

Pearson Edexcel
International Advanced Level

English Language

International Advanced Level
Unit 4: Investigating Language

Pre-release Material

June 2018

Paper Reference

WEN04/01

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 However, materials may be withdrawn from circulation and website locations may change.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

Standard English is the language of education, government and official/formal communications in Jamaica. Jamaican Creole/Patois/Patwa is incorporated into Standard English by most people for informal situations.

Your investigation should focus on the way English is used in Jamaica.

You should research:

- the historical development of Jamaican English
- relevant language frameworks of Jamaican English
- the influence of social and cultural changes on Jamaican English.

Suggested research resources

Books:

Adams, L. (2002) *Understanding Jamaican Patois: An Introduction to Afro-Jamaican Grammar*.
 Blair, T. (2013) *A-Z of Jamaican Patois (Patwah): Words, Phrases and How We Use Them*.
 Crystal, D. (1997) *English as a Global Language*.
 Holmes, J. (2013) *An Introduction to Sociolinguistics*. 2nd edition.
 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.

Websites:

A collection of transcripts and recordings from different areas of Jamaican English:
www.dialectsarchive.com/Jamaica
<http://dialectblog.com>

Newspaper articles:

<http://jamaica-gleaner.com/article/commentary/20151005/patois-not-enemy-english>
<https://www.theguardian.com/education/2002/mar/22/tefl>

Specific data could be taken from transcripts of Jamaican speakers in the public eye, representations in the media and everyday conversations.

General revision sites:

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

Topic: Child Language Development

Subtopic: Nursery rhymes

The earliest nursery rhymes date back to about the 14th century, although the 'golden age' came around the 18th century, when the classics that are sung today emerged and flourished. The distinctive tonality and rhythm that characterises Child Directed Speech has a proven value in child language development and is reflected in the very nature of nursery rhymes. Nursery rhymes often mirror events in history.

Your investigation should focus on the features of nursery rhymes and their impact on children's language development.

You should research:

- the theories and stages underpinning language development, acquisition and pragmatic development
- relevant language frameworks
- social and cultural effects on language and pragmatic development.

Suggested research resources

Books:

Crystal, D. (1989) *Listen to Your Child*.

Crystal, D. (2003) *The Cambridge Encyclopedia of the English Language*.

Crystal, D. (2010) *The Cambridge Encyclopedia of Language*.

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

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

Opie, Iona and Peter (2000) *The Lore and Language of Schoolchildren*.

Websites:

<http://www.walesonline.co.uk/news/local-news/how-nursery-rhymes-can-help-1804632>

<http://www.leapfrog.com/en-us/learning-path/articles/developing-vocab-oral-nursery-rhymes>

Specific data could be taken from a variety of nursery rhymes.

General revision sites:

www.universalteacher.org.uk

www.englishlangsfx.blogspot.com

www.englishandmedia.co.uk/e-magazine

Topic: Language and Power

Subtopic: Language of political speeches

Whenever politicians interact with others, their language choices will be determined by a variety of purposes. The content of a political speech is dependent on the context in which it is delivered. The rhetorical features that characterise political speeches are sometimes designed to mislead or attempt to alter fact as in 'post-truth'.

Your investigation should focus on the language used by politicians.

You should research:

- the theories underpinning language and power, particularly within the language of political speeches
- relevant language frameworks
- social and cultural effects on language.

Suggested research resources

Books:

Coultas, A. (2003) *Language and Social Contexts*.

Crystal, D. (2003) *The Cambridge Encyclopedia of the English Language*.

Crystal, D. (2010) *The Cambridge Encyclopedia of Language*.

LaBelle, S. Mooney, A. Peccei, J. E. (2011) *Language, Society and Power: An Introduction*.

Orwell, G. (2013) *Politics and the English Language*.

Websites:

<https://georgelakoff.com/blog/>

Newspapers:

<https://www.washingtonpost.com/>

<http://www.dailymirror.lk/>

<http://www.independent.co.uk/>

<https://www.gulf-times.com/>

Specific data could be collected from the internet, print, television and radio. These can either be global or local.

General revision sites:

www.universalteacher.org.uk

www.englishlangsfx.blogspot.com

www.englishandmedia.co.uk/e-magazine

Topic: Language and Technology

Subtopic: Language of online instant messaging

Communications have been revolutionised in this century. Online instant messaging facilitates real-time communication. The language of instant messaging is context dependent and can range from loosely-structured, spontaneous communications between friends to more formal interactions with companies.

Your investigation should focus on the impact online instant messaging has had on communication and language choices.

You should research:

- the concepts and theories underpinning language and technology, particularly online instant messaging
- relevant language frameworks
- social and cultural effects on language.

Suggested research resources

Books:

Baron, N. S. (2008) *Always On: Language in an Online and Mobile World*.

Barton, D. Lee, C. (2013) *Language Online, Investigating Digital Texts and Practices*.

Crystal, D. (2013) *The Language Revolution*.

Stern, S T. (2007) *Instant Identity, Adolescent Girls and the World of Instant Messaging*.

Weber, S. Dixon, S (2010) *Growing Up Online, Young People and Digital Technologies, second edition*.

Specific data could be taken from transcriptions of online instant messaging.

Websites:

<http://mediasmarts.ca/internet-mobile/instant-messaging>

<http://www.tamingthebeast.net/articles6/messaging-chat-etiquette.htm>

<https://www.oxfordlearning.com/texting-vs-writing-the-problem-with-instant-messag/>

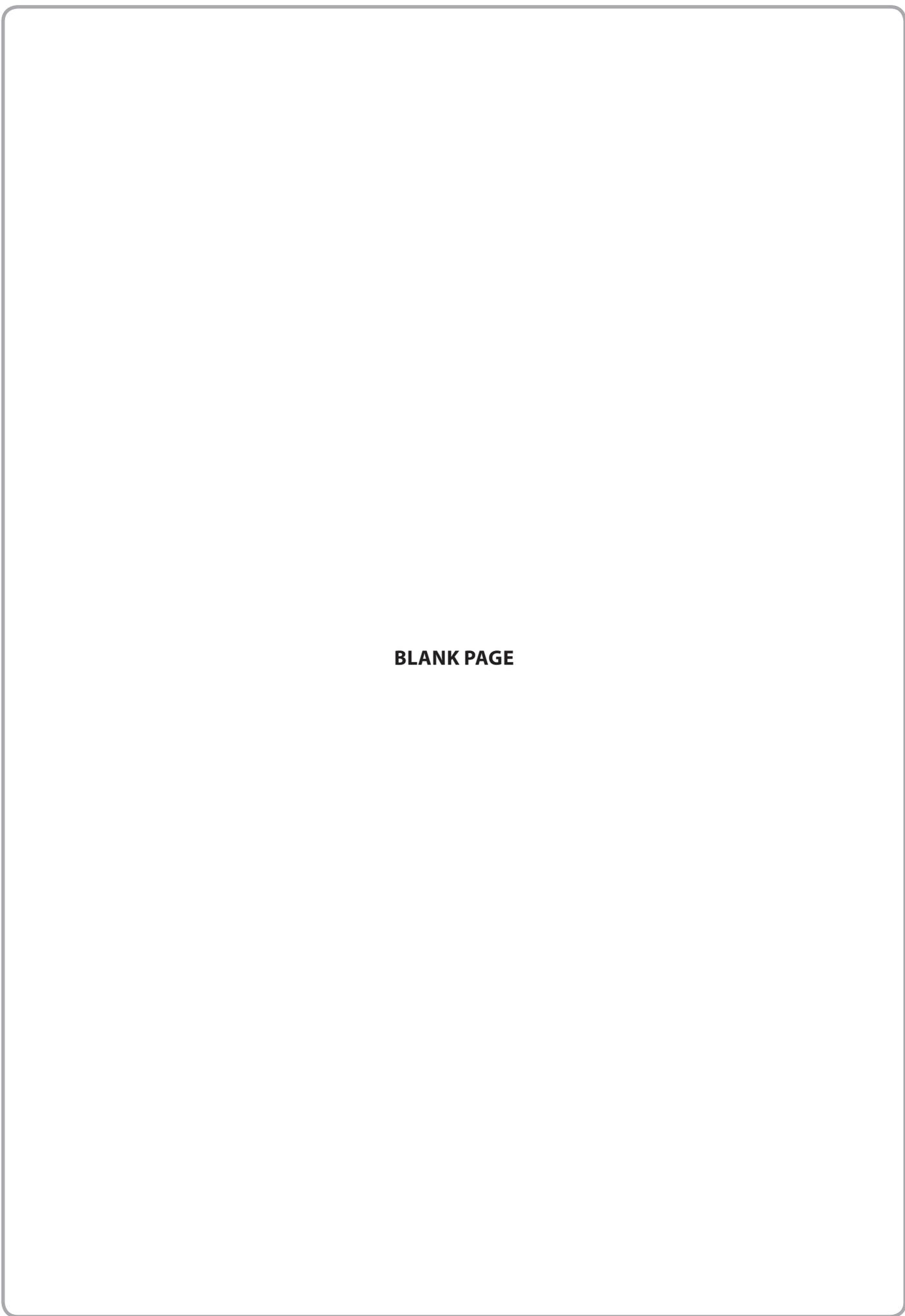
<http://classroom.synonym.com/disadvantages-instant-messages-7915.html>

General revision sites:

www.universalteacher.org.uk

www.englishlangsfx.blogspot.com

www.englishandmedia.co.uk/e-magazine



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