

English Language
A Level Induction
Summer Work



I am looking forward to meeting you all in September!

English Language is such an interesting subject to study and is not all about analysing texts like you would have done at GCSE (although this is still a part of it)

We study aspects of language like:

- How and why the English language changes (this is what we will look at in this Powerpoint)
- How children learn language
- Why we have accents and dialects
- How men and women use language differently
- Why younger people speak differently to older people
- You will also have a chance to do some creative writing

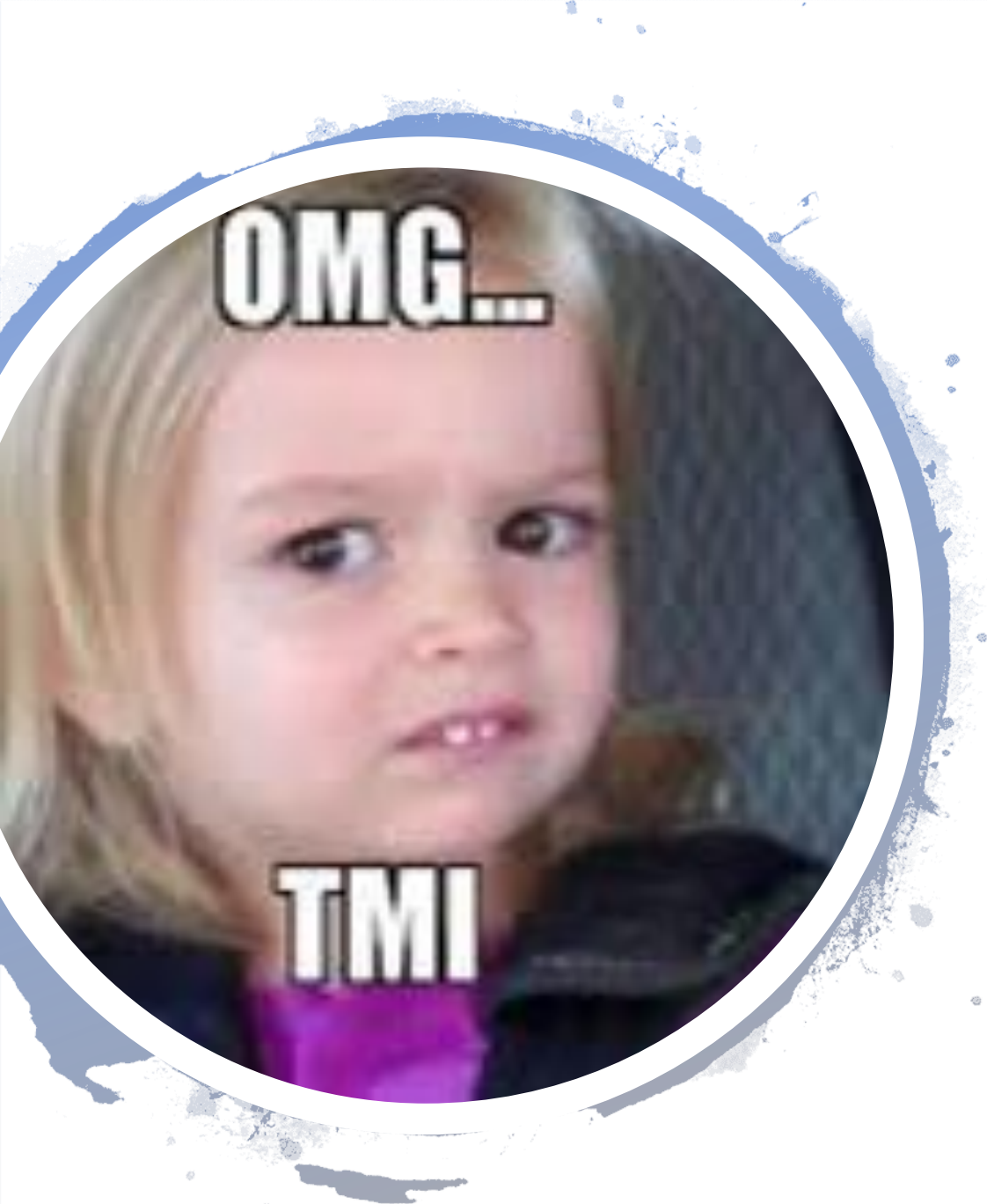


Here if you need a hand...

If there is anything on this Powerpoint that you don't understand or if you need any additional support with anything, please get in touch. My name is Mrs Scott and I will be happy to respond to any queries you may have:

hls@hardenhuish.wilts.sch.uk

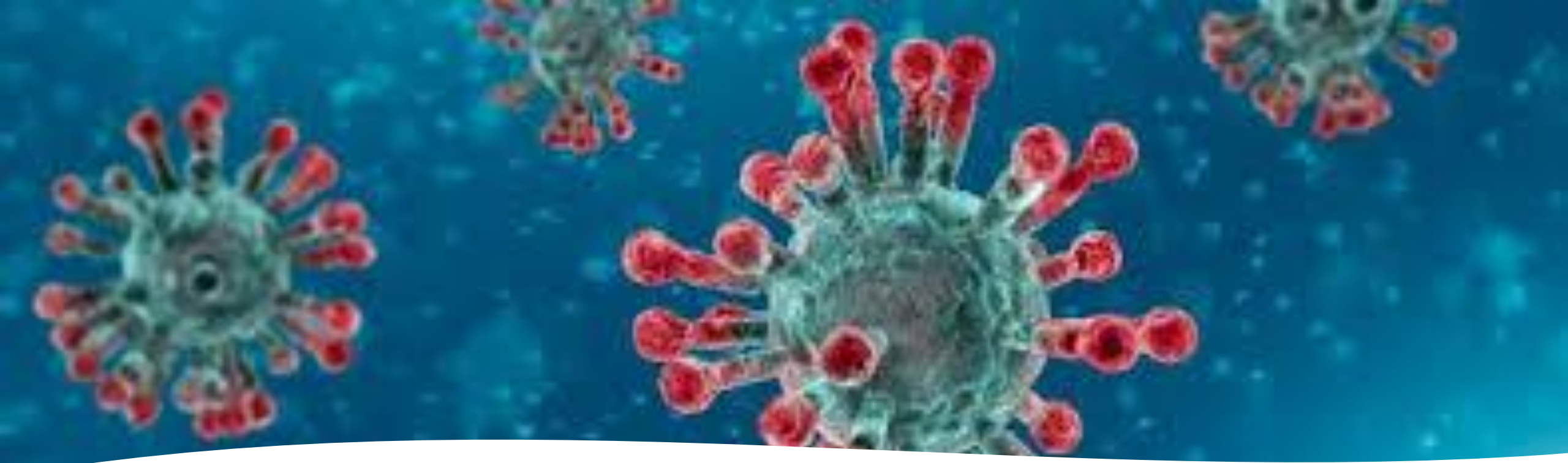




The English Language is constantly changing to adapt to the changing world around it.

For example, since the internet was invented, there has been a huge surge in new words entering the language. Without the internet, we would not have these absolute classics:

- Noob
- Derp
- FOMO
- Selfie
- Photobomb
- OMG/LOL/TMI etc



Even the
Coronavirus has
played a part:

- The Rona – slang term to personify the virus
- Covidiot/covidiocy – someone who recklessly ignores social distancing and hand-washing rules
- Moronavirus – same as above
- Quarantini – a cocktail created at home under quarantine.
- Zoom-bombing – when an uninvited guest disrupts a virtual meeting
- Coronials – a name for the babies born in about 9 months' time (I won't go into detail)
- Zumping – breaking up with someone over Zoom because you cannot see each other in person.
- Coronacation – Spending most days doing absolutely nothing due to lack of school/work during lockdown.



One of the major changes to the English Language recently, however, has been the introduction of the use of emojis as a form of non-lexical (no words involved) communication.

They first appeared in Japan in 1998 when mobile phones (particularly text messaging) started to become popular and then increased with the use of internet chat rooms. In the 1990's, they were created using punctuation like :) ;)

So why did the invention and popularity of mobile phones and the internet bring about this phenomenon?

These forms of communication blur the boundary between written and spoken language. The words 'chat' and 'conversation' ONLY referred to spoken interactions before about 1990.

With this in mind, emojis fill essential gaps that written language cannot convey – body language, facial expressions, tone of voice etc.

The point here is that emojis have now become a part of the English Language – they were not needed before 1990 as language was very much either spoken or written – no grey area in between that we have now.

As you can see, not everyone gets these right all the time...nice one Brenda.

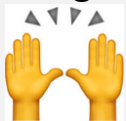


Your task:

According to linguist, David Crystal, emojis are most often used to fulfil one of these four purposes:

1. To lighten the mood by introducing sarcasm or humour
2. To soften a blow or make something sound less harsh
3. To communicate when words fail us
4. To convey a more complex message in a simple way to save time

For each of the above categories, write down 3 emojis you might use to fill that purpose. For example,



this emoji probably fits into categories 3 and 4.



Your task:

You are going to conduct a mini investigation on how emojis are used in technological discourses (Messages sent to another person using technology such as computers, mobile phones, tablets etc)

Create a table like the one below:

Purpose	Tally
1. Lighten the mood using sarcasm or humour	
2. Soften a blow or make something sound less harsh	
3. To communicate when words fail us	
4. To convey a more complex message in a simpler way to save time	
5. Other	

Choose ONE form of technological communication (it could be Facebook, Twitter, Snapchat, Whatsapp etc)

- Go through your messages (do not worry – for both our sakes, I will not be asking for copies of these conversations) and look specifically at how emojis are being used both by you and other people.
- For the first 50 (approx.) emojis you come across, put a tally in the applicable category based on why the person has used it.
- Once you have categorised roughly 50 examples of emojis in total, work out the results – in percentages ideally.



Answer the following questions based on your results **and your own opinions:**

1. What is the most common reason for people using emojis and why do you think this is?
2. Did you have anything in the 'other' section? What other reasons did people have for expressing themselves using emojis?
3. Do teenagers use emojis more often than those in their 30s/40s? Why do you think this is?
4. Emojis were originally invented to express emotion (hence the name) – is this still what they are used for? Explain your answer.

Second Task:

I now want you to start considering different opinions about the use of emojis in English.

Write the following statement at the top of your page:

‘Emojis are contributing to a general decline in the quality of written English’



Underneath the statement, draw two columns (use a whole page):

Agree	Disagree

Read the following articles. One comes from The Telegraph and the other was written by a Linguistics Lecturer from the Open University.

Write down the arguments (briefly is fine) that agree and disagree with the statement you have written down in the correct columns.

[Article 1 – Telegraph](#)

[Article 2 – Emagazine](#)

Login for emagazine: Username – huishsixth Password: hardenhuish





Your thoughts?

Using the information you have just gathered, come to your own conclusions and write a paragraph explaining your thoughts.

Do you agree that 'emojis are contributing to a general decline in the quality of the English Language' or do you have a different opinion on them? If you can, use information from the articles you have just read.

Deadline for tasks: Monday 21st June

Please could you submit your work to me via email (hls@hardenhuish.wilts.sch.uk)

You can either email me a Word Document or a photograph of the work if you have done it on paper.





The next induction task...

Our next instalment of summer work will focus more on spoken language and the way people adapt their word choices and even their accent to suit the situation they are in.

We will look particularly at the way certain politicians have communicated with the public during the Coronavirus pandemic.