

Pearson Edexcel International Advanced Level

Wednesday 22 January 2020

Morning (Time: 2 hours)

Paper Reference **WEN04/01**

English Language

International Advanced Level

Unit 4: Investigating Language

Pre-release Material

You do not need any other materials.

You are not allowed to take your pre-release work into the examination.

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This booklet introduces four subtopics for the examination, one for each of the four topics.

The four topics are:

- Global English
- Child Language Development
- Language and Power
- Language and Technology.

The summary, given for each topic, is a starting point for students to use for their own subtopic investigations. Exploration of local and global resources is encouraged.

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 However, materials may be withdrawn from circulation and website locations may change.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: South African English

South Africa has eleven official languages with the majority of South Africans able to speak more than one language. English and Dutch were the first official languages, with Afrikaans being added in 1925. In 1984 Dutch was dropped as an official language, leaving just English and Afrikaans. As English is the second language of many South Africans, it is generally considered the most common language of the nation. Since 1994 the government has promoted English as the main language of government, although Afrikaans features in business together with English. The other languages spoken in South Africa are: Ndebele, Northern Sotho, Sotho, SiSwati, Xitsonga, Tswana, Venda, Xhosa and Zulu.

Your investigation should focus on the English spoken in South Africa.

Areas to consider in your research:

- the significance of English as a second language for many South Africans
- the influence of social and cultural changes through colonisation, globalisation and business, the media and technology
- the influence of the other languages spoken.

Suggested research resources

Books:

Barton, D. and Hamilton, M. (1998) *Local Literacies: Reading and Writing in One Community*
Beal, J. (2008) *A Handbook of Varieties of English*
Hibbert, L. (2016) *The Linguistic Landscape of Post-Apartheid South Africa: Politics and Discourse*
Jenkins, J. (2009) *World Englishes – A Resource Book for Students*
Kirkpatrick, A. (2007) *World Englishes*
Mesthrie, R. (2010) *Varieties of English*. Volumes 2 and 3
Uys, I. (1996) *The English-Afrikaans-Xhosa-Zulu Aid: Word Lists and Phrases in Four Languages*
Webb, V. (2011) *African Voices: An Introduction to the Languages and Linguistics of Africa*

Online resources:

Data could be taken from transcripts of South African speakers of English, representations in the media and everyday conversations.

International Dialects of English: <http://web.ku.edu/idea/europe/england/england.htm>

Articles:

<http://theconversation.com/in-south-africa-science-should-be-taught-in-only-one-language-how-about-english-43733>

<http://www.theheritageportal.co.za/article/english-language-south-africa>

<https://teachenglishtoday.org/index.php/2010/06/english-in-south-africa-a-double-edged-sword-2/>

<https://www.news24.com/MyNews24/But-why-English-20150106>

General revision sites:

www.babelzine.com

www.englishlangsfx.blogspot.com

www.englishandmedia.co.uk/e-magazine

Topic: Child Language Development

Subtopic: Stages of speech development

The early years of a child's life is a time when the brain is developing and is the most intensive period for acquiring speech and language skills. It is generally felt that these skills develop best in children when they are exposed to a range of sounds and the speech and language of others. There appears to be a critical period for speech development in young children and although children vary in their development, they tend to follow a natural progression or timetable for acquiring these skills. If children are not exposed to spoken language during these critical periods, it may be more difficult to learn when they are older.

Your investigation should focus on the features and stages of children's speech development.

Areas to consider in your research:

- the methods used by parents, carers and teachers in encouraging speech from birth
- published articles on different methods of children's speech development
- social, cultural and pragmatic effects on the development of speech in children.

Suggested research resources

Data could be taken from a variety of examples of children's speech development.

Books:

Bee, H. (2013) *Developing Child: Pearson New International Edition*

Camarata, S.M. (2015) *Late-Talking Children: A Symptom or a Stage?*

Gillen, J. (2004) *The Language of Children (Intertext series)*

Gillon, G. (2018) *Phonological Awareness, Second Edition: From Research to Practice*

O'Grady, W. (2005) *How Children Learn Language*

Online resources:

http://raisingchildren.net.au/articles/language_development.html

https://childdevelopmentinfo.com/child-development/language_development/#.WuypmUxFzIU

<https://kidshealth.org/en/parents/not-talk.html>

<https://www.speechbuddy.com/blog/uncategorized/speech-on-social-and-emotional-development/>

General revision sites:

www.babelzine.com

www.englishlangsfx.blogspot.com

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Topic: Language and Power

Subtopic: Language of recruitment

Recruitment is the term that refers to the process of advertising, shortlisting, selecting and appointing suitable candidates for positions of employment on either a permanent or temporary basis. Recruitment can also refer to the process involved in applying for jobs and the appropriate documents that are required from an applicant to enable the completion of this process. Nowadays, many companies advertise via recruitment specialists and agencies, who undertake part of the process and shortlist suitable candidates for interview. Internet-based technologies are also used to support all aspects of recruitment and help to streamline the process.

Your investigation should focus on the language used within the field of recruitment.

Areas to consider in your research:

- the language used by companies and recruitment agencies to advertise positions of employment
- the language of job descriptions
- the language used in application forms and Curriculum Vitae (CVs)/résumés
- the use of technology and media platforms as a means of advertising and applying for a job.

Suggested research resources

Books:

Clayton, D. (2018) *Attitudes to Language (Cambridge Topics in English Language)*
Coults, A. (2003) *Language and Social Contexts*
Faulkner, M.L. and Faulkner-Lunsford, M. (2013) *Power Verbs for Job Seekers: Hundreds of Verbs and Phrases to Bring Your Resumes, Cover Letters and Job Interviews to Life*
LaBelle, S. Henriksen, B. Eppler, E. (2011) *Language, Society and Power: An Introduction*
Leigh, J. (2013) *How to Write: Successful CVs And Job Applications*
Mooney, A. and Evans, B. (2015) *Language, Society and Power: An Introduction, 4th Edition*
Simpson, P. (2009) *Language and Power: A Resource Book for Students*

Online resources:

<https://hbr.org/2012/05/global-business-speaks-english>

<https://www.theguardian.com/careers/english-language-jobs-market>

<http://www.cambridgeenglish.org/why-choose-us/english-at-work/>

<https://www.stickyminds.com/article/power-language-effective-communication-any-level>

<https://www.business.com/articles/cut-the-code-why-speaking-in-technical-jargon-is-not-making-you-look-smarter/>

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www.babelzine.com

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www.englishandmedia.co.uk/e-magazine

Topic: Language and Technology

Subtopic: Language of space exploration

In 1957, the Soviet Union took the first steps into space by launching a satellite called Sputnik. This was quickly followed by the US, Europe and Japan developing their own space programmes. Today, countries such as China, India, South Korea, Israel and Brazil are investing in their own space exploration. The evolution of space exploration has created a specialist language of its own, with many technical neologisms being introduced.

Your investigation should focus on the impact space technology and exploration has made on language.

Areas to consider in your research:

- the creation of neologisms associated with space technology and exploration
- articles, attitudes and theories underpinning the creation and use of specialist language
- the influence of social, economic, cultural and historical factors on specialist language associated with space technology and exploration.

Suggested research resources

Books:

Allington, D. Mayor, B. (2012) *Communicating in English: Talk, Text, Technology*
Crystal, D. (2013) *The Language Revolution*
Goddard, A. and Geesin, B. (2011) *Language and Technology*
Goddard, A. (English and Media Centre) *Language and Technology in Language – A Student Handbook on Key Topics and Theories*
Kern, R. (2015) *Language, Literacy, and Technology*
Sproat, R.W. (2010) *Language, Technology and Society*

Online resources:

<https://blog.oxforddictionaries.com/2016/04/12/language-of-space/>

<https://www.sapiens.org/column/wanderers/outer-space-and-gendered-language/>

<http://theconversation.com/how-technology-is-changing-language-and-the-way-we-think-about-the-world-35856>

<https://gretchenmcculloch.com/tag/mental-floss/>

<https://www.nasa.gov/kidsclub/index.html>

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www.englishandmedia.co.uk/e-magazine



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