

## Information Skills for Language and Linguistic Science

### Worksheet 1: Introduction and Overview

This set of worksheets is designed to help you develop your information skills so that you can find the best possible resources to support your study and research at York. There are ongoing developments in the field of Language and Linguistic Science so it is vital that you learn the skills that will enable you to keep up date with new research in your field of interest. The information skills that you learn here should also help you in the future careers, as you learn how to regularly update your knowledge and respond to the latest developments taking place around you.

### Example

The screenshot shows the OED entry for 'market, n.'. The main definition is: 'I. A place at which trade is conducted. 1. a. A meeting or gathering together of people for the purchase and sale of provisions or livestock, publicly displayed, at a fixed time and place; the occasion or time of this. Also: the people gathered at such a meeting. Freq. with article omitted after to, from, and at. Also fig. or in figurative context. \* high market n. Obs. the time when the market is busiest.' The 'Timeline' feature on the right shows a list of historical citations for the word, including '1125 Anglo-Saxon Chron. (Lan4) (Peterborough contin.) anno 1125, Se man de hafde an pund he ne mihte cyscen anse peni at anse market.' and '1480 Causton Chron. Eng. covr. 157 He lere crye thurgh his paten in esery faire and in esery markete of Englood.'

Question: what is the earliest recorded use of the word “market” and how has usage of that word developed over time? Is our understanding of the word “market” the same as it was five hundred years ago? Have there been any changes in spelling?

Answer: you will need to search the Oxford English Dictionary (OED) Online to find the answers, using the *timeline* feature. The earliest recorded usage of the word ‘market’ was in 1125 during the Anglo-Saxon period. You can also see changing definitions of the word over time.

The worksheets are divided into key areas that will help you to develop your information literacy skills. These are based on the Seven Pillars Model for Information Literacy (SCONUL, 2001)<sup>1</sup> and research carried out by Richardson and McBryde-Wilding (2009)<sup>2</sup>. When following these worksheets, it is important to recognise your own individual learning style and use the worksheets in a way that is most helpful for you. There are some specific tasks to follow or, if you prefer, you can use your own examples.

If you need any further help, please contact me directly to arrange an appointment:

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*See over for outline of all worksheets.*

<sup>1</sup> SCONUL (2007). *The Seven Pillars of Information Literacy*. Retrieved November 8 2011 from [http://www.sconul.ac.uk/groups/information\\_literacy/seven\\_pillars.html](http://www.sconul.ac.uk/groups/information_literacy/seven_pillars.html)

<sup>2</sup> Richardson, L. & McBryde-Wilding, H. (2009). *Information skills for education students*. Exeter: Learning Matters.

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List of worksheets:

Worksheet 1: Introduction and overview

Worksheet 2: What information do you need to find?

Worksheet 3: Creating your search strategy

Worksheet 4: Finding resources for Language and Linguistic Science

Worksheet 5: Evaluating information

Worksheet 6: Keeping up-to-date with information

