

St Aidan's and St John Fisher Associated Sixth Form

Y11 to Y12 Transition Work

Subject:

English Language

Topic(s):

Idiolect analysis: looking at our own language. **(This task must be handed in)**

English Language A Level portfolio (This is a resource you will create for your own use)

Independent Learning Task(s) to Complete:

You will be emailed a resource pack by EMC publications, along with some audio files. There is a plethora of material here to read and listen to as you prepare for A Level study. As you work through the tasks below, make notes, print pages off if possible, creating a portfolio of preparatory work to support your studies next year.

- 1 Follow the detailed instructions below to create your own idiolect analysis. Three articles will be emailed to you; you will need to read these and then write your own.
- 2 Read P4 of 'Leaping into Language': **What is this pack and how to use it**
- 3 Work through the activities, from 1 to 19. Pay particular attention to activity 2, which is the first stage of your idiolect analysis, below. Complete as many as you can, or those that interest you most.
- 4 For task 3 (Which accents?), you will need to access the zip file of audio clips.
- 5 Students who choose English Language late should email either of the addresses below for the resources and we will forward them as soon as possible.

How it links to the Specification:

AQA English Language Paper 2: accent and dialect.

NEA: Independent research project

Q4 on Paper 2: directed writing

Resources (include any hyperlinks):

You will need to email for a copy of the EMC pack. Please contact crome@sjfchs.org.uk if you are a St John Fisher student or f.trought@staidans.co.uk for St Aidan's. Use the subject line 'transition resources' and mention which A level course you are taking in September.

EMC pack *Leaping into Language* which includes, Language resource pack and Leaping into Language audio files

Additional Information:

Deadline:

September

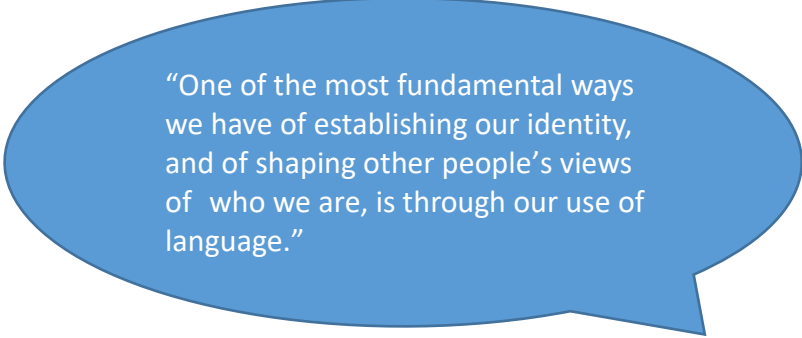
Objective: to understand the term *idiolect*, the factors contributing it and apply it to our own language use.

Think: What does the term “identity” mean to you?

Some possible definitions:

- ▶ *The fact of being who or what a person or thing is.*
- ▶ *The characteristics determining who or what a person or thing is*
- ▶ *the sense of self*

Respond:



“One of the most fundamental ways we have of establishing our identity, and of shaping other people’s views of who we are, is through our use of language.”

Joanna Thornborrow (2004)

To what extent do you agree with this idea?

Can you think of any specific ways in which your language use identifies who *you* are? Jot your first thoughts below

Key term: idiolect *The distinctive speech of an individual.*

Like your fingerprint, your idiolect is unique due to the specific influences you will have had during the course of your lifetime. You will then select from your linguistic repertoire according to the context in which you’re speaking i.e. who you are speaking to, about what, for what purpose(s).

Read: Study these three articles first published in the English & Media Centre's *emagazine* which is targeted at A Level English students:

Read:

The three articles explain more about the concepts of “idiolect” and “language variation”. They were originally published in the English & Media Centre’s magazine for A Level English Language students, *emagazine*:

- 1. “A World of Differences, Exploring Language Variation” by Ian Cushing, April 2015**
- 2. “Idiolect” by Michael Rosen, October 2001**
- 3. “Idiolect” by Daniel Pearce (a student’s response to the Rosen article).**

Respond:

Make a list or mind-map of the different social groups you belong to. Then think about the language you use in these different groups. How does it vary? Can you describe the variations?

Which other people or factors have contributed to your personal language development? Consider the role of teachers, books, TV/music/films, the internet, places you have lived and add some more ideas to your mind-map.

Can you find out what your first words were? Chat with your family and friends about their memories of your early speech and add some notes.

Final task:

Write your own article (in the style of Michael Rosen or Daniel Pearce) in which you identify and explore the different influences on your own language development.