

Pearson Edexcel International Advanced Level

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.

Total Marks

W67144A

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L:1/1/1/1/1/1/1



Turn over ►



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Topic: Global English

Subtopic: African American Vernacular English

African American Vernacular English (AAVE) is a variety of English natively spoken by some African Americans, used predominantly in urban communities. Other terms for it include Black English (BE), Black English Vernacular (BEV) or Ebonics. The term Ebonics was coined in 1973 by social linguist Robert Williams to refer to the language spoken by the descendants of enslaved Africans in the United States. Ebonics is now considered an outdated term and only used informally when discussing AAVE. There are competing theories as to the origins and development of AAVE but it is linked to the dialects of the southern states of the USA and to the history of the slave trade in the United States.

Your investigation should focus on African American Vernacular English.

Areas to consider in your research:

- the language features associated with AAVE, its origins and historical development
- the influence of social and cultural changes through globalisation, the media, the arts and technology
- the social attitudes towards AAVE and the cultural significance for African American identity.

Suggested research resources:

Data could be taken from transcripts of speakers of AAVE in the public eye, representations in the media and everyday conversations.

Books:

- Baugh, J. (2005) *Out of the Mouths of Slaves*. Austin: University of Texas Press.
- Green, L. (2012) *African American English*. Cambridge: Cambridge University Press.
- Jenkins, J. (2014) *Global Englishes – A Research Book for Students, 3rd edition*. Oxford: Routledge.
- Lanehart, S. (2001) *Sociocultural and Historical Contexts of African American English*. Amsterdam: Benjamins.
- McWhorter, J. (2017) *Talking Back, Talking Black*. New York: Bellevue Literary Press.
- Rickford, J. (2011) *African American Vernacular English*. Malden (Mass.): Blackwell Publishers.
- Rickford, J. and Rickford, R. (2002) *Spoken Soul*. Newark: John Wiley & Sons.



Online resources:

<https://www.economist.com/books-and-arts/2019/04/13/how-to-think-about-african-american-english>

<https://www.theatlantic.com/magazine/archive/2018/04/the-code-switcher/554099/>

<https://www.languagejones.com/blog-1/2014/6/8/what-is-aave>

<https://afropunk.com/2018/01/im-talking-right-stigma-around-black-language-holds-us-back-liberation/>

<https://www.psychologytoday.com/us/blog/language-and-mind/201808/why-african-american-english-is-not-broken-english>

General revision sites:

www.universalteacher.org.uk

www.englishlangsfx.blogspot.com

www.englishandmedia.co.uk/e-magazine



Topic: Child Language Development

Subtopic: Interactive Toys

The main development of a child's speech and language skills occurs within the first three years of the child's life and is supported by exposure to various sights, sounds and the speech of others. Talking to children has always been fundamental to language development and regular communication is key in order for them to expand their vocabulary and enable them to build sentences on their own. There are many talking toys on the market that claim to promote a child's language development, cognition and the development of communication skills. They employ a wide variety of strategies to encourage interaction with the toys and expose children to features that promote speech and conversation skills at their expected stage of development.

Your investigation should focus on the features of interactive toys targeted at children aged six months to eight years and how they support language acquisition.

Areas to consider in your research:

- the methods and language features, that can be enhanced by the use of toys, to engage children in play and encourage speech from birth
- the effectiveness of interactive talking toys during the stages of language acquisition
- social, cultural and pragmatic effects on the development of speech in children.

Suggested research resources:

Data could be taken from the script and functions of a variety of children's interactive toys and/or observation of children playing with interactive toys.

Books:

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

Bergen, D., Davis, D. and Abbitt, J. (2016) *Technology Play and Brain Development*. New York: Routledge.

Cantor, P. and Cornish, M. (2016) *Techwise Infant and Toddler Teachers*. Charlotte, North Carolina: Information Age Publishing Inc.

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

Goldstein, J., Buckingham, D. and Brougere, G. (2016) *Toys, Games, and Media*. Oxford: Routledge.

O'Grady, W. (2005) *How Children Learn Language*. New York: Cambridge University Press.

Szymanski, M. and Neuborne, E. (2004) *Toy Tips*. San Francisco: Jossey-Bass.



Online resources:

<https://childmind.org/article/helping-toddlers-expand-their-language-skills/>
<https://blog.asha.org/2019/05/13/the-best-toys-for-slps-are-the-toys-that-do-nothing/>
<https://www.icommunicatetherapy.com/child-speech-language/child-speech-language-development/activities-strategies-help-develop-speech-language-skills/>
<http://www.maternal-and-early-years.org.uk/speech-and-language-development-what-to-expect-1-3-years-2>
<https://www.voices.com/blog/talking-toys/>
<https://www.npr.org/sections/ed/2016/01/11/462264537/the-trouble-with-talking-toys>

General revision sites:

www.babelzine.com
www.universalteacher.org.uk
www.englishlangsfx.blogspot.com
www.englishandmedia.co.uk/e-magazine



Topic: Language and Power

Subtopic: Mental Health Awareness

Millions of people are impacted by mental health conditions each year leading to a rise in awareness of issues linked to mental health. As a result more people are coming forward to discuss mental health problems highlighting a shift in people's perceptions and understanding of various conditions such as depression, anxiety and schizophrenia. Historically, there has been a lack of understanding surrounding mental health leading to misrepresentations, exclusion from society and the creation of stereotypes in literature and the media. The language and methods used to discuss mental health continues to evolve and are fundamental in challenging societal attitudes towards people living with various conditions as well as providing support and guidance.

Your investigation should focus on the language used when discussing mental health conditions from the past to the present day as well as features present in mental health awareness materials.

Areas to consider in your research:

- the language of power used in various forms of the media when reporting on people with mental health conditions
- the language of power used in mental health promotional materials and legislation relating to mental health
- the social, cultural and pragmatic effects on representations of people with mental health conditions.

Suggested research resources:

Newspaper articles, literature and social media posts that reference mental health conditions. Posters and leaflets promoting mental health awareness in a variety of sectors such as schools, the workplace or general public information.

Books:

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

Mooney, A. and Evans, B. (2015) *Language, Society and Power: An Introduction, 4th edition*. Oxford: Routledge.

Morris, G. (2006) *Mental Health Issues and the Media*. Oxford: Routledge.

Nichol, L. (2018) *A Series of Unfortunate Stereotypes*. London: Trigger Press.

Simpson, P. (2009) *Language and Power: A Resource Book for Students*. Oxford: Routledge.

Wahl, O. (2006) *Media Madness*. New Brunswick, New Jersey: Rutgers University Press.



Online resources:

<https://www.theguardian.com/media/mind-your-language/2014/feb/28/mind-your-language-mental-health>

<https://www.open.edu/openlearn/languages/more-languages/linguistics/i-was-so-depressed-yesterday-or-were-you>

<https://hogg.utexas.edu/news-resources/publications/language-matters-in-mental-health>

<https://www.ncmh.info/leaflets/>

<https://www.mentalhealth.org.uk/blog/70-years-why-language-we-use-describe-mental-health-matters>

<https://www.time-to-change.org.uk/>

<https://www.verywellmind.com/mental-health-stigmas-in-mass-media-4153888>

<https://wearyourvoicemag.com/sex-and-health/language-dehumanize-mental-illness>

General revision sites:

www.universalteacher.org.uk

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Topic: Language and Technology

Subtopic: Language of Social Media

Since the launch of Facebook in 2004 the emergence of social media has been widespread, fuelled further by the evolution of mobile phones. Smartphones are now the prominent tool for everyday communication. A variety of digital applications are now accessed several times a day by individuals, influencers, companies and celebrities to share content, messages and promote products to a private or public group of followers. The function and audience of social media sites and online communities vary according to each platform, and unique language features have developed to communicate with users globally across the sites.

Your investigation should focus on the impact that technology and social media has had on the language used and the ways in which users communicate with each other.

Areas to consider in your research:

- the ways in which a variety of users adapt their language depending on contextual factors
- the creation of neologisms and changes in semantics linked to technology and underpinned by theories in technology and language change
- the influence of social, cultural and pragmatic effects on how users communicate with each other to share ideas or gain followers.

Suggested research resources:

Posts and forums across various social media platforms such as Facebook, Twitter, Instagram, YouTube and any other online communities.

Books:

Crystal, D. (2004) *The Language Revolution*. Cambridge: Polity Press Ltd.

Dugan, C. (2018) *Tech World: The Language of Social Media*. Huntington Beach, California: Teacher Created Materials.

Goddard, A and Geesin, B (2011) *Language and Technology*. Oxford: Routledge.

Kern, R. (2015) *Language, Literacy, and Technology*. Cambridge: Cambridge University Press.

McCulloch, G. (2019) *Because Internet*. London: Vintage.

Page, R., Barton, D., Unger, J. and Zappavigna, M. (2014) *Researching Language and Social Media*. Oxford: Taylor and Francis.

Sproat, R.W. (2010) *Language, Technology and Society*. Oxford: Oxford University Press.



Online resources:

<https://www.grin.com/document/356371>

<https://www.entrepreneur.com/article/305168>

<https://www.fastcompany.com/3056043/the-secret-internet-language-of-parents>

<https://www.theguardian.com/news/datablog/2013/mar/15/twitter-users-tribes-language-analysis-tweets>

<https://prizedwriting.ucdavis.edu/sites/prizedwriting.ucdavis.edu/files/users/snielson/116conventionsofenglishlanguage.pdf>

<https://thenextcoop.com/social-media-content-rhetorical-analysis-art-of-persuasion/>

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www.universalteacher.org.uk

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www.englishandmedia.co.uk/e-magazine