

Can you speak more than one kind of English?

Session Leader Notes

Version 1.1

You will need:

- Printed worksheets (blue worksheet)
- Access to computer, projector and sound to display Oxplore Challenge presentation
- Writing surface and pens

General pointers on this session:

- This session takes approx. 45 minutes to deliver. An extension activity (pink worksheet) is available if you have more time or fast-paced learners.
- This session works well with group sizes from approx. 8 to 40 pupils.
- Pupils will need to be broken up into small groups. Small groups should ideally not contain more than 4 pupils per group.
- This session is designed to build the Oxplore Key Skills of creativity (writing a play script), adventurousness (discussing ideas and potentially performing play script) and speaking and listening/oracy (discussing ideas and potentially performing play script).
- This session is focused on Humanities subjects (English Literature, Linguistics, languages) but skills are transferrable across all subjects.
- **Caution:** Discussion of different dialects and idiolects may be wide-ranging, and could include pupils sharing their own personal experiences of feeling vulnerable or insecure around their speech. The video challenge lays ground rules about being respectful and acknowledging that everyone's different ways of speaking are valid, but it may be necessary to reiterate this for some groups of pupils.

Session breakdown:

| Suggested Timings (minutes) | Slide Content | Discussion Points/Notes |
|-------------------------------|----------------|---|
| Prior to pupils entering room | Slide 1: Title | <ul style="list-style-type: none">• Move to Screen 2 as soon as pupils begin entering |

| | | |
|---|--|---|
| From first pupil entering room to all pupils seated | Slide 2: Brain teaser (How many names can you think of for [picture of running shoes]?) | <ul style="list-style-type: none"> Pupils may start calling out ideas/discussing aloud. Encourage them to jot ideas down on their worksheets. |
| 0.00-3.00 | Slide 3: Bullet points with different possible answers to brain teaser | <ul style="list-style-type: none"> You might point out: <ul style="list-style-type: none"> “The bullet points show regional variation, different words being used in different parts of the world.” “Some bullet points show generational variation, ie. an older person might say “plimsolls”. What would a younger person/teenager say? There’s a blank left to fill in.” Did your groups have any words for trainers that weren’t included on the slide? You might ask whether pupils can think of any other words like this that have regional or generational variations. |
| 3.00-5.00 | Slide 4: Skills you’ll be building today (Creativity, Adventurousness, Speaking and Listening/Oracy) | <ul style="list-style-type: none"> Briefly introduce each skill, give more detail if this is group’s first Oxplore Challenge You could point out here that these skills are essential for careers and further study, and will help you in your GCSEs and A-levels. |
| 5.00-6.00 | Slide 5: Video intro from Dr. Marl’ene Edwin (video approx. 45 sec) | |
| 6.00-15.00 | Slide 6: Initial discussion questions | <ul style="list-style-type: none"> Direct pupils to write answers on worksheet Some groups may require check-ins to keep on task, particularly for Question 3 (words specific to your part of the UK/school/friend group). <ul style="list-style-type: none"> You may wish to lead discussion of Question 3 as a large-group activity if smaller groups are struggling. You may wish to come pre-prepared with some examples tailored to your school for Question 3. In test sessions, some pupils mentioned deliberately choosing to use different words for different situations, eg. greeting an adult vs. greeting a friend. You could mention that this is called code-switching and that it’s something people like Dr Edwin study at university as part of English Literature or Linguistics. Pupils who speak more than one language might also be interested in talking about how they use words from each language, eg. when you would say “brinjal” and when you would say “aubergine”. This could be a good opportunity to introduce the concept of loanwords and how words can make their way from one language to another. |

| | | |
|-------------|--|--|
| 15.00-16.00 | Slide 7: Video challenge from Dr. Marl'ene Edwin (video approx. 1 minute) | |
| 16.00-38.00 | Slide 8: Challenge prompt: Write a play script (min. 5 lines, min. 2 speakers) OPTIONAL: From 33.00-38.00, you could invite 2-4 selected groups to perform their plays. | <ul style="list-style-type: none"> • Some groups may require check-ins to keep on task. • If pupils are working with words from more than one language, let them know that they are very welcome to use loanwords/words from other languages, but the main body of their script should be in English. • Some groups may require prompts if struggling for a script idea. Some suggestions: <ul style="list-style-type: none"> ○ Trying to help a new pupil who has just arrived at your school find _____ [insert school-specific location] ○ A person from the USA trying to order food in the UK (fries/chips, jelly/jam, cookies/biscuits, eggplant/aubergine, zucchini/courgette) ○ A tourist to your area asking for directions from a local ○ (feel free to add your own!) |
| 38.00-40.00 | Slide 9: Action: Send Team Explore your scripts | <ul style="list-style-type: none"> • If you would like to, please photograph pupils' work and email it to us at (exploreteach@admin.ox.ac.uk). There is no obligation to do this, but it is very helpful for qualitative evaluation purposes. Please do not include identifying information about pupils, eg. crop/blur names. • Pupils may ask "Do people at Oxford really read it?", the answer to this is yes, as it helps us to understand whether or not our programmes are helping people to develop their skills |
| 40.00-42.00 | Slide 10: Have you practised these skills today? (Creativity, Adventurousness, Speaking and Listening/Oracy) | <ul style="list-style-type: none"> • Pupils are asked to judge whether they have practised each key skill. • You could ask pupils to carry out their self-assessment by: <ul style="list-style-type: none"> ○ Closing their eyes and raising their hands if they feel they have practised each skill ○ Giving a thumbs-up/thumbs-down to say whether they feel they have practised each skill • If you are able to record how many pupils feel they have practiced each skill, please email this to us at (exploreteach@admin.ox.ac.uk). • This is another good time to build academic self-concept by emphasising that these skills are important for your future, and will get stronger each time you use them. |
| 42.00-43.00 | Slide 11: Congratulations | <ul style="list-style-type: none"> • This could be a good point to gesture forward to future Explore Challenge sessions, or tally how many sessions the group has now completed if you are keeping count. |

| | | |
|-------------|--|--|
| 43.00-45.00 | Slide 12: If you enjoyed this session, here are some subjects you may be interested in studying in the future... | <ul style="list-style-type: none">• Here you can discuss GCSE options related to this topic.• If you have additional time, this could be a useful jumping-off point for discussion about supercurricular opportunities available within your school/local area. |
|-------------|--|--|

Name: _____

Date: _____

Can you speak more than one kind of English?

How many words can you think of for these?



Do people who speak English in other countries use different words for some things?

Our group says yes/no (circle one), because _____

Can you think of any examples?

Do teenagers and older people use different words for some things?

Our group says yes/no (circle one), because _____

Can you think of any examples?

Can you think of any words that are specific to your part of the UK?

What about your school, or friend group?

Write a play script!

Your challenge today is to write a short script showing what makes your speech unique. Use the next pages to take notes and write out your lines.

- Your script must include at least two characters who speak at least five lines each.
- **Hint:** Look back at your notes from the last exercise -- what words are specific to your part of the UK, your school or your friend group?
- Everyone's way of speaking is different. Remember to be respectful and kind.

Have you practiced these skills today?





Our Script

Names: _____



Our Script

Names: _____

Name: _____

Date: _____

Can you speak more than one kind of English?

Extension Activity

How do authors use dialect and idiolect?

Did you know?

Professional writers use dialect and idiolect to give audiences more information about their characters, just like you did in your script today. University researchers like Dr Edwin teach and study this.

Your extension challenge is to think of a media source that uses dialect or idiolect -- how a character speaks -- to give the audience information about who they are, or influence how we feel about them. You could think about a book, film, TV show or even a computer game. It's best to stick with a media source that is fictional and scripted or written by an author or writing team (so not a reality TV show!).

Our media source is _____

Our character is _____

Some examples of words or phrases that they use:

What do you think the author/writing team could be trying to tell us by having the character speak in this way?

Congratulations on tackling the Extension Activity for this Oxplore Challenge!

We would love to see your responses -- if your session leader agrees, please ask them to submit them to us on Oxplore Teach!

Can You Speak More Than One Kind of English?

Transcript Part 1

00:00 Hey everyone! I'm Dr Marlene Edwin from Goldsmiths University of London. I study how Caribbean and African diaspora writers in the UK use language and accents.

Did you know that even though we all speak English, it can sound really different depending on where you're from.

00:17 For example, in the Caribbean, they mix English with local languages to create something called Creole languages. Even in the UK, the way people talk in London is not the same as in Newcastle, so what do you think? Are these all just different kinds of English?

00:36 On the next screen there are a few questions to get you thinking about the question "Is there more than one kind of English?" What do you think? Have a chat and write the answers on your worksheet.

Can You Speak More Than One Kind of English?

Transcript Part 2

00:00 The way we speak is a big part of our identity. Accent and dialects can reflect where people come from and how they want to be seen. Lots of things can have an effect on the way we speak; region, age, education, social groups, gender and ethnicity.

00:18 Your own particular way of speaking is a result of all of these different influences and it is called your idiolect. It is really important not to judge a person based on the way they speak, just as it is important not to judge them by their appearance. Remember, everyone's way of speaking is unique and it's important to respect that.

00:36 For this challenge, you'll need to work in groups to create a script using your local dialect. Explain what makes your English special. You'll need to include special words and phrases which make it different from other versions of English. You'll have 20 minutes to prepare. Ready to start?