

# Pearson Edexcel International Advanced Level

**May-June 2022**

**Time** 2 hours

**Paper  
reference**

**WEN04/01**

## **English Language**

### **UNIT 4: Investigating Language Reference**

#### **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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## Topic: Global English

### Subtopic: Australian Aboriginal English

Australian Aboriginal English (AAE) is spoken by many indigenous people. Several variations of the dialect have developed across different regions of Australia. Although many dialects contain lexis and syntax which are similar to Australian Standard English, there are others that contain more non-standard forms and share features with Creole languages spoken in other countries of the Pacific region. The more common dialects are generally understood by English speakers although there may be miscommunication due to semantic or pragmatic differences. AAE developed as a result of the European settlement in Australia during the eighteenth-century.

Your investigation should focus on Australian Aboriginal English and theories and concepts related to global English.

Areas to consider in your research:

- the language features associated with AAE, its origins and historical development
- the influence of social and cultural changes through globalisation, education, urbanisation, the arts and technology
- the social attitudes towards AAE and the significance of cultural preservation for Aboriginal Australian identity.

#### Suggested research resources:

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

#### Books:

Dixon, R. (2006) *Australian Aboriginal Words In English*. Oxford: Oxford University Press.  
Dixon, R. M. W. (2011) *The Languages of Australia*. Cambridge: Cambridge University Press (Cambridge Library Collection – Linguistics).  
Malcolm, I.N. (2018) *Australian Aboriginal English*. Boston/Berlin: Walter de Gruyter.  
Nelson, C. Proshina, Z. and Davis, D. (2020) *The Handbook Of World Englishes*. West Sussex: Wiley Blackwell.  
Richards, K. (2015) *The Story Of Australian English*. Sydney: NewSouth Publishing.  
Trudgill, P. and Hannah, J. (2017) *International English*. Oxon: Routledge.  
Willoughby, L. and Manns, H. (2020) *Australian English Reimagined*. Oxon: Routledge.

#### Online resources:

<https://www.abc.net.au/news/2019-12-22/calls-for-teachers-to-understand-aboriginal-english/11780094>

<https://ab-ed.nesa.nsw.edu.au/go/aboriginal-english/what-is-aboriginal-english-like>  
(transcripts only)

<https://www.creativespirits.info/aboriginalculture/language/aboriginal-words-in-australian-english>

<https://www.theguardian.com/australia-news/2020/sep/21/auntie-not-here-to-see-it-first-dictionary-of-indigenous-australian-language-published>

<https://theconversation.com/10-ways-aboriginal-australians-made-english-their-own-128219>



<https://www.hawaii.edu/satocenter/langnet/definitions/aboriginal.html#:~:text=Aboriginal%20English%20is%20important%20to,or%20are%20no%20longer%20strong.>

<https://www.bbc.co.uk/news/world-australia-51469708>

**General revision sites:**

[www.universalteacher.org.uk](http://www.universalteacher.org.uk)

[www.englishlangsfx.blogspot.com](http://www.englishlangsfx.blogspot.com)

[www.englishandmedia.co.uk/e-magazine](http://www.englishandmedia.co.uk/e-magazine)

## Topic: Child Language Development

### Subtopic: Dialogic Reading with Children

Reading to children can play an important role in language development and primary caregivers are encouraged to read to children from a very young age. Traditional reading can involve caregivers reading stories aloud while the child listens and is entertained by the narrative. Dialogic reading is different in that it is more interactive, and the caregiver uses a variety of strategies to encourage the child to engage with a text and explore it at a deeper level.

Your investigation should focus on research regarding the strategies used in dialogic reading and their impact on children's early language development. You should consider theories and concepts related to the topic.

Areas to consider in your research:

- typical language features and interactions used during dialogic reading by caregivers or teachers
- the reading material in books for different ages and how they promote language development
- social, cultural and educational impact of dialogic reading to children from an early age.

### Suggested research resources

Data could be taken from examples of caregivers or teachers reading to children (aged 6 months-7 years) at home or in the classroom.

#### Books:

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

Clark, E. V. (2017) *Language in Children*. Oxon: Routledge.

Maine, F. (2015) *Dialogic Readers: Children talking and thinking together about visual texts*. Oxon: Routledge.

Medlicott, M. (2018) *Storytelling and Story-Reading in Early Years: How to Tell and Read Stories to Young Children*. London: Jessica Kingsley Publishers.

Rowland, C. (2013) *Understanding Child Language Acquisition (Understanding Language)*. Oxon: Routledge.

Stilwell Peccei, J. (2005) *Child Language: A Resource Book for Students*. Oxon: Routledge.

Wells Lindfors, J. (2019) *Children's Language: Connecting Reading, Writing, and Talk*. New York: Teachers College Press.

#### Online resources:

<https://www.todayparent.com/family/parenting/reading-to-kids-age-by-age-guide/#gallery/books-for-4-and-5-year-olds/slide-1>

[https://cdn.literacytrust.org.uk/media/documents/Language\\_unlocks\\_reading.pdf](https://cdn.literacytrust.org.uk/media/documents/Language_unlocks_reading.pdf)

<https://www.cambridge.org/elt/blog/2019/04/18/dialogic-reading/>

<https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/School-toolkit/EPS-COVID-19-recovery-materials/Reading-and-wider-learning/Dialogic-Reading-Leaflet.pdf>

<https://www.booktrust.org.uk/what-we-do/impact-and-research/>



<https://www.theguardian.com/books/2018/feb/21/only-half-of-pre-school-children-being-read-to-daily-study-finds>

**General revision sites:**

[www.babelzine.com](http://www.babelzine.com)

[www.universalteacher.org.uk](http://www.universalteacher.org.uk)

[www.englishlangsfx.blogspot.com](http://www.englishlangsfx.blogspot.com)



## Topic: Language and Power

### Subtopic: Motivational Speaking

A motivational speaker is someone who delivers speeches with the intention of motivating or inspiring the audience. They may have a reputation as an expert on the subject being discussed and will encourage the audience to look at things from a different perspective and to become more attentive to their own personal development. The goal for a motivational speaker is to spread new ideas and inspire a positive change among their audience, such as a change in their mindset, lifestyle or everyday actions. Event organisers hire motivational speakers to engage an audience and inspire individuals to make lasting changes within their life.

Your investigation should focus on the language of power used by motivational speakers in a variety of contexts and on theories and concepts related to the topic.

Areas to consider in your research:

- the historical development of the language of motivational speaking
- relevant language frameworks of motivational speaking
- the influence of social, historical, technological and cultural factors on the language of motivational speaking.

### Suggested research resources:

Audio, video or transcripts of motivational speakers delivering speeches.

#### Books:

Bromley, M.J. (2012) *The Art of Public Speaking*. England: Autus Books

Carnegie, D. and Berg Esenwein, J. (2017) *The Art of Public Speaking*. New York: Ixia Press House.

Crick, N. (2017) *Rhetorical Public Speaking*. Oxon: Routledge

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

Gallo, C. (2017) *Talk Like TED: The 9 Public Speaking Secrets*. London: Pan Books.

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

Simpson, P. and Mayr, A. (2018). *Language and Power: A Resource Book for Students*, 2nd edition. Oxon: Routledge.

Weinschenk, S. (2013) *How to Get People to Do Stuff: Master the art and science of persuasion and motivation*. New Riders.

#### Online resources:

<https://www.iberdrola.com/talent/motivational-speech>

<https://virtualspeech.com/blog/rhetoric-inform-persuade-motivate-your-audience>

<https://benjaminball.com/blog/powerful-language-talk-presentation/>

<https://press.rebus.community/uwmpublicspeaking/chapter/the-importance-of-language-and-style/>

<https://www.briantracy.com/blog/public-speaking/tips-to-wow-a-crowd/>



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[www.babelzine.com](http://www.babelzine.com)

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## Topic: Language and Technology

### Subtopic: Language of Cyber Crime

Cyber crime has been prevalent since the emergence of the internet. Cyber criminals use a variety of tactics to hack the IT systems of organisations for confidential information or manipulate individuals into submitting personal data online, leaving them vulnerable to financial theft, fraud and identity theft. As a result, cyber security is essential for all users of technology. A common cyber-attack used to target individuals is called phishing, which involves using deceptive emails, text messages or websites with the aim of eliciting information directly from individuals. Although phishing attacks are increasing, people are falling for them less often perhaps because of raised awareness of structural and linguistic features common to these communications.

Your investigation should focus on the communication techniques and language features used in cyber-attacks targeting individuals. You should consider theories and concepts related to the topic.

Areas to consider in your research:

- the methods and formats used to orchestrate attacks on various electronic services including text messages, emails and websites
- language features present within fraudulent communications which may alert users to the possibility of the source not being genuine
- the influence of social, cultural and pragmatic factors on the communication techniques used to target and deceive someone into submitting their personal information.

### Suggested research resources:

Various examples of electronic communications available in emails, mobile phones and websites dedicated to cyber crime and prevention.

#### Books

Button, M. and Cross, C. (2017). *Cyber Frauds, Scams and their Victims*. Oxon: Routledge.  
Flores, M. (2018). *The Language of Cyber Security*. xmlpress.net: XML Press  
Georgakopoulou, A. and Spilioti, T. (2020). *The Routledge Handbook of Language and Digital Communication*. Oxon: Routledge.  
Goddard, A and Geesin, B (2011) *Language and Technology*. Oxon: Routledge.  
Hahnagy, C. (2018). *Social Engineering: The Science of Human Hacking*. Indianapolis: John Wiley and Sons, Inc.  
Hahnagy, C. and Fincher, M. (2015). *Phishing Dark Waters: The Offensive and Defensive Sides of Malicious Emails*. Indianapolis: John Wiley and Sons, Inc.  
Mitnick, K. and Simon, W. (2003). *The Art of Deception*. Indiana: Wiley Publishing.

#### Online resources:

<https://www.pri.org/stories/2013-05-09/how-language-and-culture-play-phishing-scams>

<https://josephsteinberg.com/category/scams-and-crime/>

<https://scambusters.org/scamlanguage.html>

<https://www.npr.org/2019/11/18/779386167/the-language-of-cybercrime>

<https://www.europol.europa.eu/activities-services/public-awareness-and-prevention-guides/take-control-of-your-digital-life-don%E2%80%99t-be-victim-of-cyber-scams>



<https://www.mentalfloss.com/article/503107/7-internet-scams-even-smartest-people-fall>

<https://www.buguroo.com/en/blog/linguistics-and-the-prevention-of-bank-phishing>

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