English Language Bridging 10 Hour Project Summer 2024

Title: An investigation into analysing conversations.

Simplified aims: To gather data from a video exploring how and why people use language differently in a conversation.

Tasks:

1. You have been given a choice of THREE videos to choose from. You will need to transcribe no more than THREE- FOUR minutes of a conversation. Choose the parts of the conversation that include the most you could talk about.

2. You are going to transcribe the video using the transcription guide attached to this document.

3. You are going to decipher how and why people use language differently in a conversation.

4. Look for patterns in your data set. Analyse it for **meanings and representations.** For example, "meanings" are usually what we call purposes… is the person trying to entertain the other or persuade them to do something? "Representations" are how somebody is making something seem. For example, is the person trying to represent themselves as cool.

5. Analyse the actual language used. Have they used "techniques" such as metaphor or alliteration? Have they used imagery, emotive language? Do they ask lots of questions? Are they rude to the other person? Do they clearly want to make friends with the other person? Can you come up with any explanations for why?

6. Do a search on the internet for ideas about why people use language differently in conversations – there is lots of stuff out there, so use the reading list to help you. You might want to look at the language of greetings, the language of the internet, or the language of teenagers.

7. Present your study in no more than THREE PowerPoint slides.
The slides should include:
- **Research methods**. What were your expectations/ hypothesis? How did you gather data? What your main focus? How reliable is your data?
- **Results.** A brief example of the transcribed conversation you collected. What were your findings?
- **Discussion**. How are you interpreting your results? How does this link to your hypothesis (Does it prove or disprove it?) What would your next steps be to explore this area further (how reliable are these results?)

Your brief:

This is designed to be an interesting experiment to see how people use language differently, and to see if you can work out some of the possible reasons.

I want to give you an example of a scientific experiment to help sort it out in your brain.

Imagine that you are not doing an experiment into words but into chemicals. I give you the equipment and tell you to mix chemicals together until you find an explosion.

What will you find?

An explosion – and nothing more.

Now imagine instead, that I tell you to mix the chemicals together and record what you find.

What will you find?

Who knows! It could be an explosion, maybe it will change colour, a million things could happen. You might then want to dig further and investigate why certain chemicals explode but why others turn blue. You can guide your own research because you are not constrained by my ideas about what should happen.

This is why I'm not telling you what to look for in your investigation. You might find an explosion, or maybe not. But it's not boring if there's no explosion, because you might find plenty of other things that happen.

Sixth form is an environment that is supposed to foster independent work. With this in mind, I would like you to try to solve problems by yourself.

For researching theory, Miss Benson and I have put together a guide for reading that will help you. This is a fantastic place to start. The thing about academic writing is that the references and bibliography tell you where the writers got their ideas from. Most of the time if something you read interests you, you can research it in more detail by following the references.

If all this fails, and you really need to help then of course you can contact me by email at:

adam.leyburn@northoxfordshire-academy.org

This is also the email to which you should submit your investigation.

Tips for meanings:

Meanings behind messages are often their purposes. These could include, but are not limited to: Persuade, entertain, advise, foster relationships, argue, gain social status.

Tips for representations:

Representations are how people present things, including others and themselves. These could include, but are not limited to: friendly, intelligent, socially superior, submissive, grateful.

Tips for language analysis:

Analysing language draws upon all the work you did throughout KS3 and KS4. You could use DAFORREST, pronouns, word classes, poetic techniques, imagery, symbolism, spelling and punctuation.

Tips for research:

Wikipedia is a good place to get the general idea for something, but it is not the final place you should look. People put the place they got the information from when they create a Wikipedia page, and you should go to that place to check out the first-hand information.

Tips for keyword:

These terms might help you find what you are looking for –

Phatic Speech
Adjacency Pairs
Face Theory
Grice's Maxims
Pragmatics
Conversation Discourse
Non-standard orthography

Video One:
Prince Andrew & the Epstein Scandal: The Newsnight Interview - BBC News
https://www.youtube.com/watch?v=QtBS8COhhhM

Video Two:
That Moment Your Date Bails Without You Knowing… | First Dates
https://www.youtube.com/watch?v=eeboTeMAefE

Video Three:
Syed Vs Sir Alan Sugar – Boardroom
https://www.youtube.com/watch?v=35yG0WXodt4

Video Four:
CHOOSE YOUR OWN.