

English language Welcome to College Day session

If you are unable to attend the Welcome to College Day session, complete the summer homework task on p.6. You might find it useful to work through the activities on pages 1-5, but that is not essential.

Speech – some linguistic theories

In their book, *English Grammar for Today*, Leech, Deuchar, and Hoogenraad discussed features of 'typical' speech and 'typical' writing:

Typical speech	Typical writing
Inexplicitness	Explicitness
Lack of clear sentence boundaries	Clear sentence boundaries
Simple structure	More complex structure
Repetitiveness	Non-repetitiveness
Normal non-fluency	Fluency
Monitoring features	No monitoring features
Interaction features	No interaction features
Features reflecting informality	Features reflecting formality

They came up with the idea of a continuum from 'typical' speech to 'typical' writing

Typical speech

Conversation in a pub

Seminar

Telephone conversation

Personal letter

Job interview

Radio discussion

Television advertisement

Lecture

Sermon

Script of a play

Television news

Newspaper

Business letter

Textbook

Typical writing

Teenage slang

The following terms were identified as being characteristic of teenage slang in an article written in 2020. To what extent are they still used today?

Term	I use it in speech	I use it in writing	I've heard it in speech	I've seen it in writing
YOLO				
TTYL				
LOL				
ROFL				
IRL				
Awks				
Jokes				
Totes				
Buff				
Sick				
Salty				

Leech Deuchar and Hoogenraad conducted their study in 1982 – before the advent of electronic texts.

When analysing 21st century English, it is worth noticing that the use of language presents a hybrid of written mode and spoken mode language features. This blend of modes in language use can be defined as “multimodal”.

As we read the following article, think about how it is like both spoken and written language.

These things are similar to typical speech	These things are similar to typical writing

A guide to understanding teenage language

20 April '20

When trying to communicate with your teenager, it may sometimes seem as if they're speaking another language – one full of slang words and phrases you've never heard of. Our Teenagers' Language Guide will help you decipher teen slang so you can have better communication with your child.

Teenagers need their own language


Across generations, teenagers have always had their own teen words. What was once 'cool', 'ace' or 'groovy' may now be 'sick' or 'amaze', meaning it can sometimes be hard to understand teenagers (which, of course, is often what they want!).

Using a language particular to your tribe and time is part of developing self-esteem, confidence and a sense of identity and belonging. Teenagers are trying to find their way in the adult world and often feel most comfortable with their peers. Having their own language helps them bond with other teens and build confidence.

You need to use language that's appropriate to the context, just as you need to dress in a way that's appropriate to the context... Adults look silly when they try to dress like kids. They might sound a little silly trying to talk like kids too.

Deborah Tannen

Technology and text lingo

Technology is creating new opportunities for language development. [Deborah Tannen](#), linguistics professor at Georgetown University in Washington, D.C. and author of [You're Wearing That? Understanding Mothers and Daughters in Conversation](#) , says text speak – or 'txt spk' – shows teens are shaping language to suit their needs. We shouldn't criticise it, but nor do we need to use it to relate to our children.

“You need to use language that's appropriate to the context, just as you need to dress in a way that's appropriate to the context,” says Tannen. “Adults look silly when they try to dress like kids. They might sound a little silly trying to talk like kids too.”

As your child grows, they will be constantly trying to find ways to define their own personality and mark out their independence... Part of this is about setting themselves apart from their parents – and having a 'private' language between them and their friends is one way of doing this.

Deborah Tannen

How to talk with teens

Rapidly changing teen slang is a normal part of the growing-up process and something parents should try to accept, says Dove Self-Esteem Project expert Dr Christina Berton. “As your child grows, they will be constantly trying to find ways to define their own personality and mark out their independence,” she explains. “Part of this is about setting themselves apart from their parents – and having a ‘private’ language between them and their friends is one way of doing this.”

This doesn't mean you have to be excluded though. As their parent, you need to let them know you're willing to talk and are interested in what's going on in their life. Rather than being judgemental, be someone they can look to for wisdom and advice. And make sure the lines of communication are always open.

Do u no txt spk?

Decipher your child's text lingo with our handy guide:

YOLO = you only live once

TTYL = talk to you later

LOL = laugh out loud

ROFL = rolling on floor laughing

IRL = in real life

Awks = embarrassing

Jokes = funny

Totes = very

Hench, buff = attractive, of boys

Sick = good

Salty, hot, peng, fit = attractive, of both sexes

next steps

- Don't try to adopt your child's voice. They want to feel they're their own, separate person, and developing their own teen slang is part of that
- Teens love instant messaging and texts, so one way of communicating is to use mobile technology – but there's no need to use abbreviated 'txt spk'
- If you don't know what your child is talking about, ask them to explain what they mean and let them know you're interested in what they've got to say
- Read our article [Good listening skills for better communication with your child](#) for more information about connecting with your child

“Language representations” refers to how language is used to portray events, people, and ideas in different ways, shaping the reader’s or listener’s understanding and perceptions.

In pairs or threes, you are going to be assigned one of the following questions:

1. Who is the writer of this text? How does the writer position themselves – e.g. enthusiastic, knowledgeable, hostile? How can we see that in the language that is used?

2. Who is the reader? Does the writer assume anything about the reader or ‘position’ them in some way? How does the writer relate to them? How can we see that in the language that is used?

3. What is being represented in the text? How are people, events and places described? What attitudes are conveyed? How can we see that in the language that is used?

A Level English Language summer homework

Find an online article that discusses an aspect of English Language. This might be another article about teenage slang, children's language development, accent or dialect, language and gender, how language changes or how English is spoken differently around the world.

Identify – the title and author, the publication or website it is from and the date of publication.

Then write three paragraphs. Aim for about 300 - 500 words overall:

- **1. Who is the writer of this text?** How does the writer position themselves – e.g. enthusiastic, knowledgeable, hostile? How can we see that in the language that is used?
- **2. Who is the reader?** Does the writer assume anything about the reader or 'position' them in some way? How does the writer relate to them? How can we see that in the language that is used?
- **3. What is being represented in the text?** How are people, events and places described? What attitudes are conveyed? How can we see that in the language that is used?

Please write this piece by hand and submit by your second English Language lesson.