

Linguistic Principles and Theories:

- One useful idea in language study is **metalinguage**, or language about language. The pre-fix 'meta' comes from Greek meaning 'after' how in English it has come to mean 'after' or 'above'.
- A **text** is any passage spoken or written of whatever length that does form a unified whole according to the linguists M.A.K. Halliday and Ruqaiya Hasan (1976).
- Two frameworks often used for textual analysis are larger-scale linguistic concepts including: text meaning, genre, purposes, audience, mode and context, and smaller scale language features including features of discourse, lexis and semantics, pragmatics, grammar, phonetics/phonology/prosodics and graphology.
- Language features belong to particular **levels of language** that reflect the fact that it is possible to study discourse, lexis and semantics, pragmatics, grammar, phonetics/phonology/prosodics and graphology as distinct and separate subjects.
- **Language Level 1: Lexis and Semantics** – Lexis is the term that we use in language studies and linguistics to refer to vocabulary. One of the most obvious ways we can do this is by grouping words together on the basis of the particular roles and functions they play both in written and spoken modes of language. These groups are known as **word classes**. **Semantics** is the study of **meaning** in language.
- **Language Level 2: Grammar** – Grammar includes the study of two main elements: **morphology** (the study of word formation) and **syntax** (the study of how words form larger structures such as phrases, clauses and sentences). **Grammar** therefore, is the whole system and structure of the language.
- **Language Level 3: Phonetics, Phonology and Prosodics** – **Phonetics** and **phonology** both refer to areas of language study that focus on sound. **Phonology** is the area of study that refers to the abstract sound system. **Phonetics** is concerned with investigating how sounds are actually produced by language users. **Prosodics** is the study of how speakers can shape meanings through emphasising certain aspects of intonation, speed and volume.
- **Language Level 4: Graphology** – Many texts rely on the use of layout, space, images, colour and different font types to help convey their meaning. Often these can be used in very obvious ways to help support meaning; at other times, their use may be more subtle. In all cases, graphological features tend to combine with other language levels to help support interpretation.
- **Language Level 5: Pragmatics** – **Pragmatics** is the area of language study associated with how contextual factors influence meaning.
- **Language Level 6: Discourse** – **Discourse** is the level of language concerned with larger stretches of text including spoken, written and multi-modal.

Vocabulary

- **Metalanguage** – language about language
- **Discourse event** – an act of communication occurring in a specific time and location involving writers/speakers and readers/listeners
- **Text producer** – the person or people responsible (through writing or speaking) for creating a text
- **Text receiver** – the person or people interpreting (through reading or listening to) a text
- **Multi-purpose text** – a text that clearly has more than one purpose
- **Primary purpose** – the main and most easily recognisable purpose
- **Secondary purpose** – an additional and perhaps more subtle purpose
- **Implied reader** – a constructed image of an idealised reader
- **Actual reader** – any person or groups of people who engage with and interpret a text
- **Implied writer** – a constructed image of an idealised writer
- **Actual writer** – the ‘real’ person or people responsible for text production
- **Discourse community** – a group of people with shared interests and belief systems who are likely to respond to texts in similar ways
- **Mode** – the physical channel of communication: either speech or writing
- **Oppositional view** – a way of defining the difference between modes by arguing that they have completely different features
- **Continuum** – a sequence in which elements that are next to each other are not noticeably different but elements at the opposite ends are very different from each other
- **Blended-mode** – a text which contains conventional elements of both speech and writing
- **Prototype model** – a model of looking at differences within a category or mode by thinking about typical and less typical examples
- **Genre** – a way of grouping texts based on expected shared conventions
- **Intertextuality** – a process by which texts borrow from or refer to conventions of other texts for a specific purpose and effect
- **Variation** – the differences associated with particular instances of language use and between groups of language users
- **Registers** – a variety of language that is associated with a particular situation of use
- **Situation of use** – a specific place, time and context in which communication takes place
- **Situational characteristic** – a key characteristic of the time, place and contexts in which communication takes place
- **Dialect** – variation in words and structures associated with a particular geographical region
- **Accent** – variation in pronunciation associated with a particular geographical region
- **Sociolect** – variation in language use associated with membership of a particular social group
- **Idiolect** – variation in language use associated with an individual’s personalised ‘speech style’
- **Representation** – the portrayal of events, people and circumstances through language and other meaning-making resources (e.g. images and sound) to create a way of seeing the world
- **Word class** – a group of words that fulfil the same kind of role and function in speech and writing
- **Semantic field** – a group of words that fulfil the same kind of role and function in speech and writing
- **Collocates** – words that typically appear together
- **Fixed expression** – a well-used group of words that becomes accepted and used as one long structure
- **Synonym** – a word that has equivalent meaning to another word
- **Euphemism** – a more socially acceptable word or phrase
- **Dysphemism** – using a blunt or direct word instead of a more polite or indirect alternative, close to taboo
- **Antonyms** – words that have opposite meanings
- **Hyponymy** – the way of viewing the relationship between more general and specific words
- **Metaphor** – a structure that presents one thing in terms of another
- **Morphology** – the study of word formation
- **Syntax** – the study of how words form larger structures such as phrases, clauses and sentences
- **Descriptive** – taking an approach to language study that focuses on how language is actually used
- **Prescriptive** – taking an approach to language study that focuses on rules and notions of correctness
- **Orthographic sentence** – a ‘sentence’ marked by a capital letter and full stop but containing no verb
- **Phonology** – the area of study that refers to the more abstract sound system
- **Phonetics** – the area of study that is concerned with investigating how sounds are actually produced by language users
- **Prosodics** – the study of how speakers can shape meanings through emphasising certain aspects of intonation, speed and volume
- **International Phonetic Alphabet (IPA)** – a system for showing the different sounds possible

Year 12— Transition to A-Level English Language

- **Heterophones** – words that have the same spelling but very different pronunciations and meanings
 - **Homophones** – words that are pronounced the same but have a different meaning and may have different spellings
 - **Diphthong** – a vowel sound that is the combination of two separate sounds, where a speaker moves from one to another
 - **Sound iconicity** – the matching of sound to an aspect of meaning
 - **Layout** – the physical organisation of a text
 - **Iconic sign** – a sign or image that is a direct picture of the thing it represents
 - **Symbolic sign** – a sign or image where an associated meaning is drawn from some shared degree of knowledge
 - **Cooperative principle** – the general principle that people work together to communicate
 - **Conversational maxims** – explicit principles that provide a backdrop for conversation to take place so that speakers can easily understand one another
 - **Implicature** – an implied meaning that has to be inferred by a speaker as a result of one of the maxims being broken
 - **Positive face need** – a universal human need to be valued and appreciated
 - **Negative face need** – a universal human need to feel independent and not be imposed upon
 - **Face threatening act** – a speech act that has the potential to damage someone's self-esteem either in terms of positive or negative face
 - **Politeness strategies** – distinctive ways in which speakers can choose to speak to avoid threatening face
 - **Deixis** – words that are context-bound and whose meaning depends on who is using them, and where and when they are being used
 - **Deictic categories** – types of deictic expressions (person, spatial and temporal)
 - **Proximal deixis** – deictic expressions that refer to concepts, events or people close to the speaker
 - **Distal deixis** – deictic expressions that refer to concepts, events or people at a distance from the speaker
 - **Internal evaluation** – an expression of attitude towards the events in a narrative that occur in the same time frame as the main action
 - **External evaluation** – an expression of attitude where the speaker 'stands back' from the main action
 - **Turn-taking** – the process by which speakers co-construct conversation
 - **Adjacency pair** – a simple structure of two turns
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