

Pearson Edexcel Level 3 GCE

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Paper Reference **9EN0/03**

English Language

Advanced

Paper 3: Investigating Language

Pre-release materials

You do not need any other materials.

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This booklet introduces five subtopics for the examination, one for each of the five topics:

The five topics are:

- Global English
- Language and Gender Identity
- Language and Journalism
- Language and Power
- Regional Language Variation

The summary, given for each topic, is a starting point for students to use for their own subtopic investigations.

The suggested resource list is intended to act as guidance and students should broaden their research beyond the list. Students and teachers need to consider carefully which resources to use as the list is for guidance and suggestion only.

Please note that resources were checked at the time of publication – all web addresses were working and all publications were available for purchase. However, materials may be withdrawn from circulation and website locations may change.

Topic: Global English

Subtopic: Pacific Creoles

An English-based creole language is a creole language derived from the English language. Most English creoles were formed in British colonies in the 17th, 18th and 19th centuries. The main geographical categories of English-based creoles are Atlantic (the Americas and Africa) and Pacific (Asia and Oceania). In the Pacific area, the most widely spoken English-based creoles are Hawaiian Creole and Tok Pisin.

Your investigation should focus on Pacific creoles.

You should research:

- the historical development of Pacific-based creoles
- relevant frameworks of creole languages
- the influence of social, historical, technological and cultural factors on the development of Pacific creoles.

Suggested research resources

General

Books

Romaine, S (1988) *Pidgin and Creole Languages*. Abingdon: Routledge.

Sebba, M (1997) *Contact Languages: Pidgins and Creoles*. London: Palgrave Modern Linguistics.

Todd, L. (1990) *Pidgins and Creoles*. Oxford: Routledge.

Specific

Data could be taken from a range of websites, including TV, radio and news sites or from representations in printed media.

Books

Hiroko, S. & Bradshaw, J. (2017) *Languages of the Pacific Islands: Introductory Readings*. CreateSpace Independent Publishing Platform.

Websites

The University of Hawaii has a language varieties website that contains information on Pacific creoles

<https://www.hawaii.edu/satocenter/langnet/index.html>

Robert Eklund of Linköping University, Sweden has information and samples of Tok Pisin on his homepage <http://roberteklund.info/PNG-TokPisin.htm>

Topic: Language and Gender Identity

Subtopic: Gender Identity in Superhero Comics

The genre of superhero comics began in the USA in the early 1930s with characters such as Mandrake the Magician, The Phantom and, towards the end of the decade, possibly the first female superhero, Sheena, Queen of the Jungle. Gender identity became more fluid in superhero comics in the late 20th and early 21st centuries, when comics started including gay characters, trans characters and developed the roles of women.

Your investigation should focus on how language is used to represent gender identity in superhero comics.

You should research:

- the main developments in linguistic theory linked to gender identity and sexuality
- relevant language frameworks used in comics and graphic novels
- the influence of social, historical, technological and cultural factors on the language of superhero comics.

Suggested research resources

General

Books

Baker, P. (2008) *Sexed Texts: Language, Gender and Sexuality*. London: Equinox Publishing Ltd.

Sunderland, J. (2006) *Language and Gender: An Advanced Resource Book (Routledge Applied Linguistics)*. London: Routledge.

Talbot, M. (2010) *Language and Gender*. Cambridge: Polity Press.

Specific

Data could be taken from a range of superhero comics both present day and in the past.

Books

Eisner, W. (2008) *Comics and Sequential Art*. New York: W. W. Norton and Co.

Saraceni, M. (2003) *The Language of Comics*. Abingdon: Routledge.

Websites

Cohn, N. *Comics, Linguistics, and Visual Language: The past and future of a field*.

http://www.visuallanguagelab.com/P/NC_Comics&Linguistics.pdf

Topic: Language and Journalism

Subtopic: Broadcast Interviews on Current Affairs

Interviews with politicians, social and political commentators form an important part of the daily news agenda. These interviews are broadcast in news and current affairs programmes on television, internet news sites and radio. They are frequently adversarial, where interviewers and interviewees have different agendas.

Your investigation should focus on the language used in broadcast interviews on current affairs and how this reflects the different roles of the participants.

You should research:

- the historical development of broadcast interviews
- relevant language frameworks used in broadcast interviews
- the influence of social, historical, technological and cultural factors on the language of broadcast interviews.

Suggested research resources

General

Books

Finch, G. (2013) *Word of Mouth: A New Introduction to Language and Communication* (2nd edition). Palgrave Macmillan.

Higgins, M. and Smith, A. (2013) *The Language of Journalism: A Multi-genre Perspective*. London: Bloomsbury Publishing Plc.

Websites

The British Library has an online archive of historic newspapers which can be accessed here: <http://www.britishnewspaperarchive.co.uk>

Specific

Data could be taken from television, radio and news websites.

Books

Machin, D. and Mayr, A., *How to Do Critical Discourse Analysis: A Multimodal Introduction*. Sage, London, 2012.

Websites

Mullany, L. "I don't think you want me to get a word in edgeways do you John?" *Re-assessing (im)politeness, language and gender in political broadcast interviews*. <http://extra.shu.ac.uk/wpw/politeness/mullany.htm>

Working Papers on the Web, 2002

Has the art of the TV political interview been lost?

<http://www.bbc.co.uk/guides/zwng4wx>

Topic: Language and Power

Subtopic: Language of School Behaviour Management

Behaviour management in school is seen as a core skill that all teachers need. As education changes, behaviour management remains high on the list of priorities for teachers. Using language effectively is seen as vitally important when managing behaviour and supporting students.

Your investigation should focus on language used in school behaviour management.

You should research:

- the historical development of the language of school behaviour management
- relevant language frameworks used in school behaviour management
- the influence of social, historical, technological and cultural factors on the language of school behaviour management.

Suggested research resources

General

Books

Fairclough, N. (2014) *Language and Power*. 3rd edition. Oxford: Routledge.

Mooney, A., et al (2015) *Language, Society and Power*. 4th edition. Oxford: Routledge.

Simpson, P. and Mayr, A. (2010) *Language and Power: A Resource Book for Students*. Oxford: Routledge.

Specific

Data could be taken from recordings of speakers in schools, or from representations of the language on television, radio or websites.

Books

Young, J. (2013): *100 Ideas for Secondary Teachers: Managing Behaviour*. London: Bloomsbury Publishing Plc.

Thornborrow, J. (2001) *Power Talk: Language and Interaction in Institutional Discourse*, chapters 1 and 6, Oxford, Routledge.

Websites

The section of the website 'Supportive Behaviour Management' has discussion of language:

<http://supportivebehaviourmanagement.weebly.com/language-of-choice.html>

Topic: Regional Language Variation

Subtopic: Change Over Time in the Tyneside Dialect

The dialect of English spoken in Newcastle-upon-Tyne and Tyneside is one of the most widely recognised dialects in the UK and is often known as 'Geordie.' As society has undergone social, cultural and technological changes, so the Tyneside dialect has changed with it.

Your investigation should focus on the particular characteristics of the Tyneside dialect as it is spoken today and as it was spoken over the past 50 years.

You should research the following aspects of this regional variety:

- the historical development of the Tyneside dialect
- relevant language frameworks used in the Tyneside dialect
- the influence of social, historical, technological and cultural factors on regional language varieties.

Suggested research resources

General

Books

Hughes, A and P. Trudgill. (2012) *English Accents and Dialects: An Introduction to Social and Regional Varieties of English in the British Isles*, Abingdon: Routledge.

Holmes, J. and N. Wilson. (2017) *An Introduction to Sociolinguistics*, Abingdon: Routledge.

Beal, J.C. (2010) *An Introduction to Regional Englishes: Dialect Variation in England*.
Edinburgh: Edinburgh University Library.

Specific

Data could be taken from transcripts of Tyneside speakers in the public eye, newsreels and documentaries from earlier times, representations in the media and everyday conversations and representations in written form both past and present.

Journals

Babel magazine has a range of general articles about English dialects, for example,
Price, H. (2006) *Is English really 'baht' dialects'* Babel, 16: 6-7

Beal, J. C. (2004). "Geordie Nation": *Language and regional identity in the Northeast of England*, *Lore and Language*, 17: 33–48, downloadable from
https://www.academia.edu/985827/Geordie_Nation_Language_and_regional_identity_in_the_north-east_of_England

Websites

Talk of the Toon is a collection of spoken English from the North East with commentaries about the region and its language. It also offers access to the DECTE corpus.
<http://research.ncl.ac.uk/decte/toon/index.html>

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