
Teaching ideas

A-Level English Language and Literature 7707

Remembered places: Spoken discourse

Introduction

These teaching ideas can be used with students when exploring the *AQA Anthology: Paris*. These encourage students to describe and analyse spoken language and build on their knowledge of how oral narratives operate.

The suggested activities are intended to span one lesson lasting one hour.

Learning objectives

Students will:

- be able to identify and analyse features of spoken language
- explore oral narratives paying close attention to the use of deixis as an orientating device used by speakers.

Prior knowledge needed

Students should have some knowledge of the following:

- narrative discourse
- foregrounding
- language levels
- methods of describing spoken discourse (eg turn taking, exchange structures, Labov's narrative categories)
- deixis.

Lesson preparation

Teachers will need the following resources:

- *AQA Anthology: Paris*.

Activities

- Give students very short extracts from the anthology texts that include two or more speakers (eg Mike, Isabelle and Sophia) and ask them to comment on:
 - descriptive features of spoken discourse

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- how these relate to the relationships between the participants and the nature of the topic being discussed.
 - Revisit spatial and temporal deixis and then look at spoken texts that describe locations, for example Rick Steves' podcast, Isabelle and Sophia talking about places in Paris, *Lonely Planet* guides to Paris and so on. Split students into small groups (of 3 or 4) and ask them to find deictic patterns in the texts and explain why they might be there. For example, in the following extract from Isabelle talking about Le Parc Monceau, students might think about how the following temporal and spatial deictic terms work to provide a rich sense of a location in the past, and a set of memories for the speaker (highlighted using underlining):

and it started off as just where I went to play (.) it was near a bilingual school my friends went to (.) so we used to go and play in the park there (1) and they had these ponies that you could get rides on and go all the way around the park (1) now (.) looking back (.) I feel a bit sorry for them because they were probably not treated very well (.) but it was nice back then to be able to sit on a pony and go riding (1)

later on (1) it's where we were taken after school by our nanny to go and (1) usually play on the swings (1) but the guy (.) who manned the swings (.) he was so mean (.) so we (.) sort of (.) stayed away from that and just went back to the green areas and played in the park (1)

after (.) when I went to school (.) because my school was only (.) sort of (.) about 10-minutes' walk from this park (.) we used to have all our lunch breaks there (1) **occasionally** skive off during the afternoon and go and chill there in summer (.) mainly (.) it was just really nice to have an area that had a bit of everything (.) because there were parks (.) er (1) there was (.) an area with benches where you could sit quite comfortably (.) with a lot of people and do group work (1)

Further work

- Students could consider the setting up of time and place and the reconstruction of memories in conjunction with the activity on memories (also provided in this resources: see sample teaching ideas: *Remembered Places: Memories*)
- Ask students to look at how speech is represented in written texts. How does this differ to naturally spoken examples of speech in the anthology? A-level students could begin to think about possible areas of exploration for their NEA (it would be possible to explore in detail the representation of speech in literature and then to do some comparative work with non-literary material and/or naturally occurring speech).

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