.)

It's like saying you mustn't	commit	murder in Spain or Italy, but
with offences are likely to	commit	crimes while on bail, for the
who was almost certain to	commit	another offence . Between his
and could be about to	commit	another atrocity with licensed
while on bail. People who	commit	this sort of offence should
dead, that the detective didn't	commit	the crime , that the person who
[p] Jones, who then tried to	commit	suicide , yesterday admitted
Worcs, denies incitement to	commit	an assault . The trial
[p] But if they feel able to	commit	themselves to a longer-term
patients: 'Why do you not	commit	suicide? ' In other words, 'Why
to drink oneself purple and	commit	vehicular and other homicides
phone. He would not, of course,	commit	himself, but he made enough
I would be hard-pressed to	commit	the United States to force at
substance, the Israelis won't	commit	to withdrawing from the West
the organization is ready to	commit	peacekeepers to Bosnia. [p]
penalty for carjackers who	commit	murders . Mr. Bush referred to
tough punishment for those who	commit	serious crimes . NPR's legal

From the search results it is possible for a student to identify a range of contexts in which the word is being used by looking at the word's role within the sentence and investigating the preceding and following context of use. So, in this case, it's possible to see that commit is often followed by words with negative connotations (highlighted in green above) but it is also followed by other non-negative items (peacekeepers, the United States and reflexive pronouns). In addition to this, commit is often preceded by to, so the verb often occurs in its infinitival form. This sort of information would not be available to students through study of a dictionary definition or a more focused qualitative analysis.

Using corpora as the main focus of an investigation

Instead of beginning an investigation from the perspective of a text, a student may decide to begin their investigation from the perspective of a single word/construction which they find interesting. Perhaps they have encountered the use of a word/construction among their friends or via the media and they become interested in researching the trend further.

Case study

The television programme *Friends* perpetuated the use of 'so' in a new way, as an intensifier (for example, 'he's so weird'). After noticing this phenomenon, a student may decide that they'd like to investigate the area of intensifiers. They could take this study in a number of different directions by:

- looking at which intensifiers are already used and designing a questionnaire to ask friends/family about their own usage
- recording friends and family speaking and trying to elicit responses that contain intensifiers
- looking back to earlier periods (perhaps using the OED) to investigate historical usage of intensifiers. For instance, were the intensifiers used by Shakespeare or Chaucer the same as current choices?

Alternatively, students could focus solely on 'so' and investigate:

- how it is defined in dictionaries. What sort of functions does the word fulfil according to established sources?
- using a corpus search, whether the word behaves in the way the dictionary suggests. Which sense/function is most frequent? Is this what instinct or established sources predicted? When you separate spoken contexts from written contexts, can you observe different patterns of usage? Do extra-linguistic factors (such as gender and age of speaker) have an effect on usage?

Depending on facilities and resources, students/classes could collect, transcribe and collate some data of their own in order to build a unique corpus. Schools could then use the corpus as a tool for their students' own individual research.

How can I incorporate ICT into investigations?

Using corpus tools allows you to make statistical data of the results. So, from the case studies above, it would be possible to illustrate answers to research questions in tabular and graphical form. A research question investigating which intensifiers are currently being used could be answered using a numerical table. A bar chart could show how Shakespeare's use of intensifiers compares with Chaucer's or if men and women differ in their choice of intensifier. A line graph could illustrate whether fiction writers use the same intensifiers as journalists. Students should be encouraged to incorporate different methods of data presentation into their investigations to illustrate their results effectively.

For this material, corpus searches were performed using the Collins Cobuild Concordance and Collocations Sampler which can be found at <http://www.collins.co.uk/Corpus/CorpusSearch.aspx>



Acknowledging and referring to sources

The advice below is designed for you to share with your students.

You need to acknowledge the work of others when you make reference to it in your coursework. This reference may be a direct quotation, or it may refer to ideas that you have come across in your reading.

The referencing system suggested here is the **Harvard System**, which is used in most higher education institutes. You can find out more here: http://en.wikipedia.org/wiki/Harvard_referencing.

You do not need to put together very lengthy bibliographies or make constant references to theorists in the field. **Only relevant references need to be made.**

How to make references to the work of others in the body of your investigation

If you are referring to the author by name, put the date of the publication in brackets after the name. For example:

Reah (2002) says that 'The headline is a unique type of text.'

If do not name the author as you refer to what they have said, put the author's name and date at a suitable point in the section. For example:

Newspaper readers do not have as clear a profile as individual newspapers like to suggest (Reah 2002)

If you are including something from published work in your own work, you must put the quoted section in speech marks and, if it is several lines long, separate it from your own text by indentation. Acknowledge the quotation and give a page number so that a reader of your work can trace the quote directly. For example:

On the matter of manipulation of opinion, Reah (2002, p85) says

"These depictions detract from the serious news issues and turn these tragedies of both individuals and of our society into 'stories'"

How to write a bibliography

List the books or articles you have referred to in your work, as well as any books or articles that you have used in the course of your research that have given you ideas or influenced your opinions. These should be listed in alphabetic order by the author's surname.

Books

When you list books, include the following:

- Author(s) surname(s) and initials
- Year of publication of edition used
- Full title of book
- Edition of book
- Place of publication.

The examples below show how you should write your references for one, two or more authors:

Reah, D., 2002. *The Language of Newspapers*, 2nd edition. London: Routledge

Carter, R. and Long, M. N., 1987. *The Web of Words*. Cambridge: Cambridge University Press.

Carter, R., et al, 2001. *Working With Texts*, 2nd edition. London: Routledge

Chapters of edited books

For chapters of edited books, give the following information:

- Chapter author(s) surname(s) and initials
- Year of publication of chapter
- Title of chapter
- Surname and initials of editor. Put ed after the last name
- Book details as above.

For example:

Fishman, J. A, 1969. The Sociology of Language. In P. P. Giglioli, ed. *Language and Social Context*. Harmondsworth, Penguin, 1972

Journals

When listing journals, you should include these details:

- Author(s) surname(s) and initials
- Year of publication
- Title of article
- Name of journal in italics
- Volume number in bold
- Issue number in brackets
- Page numbers, first and last pages.

For example:

Storie, D., 2007. Exploring litblog: how literary blogging can be used to guide readers in the selection of new books. *English in Education* **41** (1) pp. 37-50



Student Guide

What do I need to know, or be able to do, before taking this course?

You will need to have gained at least a C grade in GCSE English and enjoy learning about how the English language is used and how it works.

What will I learn?

You will learn about how to analyse and comment on language. This means you will be able to explain how and why people use language, how language as a system works and how writers and speakers create their effects. Your own writing skills will develop and you will have the chance to develop your skills as an independent learner.

Is this the right subject for me?

This course is suitable for students who enjoy:

- talking and observing other people's use of talk
- developing their own writing to a brief
- exploring global English
- learning about how children develop in their speaking and writing skills
- investigating independently.

How will I be assessed?

There are four units in the course, two at AS and two at A2.

AS

In Unit 1, there will be an examination of 2 hours 15 mins. You will be given short pieces of written, spoken or electronic data and you will answer a series of short questions on them. You will then write an essay answer on two longer pieces of data.

Unit 2 is a coursework unit. You will create a coursework folder, of 2000-2500 words, containing two pieces of your own writing, each accompanied by a commentary.

A2

In Unit 3, there will be an examination of 2 hours 45 mins. You will be given data and you will answer short questions and a essay based question on the data provided.

Unit 4 is a coursework unit. You will undertake a research investigation of 2500-3000 words on an area or aspect of language that interests you.

What can I do after I've completed the course?

You can apply to do a degree in a wide range of subjects, such as English, journalism, media and communication studies or law. You can also apply for a job with training in the public and voluntary sectors.

By studying language you will become expert at understanding concepts, analysing a complex system of representation and interpreting and creating a variety of written and spoken texts, including media. In the real world, including the world of work, we are bombarded with such texts; the skills that you will learn, therefore, including those of powerful and effective communication, are highly valued by employers.

Next steps!

Ask your teacher to tell you more about the course.

Visit the Edexcel website to take a more detailed look at what you will study and do:
www.edexcel.org.uk

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