INTERNATIONAL ADVANCED LEVEL

English Language

Getting Started

Pearson Edexcel International Advanced Subsidiary in English Language (XEN01)

Pearson Edexcel International Advanced Level in English Language (YEN01)

For first teaching in September 2015
First examination June 2016

Issue 2

edexcel

INTERNATIONAL ADVANCED LEVEL
English Language

GETTING STARTED

Pearson Edexcel International Advanced Subsidiary in English Language (XEN01)

Pearson Edexcel International Advanced Level in English Language (YEN01)

For first teaching in September 2015
First examination June 2016

PEARSON

Contents

Introduction

This Getting Started guide will give you an overview of the International Advanced Level (IAL) in English Language qualification and what it means for you and your students. This guidance is intended to help you plan the course in outline and give you further insight into the principles behind the content to help you and your students succeed.

Key principles

The specification has been developed with the following key principles:

Clear specification

Clear guidance on what students need to learn, providing clarity for planning, teaching and assessment.

Progression, not repetition

The specification allows the development of understanding while at the same time avoiding repetition, ensuring students are engaged and thereby inspired to develop their knowledge.

Reflect today's global world

This specification allows students to develop an understanding of current developments in English Language.

Clear assessments

Clear and consistent use of command words across assessments and between series. Our approach to assessments, definitions for the command words and details of how the command words are explained can be found in the glossary.

Clear mark schemes

The new mark schemes provide a consistent understanding of the skills, and connections between these skills, required for each question type. Clear wording reflects how teachers and examiners describe the qualities of student work, so the expectations are clear for teachers and markers.

Skills for progression

The variety of content that will be found in the examination allows students to demonstrate knowledge as well as its application, which are required elements for further study or progression into employment.

Support for delivering the new specification

Our package of support to help you plan and implement the new specification includes:

Planning – In this guide we have provided a course planner and scheme of work that you can adapt to suit your department.

Teaching and learning – To support you in delivering the new specification, we will be providing suggested resource lists and suggested activities.

Understanding the standard –Sample assessment materials will be provided.

Tracking learner progress – Results Plus provides the most detailed analysis available of your students' examination performance. It can help you identify topics and skills where students could benefit from further learning.

Support – Our subject advisor service and online community will ensure you receive help and guidance from us as well as enabling you to share ideas and information with each other. You can sign up to receive e-newsletters from the subject expert to keep up to date with qualification updates, and product and service news.

Qualification overview

This section provides an overview of the course to help you see what you will need to teach. The overview gives a general summary of each examined papers.

Specification overview

The chart below provides an overview of the course. The IAL English Language is structured into four units with 4 externally assessed exams:

Unit 1	Unit 2
Language: Context and Identity	Language in Transition
Unit 3	**Unit 4**
Crafting Language (Writing)	Investigating Language

Assessment overview

Unit 1	Unit2
External assessment: written examination	External assessment: written examination
Total marks: 100	Total marks: 100
Weighting: 25% of the total IAL marks	Weighting: 25% of the total IAL marks
Examination time: 1hr 45 mins	Examination time: 1hr 45 mins

Unit 3	Unit 4
External assessment: written examination	External assessment: written examination
Total marks: 100	Total marks: 100
Weighting:25% of the total IAL marks	Weighting: 25% of the total IAL marks
Examination time: 2 hours	Examination time: 2 hours

Assessment Objectives

The Assessment Objectives are the same for both AS and A Level but the weightings are different.

AO1 IAL 20% AS 25%	Apply appropriate methods of language analysis, using associated terminology and coherent written expression
AO2 IAL 23.75 % AS 22.5%	Demonstrate critical understanding of concepts and issues relevant to language use
AO3 IAL 23.75 % AS 22.5%	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
AO4 IAL 15% AS 15%	Explore connections across texts, informed by linguistic concepts and methods
AO5 IAL 17.5% AS 15%	Demonstrate expertise and creativity in the use of English to communicate in different ways

Assessment guidance

Unit 1: Context and Identity	Unit code WEN01
Externally assessed Availability: January and June First assessment: June 2016	**50% of the total AS** **25% of the total IAL raw marks**

Content summary
Students will study:
- the range of contexts in which language is produced and received
- how the contexts of production and reception affect language choices
- how writers/speakers present themselves to their audience in a variety of modes
- how writers/speakers choose language to reflect and construct their identity or identities
- how writers create texts for different forms, purposes, audiences, and contexts.

Assessment:

Students answer two questions: one question from Section A and one question from Section B.

Section A: Context and Identity
- Students answer one question on two unseen extracts selected from 20th and 21st century sources. Students produce an extended comparative response showing how the presentation of identity is shaped by contextual factors in both unseen texts.

Section B: The Creation of Voice
- Students create a new text for a specified audience, drawing on their own ideas and on one or more of the texts in the Source Booklet for Section A.

Unit 2: Language in Transition	Unit code WEN02
Externally assessed Availability: January and June First assessment: June 2016	**50% of the total AS** **25% of the total IAL raw marks**

Content summary

Students will study:

- the influence of other languages on the development of English
- pidgins and creole
- the development of English outside the British Isles. Students will explore the ways in which languages change, with a focus on English in a global context. Students will need to know about the mechanisms of language change but they will not need to study the historical development of English.

Assessment:

Students answer two questions: one question from Section A and one question from Section B.

Section A: Spoken language today

- Students answer one question on an unseen transcript of spoken English of the 21st century.

Section B: Written language of 19th – 21st century

Students answer one discussion question on texts in the Source Booklet that look at the issue raised in   Section A from a wider perspective.

Unit 3 Crafting Language (Writing)	Unit code WEN03
Externally assessed Availability: January and June First assessment: June 2016	**25% of the total IAL raw marks**
Content summary Students will: ■ study a range of specified writing genres and appropriate style models ■ demonstrate their skills as writers in re-creating texts for different context, purpose and audience.	
Assessment: Students answer two questions: one question from Section A and one question from Section B. **Section A: Creating Text** ■ based on a selection of source texts, students will create their own text that meets the criteria of a new genre, audience, purpose and context ■ the source texts will be taken from a wide range of genres, and not only from those listed for study each source text will be taken from a different genre ■ at least 50% of the student's own text must be based on the source texts. The student may use their own knowledge, experience or opinion for the remainder. **Section B: Commentary** ■ students will produce one commentary reflecting on the writing process ■ they will analyse and evaluate the language choices they have made ■ they will show how they have re-shaped the source material to meet the new genre, audience, purpose and context ■ they will comment on how contextual factors have influenced their language choices.	

Unit 4: Investigating Language	Paper code WEN04
Externally assessed Availability: January and June First assessment: June 2017	**25% of the total IAL raw marks**

Content summary

Students will select one research focus from four topic areas:

- contemporary Global English
- children's Language Development
- language and Power
- Language and Technology.

Students will:

- develop their research and investigation skills
- undertake a focused investigation of their selected topic
- apply their knowledge of language levels and key language concepts developed through the whole course
- develop a personal language specialism.

Assessment:

Students answer two questions: one question from Section A and one question from Section B. Both Section A and Section B questions must be on the same topic.

Section A: Unseen data analysis

- students answer one question on unseen data.
- students must answer the question on the subtopic that they have researched.

Section B: Extended response

- students produce one extended response to an evaluative question
- students must answer the question on the subtopic that they have researched and must make connections with data.

Planning

Planning and delivering modular IAS and IAL courses in English Language

The IAL in English Language qualification is modular, with assessments available in January and June.

Delivery models

One of the first decisions that centres will have to make is whether they intend to offer a sequential or thematic approach. A linear approach will offer a more flexible approach as topics can be selected in an order that meets the needs of the students.

Suggested resources

To support the teaching and learning of the new specification, we have provided a suggested resources list to capture a range of sources you may find useful on page 36.

Unit overview

The overview gives a summary of the content of each unit so that you can organise your teaching effectively.

Unit 1: Language: Context and Identity
Topics

Students will explore the range of contexts in which language is produced and received and how contexts of production and reception affect the language choices made by writers and speakers. Students will explore how language reflects and constructs the identity or identities of the user and varies depending on the contexts of production and reception.

Students will apply appropriate methods of language analysis to a range of written, spoken or multimodal data taken from 20th and 21st century sources using the key language frameworks and levels. The sources will not include transcripts. Students will demonstrate critical understanding of concepts and issues, exploring attitudes to language and evaluating how an individual's language choices are affected by:

- mode: the method of communication (spoken, written, multimodal)
- field: the subject matter
- function: the purpose
- audience: the relationship between writers/speakers and readers/listeners
- geographical factors
- social factors: such as gender, age, ethnicity and other social identities.

Students will study how the key language frameworks contribute to meaning in spoken and written English:

- pragmatics: variation in meaning, depending on context
- discourse: extended texts (written or spoken) in their context .

In addition to the key language frameworks, the following language levels also contribute to meaning in spoken and written English:

- graphology: the writing system and the presentation of language
- phonetics, phonology and prosody: speech sounds, sound effects and intonation
- morphology: the structure of words
- lexis: the vocabulary of a language and semantics: its meanings (including social and historical variation)
- syntax: the relationships between words in sentences.

Students will develop their ability to craft their writing for different forms, functions and audiences. Some examples of forms, functions and audiences that students might explore are:

- forms: articles, talks, report
- functions: inform, explain, persuade
- audiences: students, parents, children.

Unit 2: Language in Transition
Topics

Students will study:

- the influence of other languages on the development of English.
- pidgins and creoles
- the development of English outside the British Isles.

Students will need to know about the mechanisms of language change but they will not need to study the historical development of English.

Throughout this unit, students will focus on how language varies, depending on:

- mode: the method of communication (spoken, written, multimodal)
- field: the subject matter
- function: the purpose
- audience: the relationship between writers/speakers and readers/listeners
- geographical factors
- social factors: such as gender, age, ethnicity and other social identities.

Students will study how the key language frameworks contribute to meaning in spoken and written English:

- pragmatics: variation in meaning, depending on context
- discourse: extended texts (written or spoken) in their context In addition to the key language frameworks, the following language levels also contribute to meaning in spoken and written English:
- graphology: the writing system and the presentation of language
- phonetics, phonology and prosody: speech sounds, sound effects and intonation
- morphology: the structure of words
- lexis: the vocabulary of a language and semantics: its meanings (including social and historical variation)
- syntax: the relationships between words in sentences.

Unit 3: Crafting Language (Writing)

Topics

Students will explore a range of specified writing genres and appropriate style models. They will demonstrate their skills as writers in re-creating texts for different genres, contexts, purposes and audiences. They will reflect on the writing process in an analytical commentary. The genres selected for study are:

- feature articles
- journalist interviews
- speeches
- travel writing
- biography
- reviews.

The source texts will be taken from a wide range of genres, and not only from those listed above. Students will explore:

- distinctive features of the selected genres
- texts that exemplify key features of the genres and the effect of language choices
- discourse strategies for different contexts.

Unit 4: Investigating Language

Topics

Students will apply their research skills to one of the following topic areas:

Contemporary Global English

This topic will explore aspects of varieties of global English, including those from outside the UK, such as Ireland, the Americas and the Caribbean, the Pacific and Australasia, Africa, South and South East Asia.

Children Language Development

This topic will explore the development of spoken and written English as a first language between the ages of 0 and 8. The unit will cover the ways in which speech develops across the language levels and theories relevant to the acquisition of English as a first language. It will also include the relationship between spoken language acquisition and the literacy skills children are taught, including the beginnings of learning to write and theories relevant to the development of literacy.

Language and Power

This topic will explore the way language use in society can create and enforce power relationships. Students will explore aspects such as instrumental and influential power, political discourse, discourses in unequal power relationships, persuasion, prestige and politeness.

Language and Technology

This topic will explore the ways in which technological developments have influenced the English language over time. The topic will cover the introduction of the printing press, the influences of scientific discovery, the development of electronic forms of communication, visual English and English in cyberspace.

For all these components, the focus is on students' ability to analyse the full range of language frameworks and levels, as appropriate.

What do we mean by 'frameworks' and 'levels'?

The frameworks of discourse and pragmatics relate to over-arching societal and cultural interpretations.

The analysis of discourse is rooted in an understanding of ideologies. When analysing language, it is important to consider the intention of the speaker or author, as well as the viewpoint of the audience or reader.

In the study of pragmatics there is also a very close link to cultural expectations about such issues as gender or politeness, as well as a much deeper analysis of the effects of different contexts on language production.

These over-arching frameworks are realised through the more structural issues found in the hierarchy of levels, or aspects of language, where sounds (phonetics, phonology and prosodics), structural patterns at sentence, clause, phrase and word level (grammar including morphology) and vocabulary (lexis and semantics) can be explored to discover how they combine and function in different texts

Course Planner

This section contains a course planner for each of the units in the Pearson Edexcel IAL in English Language   specification.

The course planner follows the specification in topic order.

This is only a suggested course planner and it does not need to be followed. However, it may be useful when working through the specification for the first time.

Timings

The following tables show the suggested timings for each topic.

Unit 1: Language: Context and Identity		
Topic		**Time** (approx hours)
1.1	Context: mode	7
1.2	Context: field, function and audience	7
1.3	Context: analytical skills	7
1.4	Context: production and transformation skills	9
1.5	Identity: geographical	7
1.6	Identity: social – idiolect / sociolect / age / occupation	7
1.7	Identity: social - gender	7
1.8	Identity: theories of language	9
1.9	Identity: creation of voice	10
1.10	Consolidation of learning	10
1.11	Revision and exam preparation	10
Total teaching time (hours)		90

Unit 2 Language in Transition		
Topic		**Time** (approx hours)
2.1	How language changes	20
2.2	Pidgins and Creoles	20
2.3	Geographical and social varieties	20
2.4	English in transition	20
2.5	Revision weeks	10
Total teaching time (hours)		90

Unit 3 Crafting Language (Writing)		
Topic		**Time** (approx hours)
3.1	Introduction to concept of genre	10
3.2	Introduction to the unit and exam	20
3.3	Genre synopsis and conventions	20
3.4	Text transformation	20
3.5	Exam preparation, feedback and target setting	10
3.6	Extending and consolidating work on genre	10
Total teaching time (hours)		90

Unit 4 Investigating Language		
Topic		**Time** (approx hours)
4.1	Skills for Investigating Language	15
4.2	A mini-investigation into contemporary global English OR Language and power OR Children's Language Acquisition OR Language and technology	50
Development 4.3	Exam Preparation	25
Total teaching time (hours)		90

SCHEME OF WORK

Unit 1: Context and Identity

Week 1	Mode

Learning outcomes:

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: including turn taking and adjacency pairs
- develop knowledge of linguistic analysis of spoken and written data.

Suggested activities/resources:
- 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. Note that transcripts of spontaneous speech are not set for Unit 1; however as they are set for Unit 2, teachers may wish to introduce them here if this scheme is used as an introduction to the course as a whole)
- Introduce relevant structural features of spoken language such as: turn taking, paralinguistic features, adjacency pairs, deixis (verbal pointing) non-fluency features.

Selection of texts from each mode presenting strong identities:
- spoken: interview, formal speech, podcast.
- written; articles, biography/memoir, reportage.
- multimodal: blog, web-page.

Week 2	Field, function and audience

Learning outcomes:

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 that are prevalent in texts with specific functions
- the concept of audience and the addresser and addressee relationship.

Suggested activities/resources:

Introduce audience at this point, to be developed further throughout the term.

This topic will allow for development of applying language frameworks to analysis.

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: word class, 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 personal pronouns, distancing strategies with demonstrative pronouns.

Week 3	Analytical skills

Learning outcomes:

Students will:
- 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
- develop cognitive skills: non-routine problem solving and systems thinking.

Suggested activities/resources:

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.

Activities this week can vary depending on the progress made by students

Refer to the Assessment Objectives to begin developing analytical and written skills in accordance with exam requirements.
- Glossary to aid accurate use of terminology.
- Contextual factors grid: mode, field, function and audience.
- Example responses.

Week 4	Production and transformation skills

Learning outcomes:

Students will understand:
- how to apply analytical insights into mode, field, function and audience to their own writing
- how to draw on source materials and use them to craft a new and original text

Suggested activities/resources:

Begin preparation for Section B *Creation of Voice* by giving students a brief to write different texts using content from a text they have analysed in previous weeks, but varying first form, then function, then target audience.

Students peer-review the created texts using the 'contextual factors' grid from week 4.

Students could set up a blog to 'publish' their production tasks, providing a potential audience, allowing for feedback through the comments section, and allowing the development of editing skills as students can return to previous work and improve it as their knowledge and skills develop.

NB: Although students do not need to write a commentary for this exam, it will be useful for candidates to write a brief commentary on their text. This will have the benefit of reinforcing their analytical skills, focusing their attention on how their language needs to be adapted for different forms, functions and audiences, and introduce the commentary writing skills that will be needed for unit 3, for candidates taking the full A-level.
- Other texts covering a range of forms and functions (the prose non-fiction pack for the GCE English Language and Literature contains some useful material: http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20 Language%20and%20Literature/2015/teaching-and-learning-materials/Unseen-non-fiction-texts-additional-example-texts.pdf)
- Blogging platforms such as *Blogger* and *Wordpress.* If a higher degree of teacher control is desired an education specific platform such as *Edublogs* could be used

Week 5	Identity: geographical
	Dialect and attitudes towards regional variation

Learning outcomes:
- lexical and grammatical variations in regional and national dialects
- accommodation theory (Howard Giles): downward and upwards convergence.
- Development of intrapersonal skills: relationship building.

Suggested activities/resources:

Watch TV clips or listen to recordings and write down lexis that is not understood. Class discussions of well-known regional lexis, eg Scottish adjective 'wee' (little) and lexis in their own local / national 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.

Production tasks: students write an article about attitudes to dialect. Non-native speakers could draw on their experience of encountering non-standard forms of English; students with appropriate experience could write a travelogue piece focusing on language differences of the place visited.

- 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.
- International Dialects of English Archive: http://www.dialectsarchive.com/
- Class survey of accent preferences.

Week 6	Identity: social Idiolect sociolect/age/occupation

Learning outcomes:

Students will understand
- definitions of idiolect and sociolect
- language variations within social groups
- specialist lexis and jargon associated with occupation
- how language of social groups can link to power: inclusion/exclusion of others
- development of intrapersonal skills: relationship building

Suggested activities/resources:

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 (especially ones representing different social groups, e.g. *Made in Chelsea*; *Benefit Street)*. Explore phrases and language representing their idiolect and social group.

Students study their own text and social-network messages and phrases used in conversation to identify features of sociolect and idiolect. What phrases do they use every day? Common greeting, sign-offs in texts/emails.

Research relevant theory such as Bernstein's restricted and elaborated code, and Trudgill and Lakoff's findings on Language and social class.

Production tasks: use findings on research to present knowledge to a non-specialist audience, for example through a scripted radio talk; write an opinion piece for a newspaper or magazine on representation issues in reality TV.

Week 7	Identity: social gender

There is an expectation that students will be able to reference key concepts and theories in their investigation of the source texts. Those suggested below, and the activities that accompany them, may well facilitate discussion of how gender is a social construction and that ideas of femininity and masculinity are constantly being developed by language used in the media. An introduction is all that is needed for this unit, and understanding should be developed across the course as a whole.

Learning Outcome:

Students will understand:
• how language is used to construct gender identities within a variety of written/spoken texts
• gender bias: lexis/semantics and grammar

Suggested activities/resources:

The following theories/models can be usefully applied:
• the deficit model (Lakoff)
• the dominance model (Spender; Zimmerman & West)
• the difference model (Tannen)
• the discursive model (Cameron)

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 in preparation for Unit 4. 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. Write a report on the findings as a production task.

Resources:
• text message, birthday cards for boys and girls
• newspaper articles
• adverts for children's toys- male and female.
• women's magazines: old and contemporary. Archived material can be found online, e.g. at http://www.oldmagazinearticles.com/.

Week 8	Identity: Theories of Language

There is an expectation that students will be able to reference key concepts and theories in their investigation of the source texts. An introduction is all that is needed for this unit, and understanding should be developed across the course as a whole.

Those suggested below, and the activities that accompany them, may well facilitate discussion of the concepts and issues that are central to this unit: how contexts of production and reception affect the language choices made by writers and speakers and how language reflects and constructs identity.

Learning outcome:
- collaborative problem solving
- critical and analytical application of key theories to stimulus materials

Suggested theories:
- pragmatics: presupposition
- language and power: speech act theory (Austin; Searle)
- conversational maxims (Grice)
- politeness principles (Brown & Levinson; Lakoff)
- face needs (Goffman)
- accommodation theory (Howard Giles): downward and upwards convergence.

Suggested activities/resources:
- Research articles
- Group presentations
- Hand-outs
- A variety of texts video clips, audio recordings that provide opportunities for theoretical discussion.

Week 9	Identity: creation of voice

Learning outcomes:
- how to apply insights from previous learning to the creation of voice through appropriate transformation of source material
- develop intrapersonal skills: adaptability

Suggested activities/resources:

Start with some obvious transformation exercises making explicit use of theory from previous week. For example Taking online reviews, e.g. from *TripAdvisor,* and making them more or less polite; taking a song/rap using youth slang and 'upwardly converging' the language for an older or higher class audience (note the incongruity this causes which is an effective way of demonstrating the importance of matching register to form across the full range of language levels and frameworks, not just making lexical changes)

Move on to look at exam-style Section B production tasks. Compare the source texts with the brief for production tasks using the contextual factors grid used from previous weeks with the addition of two columns to identify *content* from the source texts that could be used in the new text, and how that content would need to be *transformed,* making reference to theory from previous week as appropriate (e.g. downward convergence of lexis and grammar; further clarification and explanation of information to prevent loss of face for less experienced readers)
- Online review sites, song-lyric sites.
- SAM
- Contextual factors grid

Week 10 & 11	Consolidation of Learning

Suggested activities/resources:

Explore language, context and identity using activities modelled on Section A of Unit 1.

Revision activities: quizzes, assessment of terminology and frameworks

- Texts in a variety of modes.
- Language framework glossary/grid.

Weeks 12 +	Revision and Examination preparation

Learning outcome:
- meeting assessment objectives in accordance with their unit
- analytical and writing skills
- time management in exam conditions.

Suggested activities/resources:

Timed assessments and marking of model answers.

Revision of unit, reinforcing understanding of language frameworks, theories and developing analytical skills and skills in selecting and crafting language for different purposes and audiences.

Complete Edexcel Pearson's SAM's

- SAMs for Unit 1: Language Context and Identity.

Unit 2: Language in Transition

Week 1-3	How language changes

Learning outcomes:

The student will
- understand the influences on a language that lead to change
- observe the differences between older and current forms of English
- develop knowledge of linguistic analysis of English at different periods of time
- develop an understanding of current changes in English including the influence of technology, new media, visual English, global English
- observe grammatical changes and discuss notions of correctness
- use etymological dictionaries and map words according to their source language and explore other origins of the English word stock
- study texts that communicate visually: graphic novels, posters, street signs, packaging etc
- media texts, especially digital tests.

Suggested activities/resources:

Issue groups of students with a selection of texts from different periods. These can include very early examples to give students an idea of the extent of change that has taken place. Texts can also be discussing issues within language change such as attitudes towards English, future of English, language death or current trends in English.

- Texts from different time periods- folk tales, dialect songs, letters, diaries, court records, newspapers, radio broadcasts, video clips
- Word lists that represent loan words
- Word lists that represent words that originate in social, cultural and technological change
- Examples of visual English- adverts, signs, directions
- Digital texts- blogs, chat forums, emails

Week 3-5	Pidgins and creoles.

Learning outcomes:

Students will:
- understand what a pidgin language is, what a creole language is and explore some examples of pidgins and creoles
- understand what a lingua franca is, function of a lingua franca and English as a global lingua franca
- understand the factors that lead to the formation of pidgins
- understand that pidgins and creoles are contact languages
- understand the process of creolisation and the main features of creolised languages.
- understand the functions of a pidgin language and the main features of pidgin languages.

Suggested activities/resources:

Source audio of English based Pidgin and Creole languages and provide students with short transcripts to analyse along with the audio. A list of all English based creoles can be found on Wikipedia.

https://en.m.wikipedia.org/wiki/English-based_creole_languages

Introductory activities may include rewriting Creole sentences into Standard English, noting the lexical and grammatical changes. Students can also listen to some sentences and write the accent using phonetic spelling to help them recognise phonological features unique to the Creole. This can then be expanded on by transcribing specific pronunciations using the IPA, developing confidence with phonetics and terminology.

Compare lexical and grammatical features in different creoles and identify common features e.g. lack of infections in nouns, verbs and adjectives, nouns not marked for number or gender, single particle negation no and simple vocabulary.

Examples of pidgin languages can be found at:

http://www.pentecostisland.net/languages/bislama/guide.htm

http://matadornetwork.com/abroad/beginners-guide-to-nigerian-pidgin-english/

Word lists that give examples of loan words,

Some resources can be found at http://www.ling.lancs.ac.uk/staff/mark/resource/creole.htm

YouTube is also a good source for video clips of people taking in Creole and other varieties of English.

Teaching points to note:

N/A

Week 6-8	Geographical and social varieties

Learning outcome:

Students will understand
- national and international variation in English: that there is no such thing as 'one English' either nationally or internationally
- the different levels at which a language variety can vary: phonology, morphology, lexis and syntax, some distinctive features of national and international varieties, e.g. phonology: the glottal stop, /n/ /ŋ/ variation, syllable and stress timing. Lexis: how different varieties have different word stocks. Syntax: varying grammatical patterns across different varieties
- the different roles and status of received pronunciation, Standard English, General American
- the phonemic representations of accent used in the International Phonetic Alphabet (IPA).

Suggested activities/resources:

Work with texts and transcripts from a wide range of varieties, e,g, American English, Afro-Caribbean English, Indian English, Singaporean English, British Standard English, British regional English.

Class analysis of different varieties, and discussion of what constitutes 'good' English. Explore attitudes towards English and the views outlined in Prescriptivism and Descriptivism.

Compare texts from different time periods(19th -21st century) to identify the emergence of new forms of English and impact of other cultures e.g. folk tales, dialect songs, letters, diaries, court records, newspapers, radio broadcasts, video clips

Word lists that represent loan words

Word lists that represent words that originate in social, cultural and technological change

Examples of visual English - adverts, signs, directions

Digital texts- blogs, chat forums, emails

English phonemic reference chart – Edexcel Pearson's version.

Recordings of international varieties. Examples can be found at http://www.dialectsarchive.com

BBC recordings of accents: www.bbc.co.uk/voices/

British library recordings: http://sounds.bl.uk/Accents-and-dialects/BBC-Voices

Interviews with celebrities who speak international varieties

Novels/short stories written using international varieties of English

Week 9-10	English in transition

Learning outcome:

Students will:
- explore and analyse examples of different Englishes.
- identify sources of these examples, including media, social media, travel
- explore the influence of gender, culture and ethnicity on English
- identify the forms that are most familiar to them, and the ones they identify as 'correct' English

Suggested activities/resources:

Students work with texts and recordings of English from different countries

listen to recordings of first language English speakers and analyse the features

compare these with English as it is spoken in their own location

analyse written examples of English and see if they can identify a global 'standard.' Look at examples of very recent spoken and written English, for example text messages, poetry, casual talk, interviews, chat shows and reality TV, web language, social media. What is happening to English now? Discuss trends and what has happened to varieties of English in the past e.g. assimilation, language death. Read articles on the future of English and new international varieties that are emerging and their impact globally e.g. Indian English.

Week 11	Revision and exam practice

Learning outcome:

Students will:
- revisit topics studied, practice analysis of texts and give each other feedback and receive feedback from peers.

Suggested activities/resources:

Students will give short presentations to the class on aspects of the topic 'Language in transition.'

Students analyse texts that present different varieties of modern English from a range of genres, modes and functions.

Complete sample assessment materials and past papers to become familiar with exam format.

Unit 3: Crafting Language (writing)

Week 1	Introduction to concept of genre

Learning outcomes:

Students will:
- discover how much they implicitly know about accepted conventions of different genres and will broaden their understanding of what constitutes genre.

Suggested activities/resources:

Ddefinition of genre:
- a kind or type
- can be identified by set of rules and conventions
- any text can be placed in a genre.

Students to begin to keep a notebook to record details of all genres/texts studied.

Activity-10 minute texts.

Give students the list of 6 genres outlined in the specification.

Working in groups students choose one of the genres and write a short text on any topic.

Exchange texts with another group and try to identify the genre of the text.

Class discussion on how each text has followed the rules of the genre.

(This exercise can be repeated until all text types have been covered).

Teaching points to note:

List of genres outlined in specification as possible tasks for the examination i.e.:
- feature articles
- journalist interviews
- speeches
- travel writing
- biography
- reviews

Weeks 2/3/4	Introduction to the unit and examination

Learning outcomes:

Students will understand:

The format of the examination paper, the Assessment Objectives and their relation to the questions.

Suggested activities/resources:

Give students the format of the Question paper.

Explain Section A: the transformation task. Emphasise that source texts may be drawn from any genre (not only those specified in the specification) but that students will only be required to write in one of the 6 specified genres.

Explain Section B: the commentary.

Weeks 5/6	Genre signposts and conventions

Learning outcomes:

Students will understand:
• distinctive features of selected genres
• the language choices made by writers/speakers to conform to conventions and to meet expectations of target audience
• the importance of context to inform understanding of a text

Definition of genre:
• a kind or type
• can be identified by set of rules and conventions
• any text can be placed in a genre.

Students will understand the format of the examination paper, the Assessment Objectives and their relation to the questions.

Suggested activities:/resources:

Issue students with framework for textual analysis.

In groups, students to study a range of extracts (4-6).

Groups then present their findings to the class. They should:
• define the genre, explaining which features exemplify the text type, define the audience and purpose of each text related to language choices and context.

Allocate a generic form and defined audience and purpose to the class.

Students to produce an original text based on the form/type allocated.

Class sharing of texts and discussion of generic conventions.

Students give presentations to the class, justifying language choices they have made in order to re-shape the text for the new context.

Peer marking of these assignments using the Mark Scheme and AO grid. Feedback with suggestions for improvement.

Keep a genre bank of extracts of a range of text types. Include notes that offer a summary of content, theme, linguistic and literary features.

In their notebooks students should keep a glossary of features/terms that should be added to as the course progresses.

Weeks 7/8	Text transformation

Learning outcomes:

Students will understand:
• what is text transformation
• how they can use their knowledge of language and genre to respond creatively.

Suggested Activities/Resources:

Focus on Section A of the examination paper.

Explain that students will be presented with 3-4 short thematically linked texts from different genres. Their task will be to use this material to produce a creative piece in a specified genre. They may choose their own audience, purpose and context. At least 50% must be drawn from the sources. They may draw on their own knowledge and experience for the remainder.

Focus on Section B
Explain the purpose of the commentary and explore the bullet points i.e:
• analyse and evaluate the text you have written
• show how your text has re-shaped the source material to meet the new requirements of audience, purpose, context
• comment on why you have made the changes you have to the source material.

Students to select one of their text transformations and write an accompanying commentary.

Working in pairs, exchange texts and commentaries and interrogate them by asking the following questions:
• is there a clear rationale for the choice of approach?
• are the purposes clear?
• is there understanding of the characteristic features of the chosen genre? is there appropriate and discriminating use of technical terminology?
• is the commentary coherent and interesting?

Week 9	Examination preparation, feedback and target setting

Learning outcomes:

Students will:
• use their knowledge of genre to answer the SAM's question paper
• develop their understanding of the relevance of the Assessment Objectives
• understand personal areas for improvement in terms of skills and knowledge
• how to manage timed conditions.

Suggested activities/resources:

Pearson Edexcel SAM's

Week 10	Extending and consolidating work on genre

Learning outcome:

Students to begin to keep a notebook to record details of all genres/texts studied.

Suggested activities/resources:

Students will:
• carry out independent research
• work collaboratively

In pairs or small groups, students will choose a theme and research and prepare own question paper with suitable thematically linked extracts.

Exchange questions and write answers to questions set by another group.

Peer marking and feedback followed by teacher review.

Unit 4: Investigating Language

Week 1	Introduction; re-visiting prior learning; investigation methods and model.

Learning outcome:

Introduce the unit to the students to ensure that students understand the links between Unit 4 and their existing subject knowledge and skills and that they are reminded of key content and to explore a model for language investigation.

Suggested activities/resources:

Use specification and sample materials to establish the subject-knowledge and skills-based principles of Unit 4.

Look at assessment objectives and define success criteria (assessment for learning); emphasize significance of self-motivated research.

Return to prior learning: look at some of the Unit 2 materials on global English and speech and writing e.g. consider key issues raised and how these were explored with specific reference to levels of language, theories and concepts. Students to complete a self-audit of their existing subject knowledge and skills (data analysis, synthesis, evaluation, organisation, expression and argumentation) – get them to identify and discuss their strengths and areas for development as a flipped learning task; create…?', 'To what extent do Texts D1 to D5 demonstrate features of…?'. The structure might be: contextualization of data; analysis (the bulk of a response of this kind); evaluation and conclusion (discussion of hypotheses and summary of overall findings)*. ii.) Look at Section B question styles and stress that this component is more heavily weighted.

Teaching points to note:

Emphasis needs to be placed on what learners already know and what they can do as well as what will be new;

if students are sitting in January, the sub-topic for their paper will be released the preceding May; if they are sitting in June, it will be available in January. Thought needs to be given to the point at which students will get their pre-released sub-topic, depending on the timing and structure of their academic year, however for the purposes of this scheme, the assumption is that they will see it during week 2

Students should understand by the end of this week that they will only need to focus on one topic and that their success (especially in Section B of this unit) will greatly depend on how much of their own research they undertake to inform their understanding of it

Course providers will need to confirm whether they intend to let students decide on which topic they wish to study or whether to dictate it – this will be determined by staff expertise, availability of resources, prior learning and student interest.

*The model outlined for responses is not the only one available. It is, however, based on best practice for independent learning at A-Level and in, for example, the research-focused Level 3 Extended Project qualification.

Weeks 2 -3	Researching chosen topic

Learning outcomes:

Students will:
- students to be introduced to whichever topic they will be studying for the unit via the pre-release
- students to start work on an extended research task based on the pre-release and additional data which they will source themselves.
- what follows is predicated on students producing presentations to the rest of the class of roughly 10 minutes in length. They should work in small groups to produce, write and deliver their presentations.

Suggested activities/resources:

Contemporary Global English OR Language and Power OR Children's Language Development OR Language and Technology in the news. Students to be introduced to some current coverage of the chosen topic area either domestically or internationally.

What do I want to know?' - students to compile series of questions about their topic for further investigation based on the pre-release i.e. 'what is the current global status of Standard British English?', 'how is power conveyed through language?', 'is the current thinking on how children acquire speech changing?', 'is technology creating new Englishes or just changing the ones we have?'. It will be worth re-visiting some core concepts here such as prescriptivism and descriptivism and reminding students that in all four contexts they should avoid a deficit model at all costs.

Re-visit structure of responses from Week 1. Posit the following questions – 'what is 'good' additional data?'; 'what is 'enough' data?' Discuss basic methodologies for additional data collection.

Look at some examples of additional data. This could be sourced from past A-Level English Language exam papers available online for instance.

Students to find some additional data of their own (recommend no more than 1 minute's worth of speech or two to three written items). Bring this back to class and discuss its merits in pairs or groups. Feedback to whole class.

Resources:
- sources for activity : might include books, newspapers, periodicals, journals, university or other research centre websites.
- pre-release.

Teaching points to note:

A deficit model proposes that one variety of English (i.e. the language of children or a sociolect) is 'inferior' to others. Value-judgement based discussion of this kind is out of place in the context of an English Language qualification at this level, though there is obviously room for plenty of discussion in the idea of why people might hold such views.

Issues such as observer's paradox might be worth brief consideration in the context of spoken data collection. 'Sufficient' additional data might be 2.5 – 3 minutes of recorded speech or 3 – 5 written texts. The idea of mediated speech is important here – students may wish to use television or radio broadcast material, especially in the case of language and power. They should be reminded of the dangers of treating such content as 'real' or 'authentic' if it is other than news broadcast (and even that will have been subject to editorial control usually). The collection and evaluation of data is a highly useful transferrable skill.

Exemplar additional data might be sourced here for example - http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-language-2008.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials&filterQuery=category:Pearson-UK:Document-Type%2FQuestion-paper

Weeks 4-6	Research and wider reading.

Learning outcomes:

Students will:
- examine some of the key theoretical constructs relating to the chosen topic.
- consider what makes a good investigation focus.
- Understand confirmation of data.

Suggested Resources:

Content will depend on which sub-topic the students are to study – teachers will need to consider what material to look at and how it is to be covered using available resources and building on content from weeks 2 & 3.

Students to consider and discuss exemplar investigation focuses relevant to the sub-topic. A rating activity could be used – for example which of the following focuses are excellent, good, bad or indifferent? 'Technology has created a new language.', 'Changes influenced by technology are mainly lexical.', 'Changes influenced by technology are entirely morphological.' 'Changes influenced by technology are limited by rigid discourse patterns resulting from generic structure potential.' Exemplar focuses such as these need to be generated in advance of discussion. Learners to move on to creating their own focuses and rating them in groups before discussing their findings as a class.

Students should have completed their additional data collection by week 4 at the latest. They should be allowed some time to consolidate this and to compare their chosen materials with those of other students, where possible, in order to establish that what they intend to focus on is appropriate and worthwhile. Some foregrounded input on key theory will again be useful here however they will need to focus more exclusively on investigating theoretical content themselves. It will be sensible for teachers to implement a way of monitoring their progress in this respect.

Teaching points to note:
a) The best focuses are usually specific, defined and clear, often directly referencing a language level and / or a theoretical concept or issue.
b) As before, thought needs to be given to resourcing this part of the work. Where online access is not straightforward and / or there are issues with libraries, centres might try and network with other schools or colleges in order to pool their means.
c) Students must be given time to consider the suitability of their data and research focuses, which they should discuss in their groups before planning and commencing to write their presentations.

Weeks 7-8	Writing Presentations

Learning outcomes:

Students will:
- work on data analysis.
- work on researching key theories and concepts to inform their analysis (this should be monitored and evaluated).
- write presentations.

Suggested Activities/resources:

a) Students could apply methods such as lexical counts and graphing methods – i.e. focusing on word class variety in exchanges in Hinglish compared with those in a domestic variety of English, or morphological analysis identifying patterns of verb inflection in a dialect of the Southern United States for instance. The methods chosen obviously need to relate to the pre-released sub-topic and to the additional materials the candidates have selected for study. Analysis should not just focus on lexis – it needs to include work centred on phonology and / or grammar and syntax and / or semantics.

b) Students to apply appropriate analytical methods to the data in small groups in order to provide support for each other.

c) Students to be encouraged to continue to consider the impact of relevant theory on their analysis – i.e. is the change being effected in the chosen variety of English under investigation indicative of progress or decay?

d) As a homework task it would be sensible to have students do a practice Section A or Section B question.

Teaching points to note:

a) Students should focus on short passages of their data, choosing the richest parts for analysis as opposed to trying to cover all of the material as this will prove too time consuming. What is covered during any sessions devoted to analytical methods will be contingent on what has already been done in other parts of the course as regards the ways in which language data can be interrogated. What they look at here should obviously be heavily informed by their hypotheses.

b) Teachers need to continue to monitor the applications of theoretical concepts and issues in the student' work – this can easily become neglected if it is not periodically revisited.

Weeks 9-10	Writing & giving presentations.

Learning outcomes:

Students will:
- Complete work on presentations to be given to rest of the class.
- Work on extending their knowledge and skills in relation to the pre-released sub-topic.
- Give presentations (c10 minutes in duration) to rest of the class.

Suggested activities /resources:

Students to write and edit presentations – these might deal with some of the following issues, for example: 'what we wanted to learn'; 'how we selected and sourced our additional data'; 'our focuses'; 'some basic concepts and theoretical issues'; 'our analytical methods'; 'our key findings'; 'how this is relevant to the exam sub-topic (where applicable)'; 'questions from the audience'.

Students to give presentations.

As a homework task it would be sensible to have students do a practice Section A or Section B question.

Teaching points to note:

a) These presentations need not be hugely detailed and need not cover every one of the above headings.

b) The presentations could be peer-assessed.

Weeks 11-12	Exam Preparation.

Learning outcomes:

Students will:

focus exclusively on the terminal assessment through preparation, revision, research and practice.

Suggested activities /resources:

a) students to write and edit presentations – these might deal with some of the following, i.e students to continue with discussion sessions based on practice materials. students to practice responses, probably under timed conditions at least once.

b) students to continue research, maybe using simple methods such as 'show and tell' based on found articles or resources relevant to the sub-topic.

Teaching points to note:
• Whilst further support for centres should be available from Pearson, it will be beneficial to have established, where possible, local networks to enable the development of shared resources.

Resources

Pragmatics: implicature, presupposition, politeness, the co-operative principle, speech acts (useful theorists: Paul Grice, Brown & Levinson, Geoffrey Leech, J L Austin, John Searle)

Theories of Language and Power: critical linguistics

Books
Goodman, S., Graddol, D., Lillis, T., Redesigning English, Routledge, 2007

Holm, J. An introduction to Pidgins and Creoles, Cambridge University Press, 2000

Researching English Language: A Resource Book for Students (Routledge English Language Introductions) Paperback – 17 Jun 2010; Alison Sealey; Routledge

Working with Spoken Discourse Paperback – 22 Mar 2001; Deborah Cameron; Sage

The Cambridge Encyclopedia of English Language edited by David Crystal

Intertext Series (a range of textbooks covering Language topics)
Exemplar:

http://www.amazon.co.uk/Language-Change-Intertext-Adrian-Beard/dp/0415320569

'Textual Intervention': Rob Pope

'Living Language and Literature': 2nd edition: ed Bluett and Shuttleworth

'Mastering Advanced Level English Language': Sara Thorne

Periodicals & Magazines
emagazine (from The English & Media Centre: https://www.englishandmedia.co.uk)

Textbooks
Child language
Armstrong, M. (2006) Children Writing Stories (OUP)
Goodman, Y.M. and Prisca, M. (eds) (2007) Critical Issues in Early Literacy:
Research and Pedagogy (Routledge)
Kress, G. (1996) Before Writing: Rethinking the Paths to Literacy (Routledge)
Marsh, J. (ed.) (2005) Popular Culture, New Media and Digital Literacy in Early Childhood (Routledge)
Pinker, S. (1995) The Language Instinct (Penguin)
Global English
Jenkins, J. (2009) World Englishes: A resource book for students (Routledge)
Kirkpatrick, A. (2007) World Englishes (Cambridge University Press)
Melchers, G. and Shaw, P. (2011) World Englishes (Routledge)
Mesthrie, R. (2010) Varieties of English, vols. 2 and 3 (Mouton de Gruyter, Berlin)
Seargeant, P. and Swann, J. (eds) (2011) English in the World: History, Diversity, Change (Worlds of English) (Routledge)
Mooney, A. and Evans, B. (2015) Language, Society and Power: An introduction, 4th edition (Routledge)

Language and gender

Baker, P. (2008) Sexed Texts: Language, Gender and Sexuality (Equinox)

Talbot, M. (2010) Language and Gender (Polity Press)

Language of journalism

Finch, G. (2013) Word of Mouth: A New Introduction to Language and Communication, 2nd edition (Palgrave Macmillan)

Loughlin, L. (2000) The Language of Magazines (Intertext series) (Routledge)

Reah, D. (2002) The Language of Newspapers, 2nd edition (Intertext series) (Routledge)

Language and power

Fairclough, N. (2014) Language and Power, 3rd edition (Routledge)

Mooney, A. and Evans, B. (2015) Language, Society and Power: An introduction, 4th edition (Routledge)

Regional language variation

Barton D. and Hamilton, M. (1998) Local Literacies: Reading and Writing in One Community (Routledge)

Beal, J. (2008) A Handbook of Varieties of English (Mouton de Gruyter, New York)

Hughes, A., Trudgill, P. and Watt, D. (2012) English Accents and Dialects: An Introduction to Social and Regional Varieties of English in the British Isles, 5th edition (Routledge)

Variation over Time

Aitcheson, J. (2000) Language Change: Progress or Decay (CUP)

Baugh, A. C. and Cable, T. (2012) A History of the English Language (Routledge)

Graddol, D., Leith, D., Swann, J., Rhys, M. and Gillen, J. (eds) (2007) Changing English (Routledge)

Leith, D. (1997) A Social History of English (Routledge)

Seargeant, P. and Swann, J. (eds) (2011) English in the World: History, Diversity, Change (Worlds of English) (Routledge)

Spufford, M. (1985) Small Books and Pleasant Histories: Popular Fiction and Its Readership in 17th-century England (CUP)

Simpson, P. and Mayr, A. (2010) Language and Power: A resource book for students (Routledge)

Websites

http://atp.uclan.ac.uk/buddypress/diffusion/?p=736

Thorough exploration of the development of language and gender studies.

www.babelzine.com

Babel Magazine (cutting edge research in Linguistics, aimed at a wide range of language lovers).

www.bbc.co.uk/programmes/p00gx2dt

1996 Reith Lecture by Jean Aitchison, a Professor of Language and Communication in the Faculty of English Language and Literature at the University of Oxford.

www.bl.uk/

The British Library

http://college.heinemann.com/shared/onlineresources/E00654/chapter1.pdf

Link to a section on Scaffolding Literacy Instruction by Adrian Rogers and Emily M. Rogers

www.corpora4learning.net/resources/corpora.html
This page offers short descriptions of the most widely known English language corpora.
www.dialectsarchive.com/
Recordings of varieties of English around the world.

www.englishandmedia.co.uk/emag/
Emagazine is a quarterly subscription magazine, with website for A Level students of English subjects.

www.gutenberg.org/
Project Gutenberg for free ebooks

www.knowledgepresentation.org/BuildingTheFuture/Kress2/Kress2.html
A Gunther Kress presentation on 'Reading Images: Multimodality, Representation and New Media', 2004

http://linguistics-research-digest.blogspot.co.uk/
Summaries of recent articles about linguistics

http://linguistics.sllf.qmul.ac.uk/english-language-teaching
A student site about multicultural London English – loads of examples and transcripts.

www.literacytrust.org.uk
The National Literacy Trust covers a wide range from early years to adult literacy, but has interesting articles and details of resources for the 'Talk to Your Baby' campaign – regularly updated.

www.llas.ac.uk/resources/gpg/2827
An article overviewing the history of language and gender.
http://technonanny.wordpress.com/

General web-based materials:

University of Birmingham Research Guide:
http://www.birmingham.ac.uk/Documents/libraries/5883LibrarySkillspack-studentst8.pdf

University of Carnegie-Mellon Research Guide:
https://www.cmu.edu/teaching/solveproblem/strat-cantresearch/cantresearch-01.html#strat1

Web English Teacher
http://www.webenglishteacher.com/research.html (US site with other links)

Universal Teacher
http://www.universalteacher.org.uk/

David Crystal's English Blog
http://david-crystal.blogspot.co.uk

Dan Clayton's English Blog
http://englishlangsfx.blogspot.co.uk

Link to other Blogs
http://www.theenglishzone.org.uk/langblogs.html

Originally available through the Teachit website, this is a blog written by a grandmother to Louise and Spike, who has been following them around with a voice recorder for over a year. (http://www.teachit.co.uk/index.php?CurrMenu=205)
www.ted.com/ Relevant talks on the TED site.

www.universalteacher.org.uk/contents.htm#langa
Includes a range of topics on English language for A level students.

Student Guide

Why study the Pearson Edexcel IAL in English Language?

This course will try to give you the skills and understanding to:

- Develop and apply understanding of the concepts and methods appropriate for the analysis and study of language

- Explore data and examples of language in use

- Engage creatively and critically with a varied programme for the study of English

- Develop skills as producers and interpreters of language

- Independently investigate language in use.

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

There is no prior learning required or other requirements for this qualification.

How will I be assessed?
Unit 1
The examination is 1 hour 45 minutes, externally assessed.

You will answer two questions: one question from Section A and one question from Section B.

Section A: Context and iidentity
You will be required to answer one question on two unseen extracts selected from 20th and 21st century sources and produce an extended comparative response showing how the presentation of identity is shaped by contextual factors in both unseen texts.

Section B: The Creation of voice
You will be required to create a new text for a specified audience, drawing on their own ideas and on one or more of the texts in the Source Booklet for Section A.

Unit 2
The examination is 1 hour 45 minutes, externally assessed.

Section A: Spoken Language Today :
You will be required to answer one question on an unseen transcript of spoken English of the 21st century.

Section B: Written Language of 19th – 21st Century:
You will be required to answer one discussion question on texts in the Source Booklet that look at the issue raised in Section A from a wider perspective.

Unit 3
The examination is 2 hours, externally assessed.

Assessment:
You will be required to answer two questions: one question from Section A and one question from Section B.

Section A: Creating text
Based on a selection of source texts, you will create their own text that meets the criteria of a new genre, audience, purpose and context. The source texts will be taken from a wide range of genres, and not only from those listed for study and from a different genre.

At least 50% of your own text must be based on the source texts. The student may use their own knowledge, experience or opinion for the remainder.

Section B: Commentary
You will be expected to produce one commentary reflecting on the writing process, you will analyse and evaluate the language choices you have made.

You will be required to show how you have re-shaped the source material to meet the new genre, audience, purpose and context and comment on how contextual factors have influenced their language choices.

Unit 4
The examination is 2 hours, externally assessed.

Assessment:
You will be required to answer two questions: one question from Section A and one question from Section B. Both Section A and Section B questions must be on the same topic.

Section A: Unseen data analysis
You will answer one question on unseen data and you must answer the question on the subtopic that they have researched.

Section B: Extended response
You will be required to produce one extended response to an evaluative question and you must answer the question on the subtopic that they have researched and must make connections with data.

Next steps!
Your subject teacher at your school or college should be able to guide you further.