GCE English Language 2015: Context and Identity

AS Component 1 and A level Component 1, Section A (Individual Variation)

Introduction

This scheme of work combines the teaching of the following elements of the GCE English Language Specification:

- AS: Component 1: Language: Context and Identity
- A Level: Component 1: Language Variation, Section A (Individual Variation).

Centres may choose to teach the two AS and A level classes together for the first term, and then diverge to commence in-depth study in line with their assessment objectives. This scheme of work is based on students having completed prior learning of language frameworks including grammar: word classes, phrases and sentences.

Two lesson plans have also been created to support this scheme of work:

- Lesson 1: Introduction to the study of context
- Lesson 2: Exploring spontaneous spoken language.

Context and Identity

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
1	**Context: mode** Exploring the three modes used in language study and the linguistic features prevalent in each: ● spoken ● written ● multimodal.	Students will: ● understand key differences between spoken, written and multimodal modes with reference to: language of technology, lexis/semantics, grammar, non-standard spelling and graphology ● understand the structure and format of spoken language: non-fluency features, turn taking and adjacency pairs ● develop knowledge of linguistic analysis of spoken and written data.	● Issue groups of students with a selection of texts in one mode of language: spoken, written and multimodal. Students must identify recurring features across the texts, which are characteristics of that mode (using language frameworks). Each group should present their findings to the rest of the class. Class discussion of which features appear in all modes, introducing the concept of multimodal. ● Introduce the structure of spoken language: non-fluency features, turn taking, paralinguistic features, adjacency pairs, deixis (verbal pointing). ● Issue pairs of students with short transcripts of spontaneous and planned speech to compare variations in structure, lexis and grammar. Features can be recorded in a table. ● Students listen to short recordings. They transcribe speech in the correct format, inputting symbols of non-fluency features and discourse.	Selection of texts from each mode: ● spoken: voicemails, conversations. ● written; articles, adverts, narrative. ● multimodal: text messages, blogs, emails. ● Transcripts and recordings of spontaneous and planned speech: political speeches, news bulletins. ● Key of symbols representing features within a transcript.

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2	**Context: field, function and audience.** Introduce audience at this point, to be developed further throughout the term. This topic will allow for development of applying language frameworks to analysis.	Students will understand: • different functions of speech and written language: phatic, interactional, transactional, referential, expressive, informative, persuasive, instructional, interactional and entertainment • that field is the lexical/semantic features indicating topic themes and target audience • the rhetorical devices featured within persuasive texts • language frameworks which are prevalent in texts with specific functions • the concept of audience and the addresser and addressee relationship.	• Class discussion of conversations that students have engaged in that week and list the functions used. • Watch short segments from TV programmes (soap opera/sitcoms) to identify functions present. • In groups, students analyse a variety of texts with specific functions for language features. Provide a grid they can use to note instances of the following categories: • **lexis:** colloquialisms, informal/formal, pre-modification, phatic expressions and deictic expressions • **grammar:** modals, adverbials, sentence moods, pronouns, ellipsis • **audience:** explore relationship with addresser/addressee within texts – direct address/third person address, synthetic personalisation, inclusivity with pronouns, distancing strategies with demonstrative pronouns. • Give students a brief to write a text, stating a mode/function/topic and target audience using relevant linguistic features. • *NB: AO5 will be assessed in AS Paper 2 and A level coursework.*	• Variety of written, spoken and multimodal texts with different functions: adverts/promotion, video clips of TV programmes, instant messaging, leaflets, recipes. • Speech represented in novels/short stories /articles where functions are identifiable. • Video and audio clips of rhetoric in play such as political speeches.

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3	**Context: analytical skills** This week is dedicated to consolidating learning so far and allows students to develop their written analytical skills.	Students will be able to: • use linguistic terminology accurately when identifying features • support points of discussion with examples from the text • structure an effective written response when exploring language and context • explore connections across the texts to form an effective comparison.	Activities this week can vary depending on the progress made by candidates. Refer to the Assessment Objectives to begin developing student's analytical and written skills in accordance with exam requirements. • Class analysis of the contextual factors of a particular genre. Students write the response in class or as homework. A table with the headings mode, field, function and audience would be useful for students to record their findings. This chart can also be used to help students identify connections across the texts and to compare how the contextual factors impact on the language. • A glossary of language features covered so far would be useful for students to refer to during writing activities. This can be produced by the teacher, or students can build a glossary of terms throughout the course. This could be a summary activity at the end of each topic, or a progressive homework task. • Present students with examples of written responses, at a range of levels, to gain an understanding of the standard required.	• Glossary to aid accurate use of terminology. • Contextual factors grid: mode, field, function and audience. • Example responses.

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4	**Identity: geographical** Accent	Students will understand: ● the distinction between accent and dialect ● that a phoneme is a unit of sound ● distinctive features of accents: glottal stop, schwa sound, dropping /h/ and /ŋ/ ● elision and assimilation within accents ● that regional accents and non-standard English are compared against Received Pronunciation and Standard English ● the phonemic representations of accent used in the International Phonetic Alphabet (IPA).	● Transcription activities: Using the Edexcel English phonemic reference chart, students can transcribe single words' moving onto longer utterances. ● Describe features present in recordings of local accent and distinctive accents, eg Liverpool, Yorkshire, Somerset. ● Students describe the features of regional accents using terminology: consonants, vowels and diphthongs. **Extension Activity/Project** ● Give students research task on Estuary English (EE) (or any other distinct accent). What are its origins, specific features and attitudes towards EE?	● English phonemic reference chart – Edexcel version. ● Recordings of regional accents ● BBC recordings of accents: www.bbc.co.uk/voices/ ● British library recordings: http://sounds.bl.uk/Accents-and-dialects/BBC-Voices ● Regional news bulletins ● Interviews with celebrities with regional accents ● Novels/short stories with non-standard spelling representing characters' accents.

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5	**Identity: geographical** Dialect and attitudes towards regional variation.	Students will understand: ● lexical and grammatical variations in regional dialects ● research regarding attitudes towards regional variations (Trudgill and Giles) ● accommodation theory (Howard Giles): downward and upwards convergence. *NB: Accommodation theory can be introduced in week 4 or 5, depending on preference. It can be developed further in later weeks looking at other examples of accommodating language other than Regional Variation.*	● Watch TV clips or listen to recordings and write down lexis that is not understood. Class discussions of well-known regional lexis, eg Scottish adj 'wee' (little) and lexis in their own local dialect. ● Present students with recorded and written extracts of accent and dialect. Provide a grid of features to fill in. ● **Lexis and grammar**: pronoun revision, verbs, negation, pronouns, plurality, prepositions. ● Students conduct analysis of transcripts featuring upward or downward convergence. Link this to audience/context. ● Class discussions/survey of accent preferences: Which ones do you like/dislike? Why? Discuss attitudes towards R.P., Howard Giles experiment on 'Accent Persuasiveness'. Links to power.	● Written and recorded representations regional accent and dialects. ● Recent newspaper articles/surveys on accent preferences. ● Media representations of accents, eg Cheryl Cole L'Oreal adverts. ● Dialect represented in narratives. ● Class survey of accent preferences.

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6	**Identity: social** Idiolect Sociolect/Age/Occupation	Students will understand ● definitions of idiolect and sociolect ● language variations within social groups ● specialist lexis and jargon associated with occupation ● language of social groups can link to power: inclusion/exclusion of others.	● Explore language of age and subgroups within a variety of mediums. Listen to audio recordings, read text messages, watch video clips of characters in comedy sketches. What lexis and grammar are being used in each? Which is unique to them? ● Watch TV clips from reality TV: *Big Brother*, *Made In Chelsea*, *The Only Way is Essex*. Explore phrases and language representing their idiolect and social group. ● Students study their own text messages and phrases used in conversation to identify features of personal idiolect. What phrases do they use every day? Common greeting, sign-offs in texts/emails. ● Research Bernstein's restricted and elaborated code. ● Research Trudgill and Lakoff's findings on Language and Social Class.	● Reality TV shows ● Russell Brand clips: good for idiolect-slang, dialect/historical forms 'thee'. ● Comedy sketch shows eg catch phrases of characters. ● Music genres, eg hip hop.

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7	**Identity: social** Gender	Students will understand: ● the Deficit/Dominance Model ● the 'Difference' and 'Discursive' Approaches to gender ● gender bias: lexis/semantics and grammar ● how language is used to construct gender identities within a variety of written/spoken texts.	The activities below can be used to demonstrate how gender is a social construction and that ideas of femininity and masculinity are constantly being developed by language used in the media. ● Students explore representation of males/females in newspaper headlines and articles. In pairs, they analyse linguistic features in the reports, noting lexical and grammatical features. ● Compare birthday cards for young children, noting gender differences. ● Compare language in magazine articles from women's magazines in the 1950's compared to contemporary articles. How have roles changed? What language reflects this? **Language Investigation Activity** ● Study mystery text messages, email exchanges or transcripts and deconstruct features for indications of gender. This task is an opportunity to introduce students to investigation methods. The task can be structured with a research question/hypothesis, supporting students with methods of data recording and analysing. A variety of mystery texts should be used including those where it is impossible to identify gender, to demonstrate the shortcomings in Lakoff's theories.	● Text message, birthday cards for boys and girls ● Newspaper articles ● Adverts for children's toys- male and female. ● Women's magazines: old and contemporary.

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8 & 9	**Theories of Language**	Students will understand: ● pragmatics: presupposition. ● language and power: speech act theory ● conversational maxims (Grice) ● politeness principles (Brown & Levinson; Lakoff) ● face needs (Goffman) ● accommodation theory (Howard Giles): Downward and Upwards convergence.	● Class discussions on the type of genres and situations where particular theories are relevant to language use. ● Language studies researched and applied to spoken, written and multimodal texts. ● Group presentations on language research and theories.	● Research articles ● Group presentations ● Hand-outs ● A variety of texts video clips, audio recordings which provide opportunities for theoretical discussion.
10 & 11	**Consolidation of Learning**	Students will improve their competence in: ● applying theories to language use ● applying the language frameworks to linguistic analysis ● analysis of contextual factors upon language use ● analysing how writers/speakers construct their own identities through their language choices.	● Explore Language and Context using activities modelled on Section A of AS Component 1. ● Explore language and identity using activities modelled on Section B of AS Component 1 and Section A of A level, Component 1. ● Revision activities: quizzes, assessment of terminology and frameworks.	● Texts in a variety of modes. ● English phonemic reference chart - Edexcel version. ● Language framework glossary/grid.

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12 +	**Classes can separate to commence in-depth study within their units** Revision and Examination preparation	Students will improve their competence in: ● meeting assessment objectives in accordance with their unit ● written analytical skills ● time management in exam conditions.	● Timed assessments and marking of model answers. ● Revision of Unit, reinforcing understanding of language frameworks, theories and developing analytical skills. ● Complete Edexcel sample assessment materials.	● AS: Edexcel Sample Assessment Materials (SAMs) for Paper 1: Language Context and Identity. ● A Level: Edexcel SAMs for Paper 1, Section A: Individual Variation