Pearson Edexcel
International Advanced Level

English Language
International Advanced Level
Unit 4: Investigating Language

You do not need any other materials.
You are not allowed to take your pre-release work into the examination.

W 5 6 5 5 0 A

Pearson

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 However, materials may be withdrawn from circulation and website locations may change.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

English Language arrived in South Asia as a result of colonisation and has coexisted in the Indian subcontinent alongside thousands of local languages. For most of the population it is a second language. It was initially taught by Christian missionaries. After Independence, it was intended that English would be phased out but a replacement language could not be agreed upon. English therefore remains an 'Associate Language' alongside Hindi, the 'Official Language of the Union of India', and at the heart of Indian society, particularly within the media, higher education and government.

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

You should research:
• the historical development of Indian English
• relevant language frameworks of Indian English
• the influence of social and cultural changes on Indian English.

Suggested research resources

Books:
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*
Barton D. and Hamilton, M. (1998) *Local Literacies: Reading and Writing in One Community*
Beal, J. (2008) *A Handbook of Varieties of English*
Hughes, A., Trudgill, P. and Watt, D. (2012) *English Accents and Dialects: An Introduction to Social and Regional Varieties of English in the British Isles, 5th edition*

Websites:
A collection of transcripts and recordings from different areas of Indian English:

www.dialectsarchive.com/India

Newspaper articles:
www.huffingtonpost.com/digant-raj-kapoor/are-indian-attitudes-towa_b_5544783.html

Specific data could be taken from transcripts of Indian speakers of English, 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: Writing frames

Writing frames can help to develop children's skills in writing by structuring their responses and helping them to select and reflect on what they have written. Frameworks enable many pupils to achieve some success at writing, a vital ingredient in improving self-esteem and motivation. Within primary schools in England the use of writing frames to assist with narrative or 'story writing' prepares pupils for the variety of writing forms they will need in later stages of their education.

Your investigation should focus on the features of writing frames and their impact on children's language and literacy 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*
Armstrong, M. (2006) *Children Writing Stories*
Goodman, Y.M. and Martens, P. (eds) (2007) *Critical Issues in Early Literacy: Research and Pedagogy*
Kress, G. (1996) *Before Writing: Rethinking the Paths to Literacy*
Marsh, J. (ed.) (2005) *Popular Culture, New Media and Digital Literacy in Early Childhood*
Pinker, S. (1995) *The Language Instinct*

Specific data could be taken from a variety of writing frames used within pre-school and primary education.

General revision sites:
www.universalteacher.org.uk
www.englishlangsfx.blogspot.com
www.englishandmedia.co.uk/e-magazine

Topic: Language and Power
Subtopic: Language of financial institutions

Communication between financial companies and customers via leaflets, the internet or face-to-face is important in helping customers choose the product and services available to them. The language of finance has often been too technical and complicated and finance firms have been accused of using too much small print, large amounts of jargon and complicated technical language which many customers cannot be expected to understand.

Your investigation should focus on the language used by financial institutions in promoting their business and persuading customers to choose their products and services and accept their terms and conditions.

You should research:
*   the theories underpinning language and power, particularly within the language of financial institutions
*   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. Henriksen, B. Eppler, E. (2011) *Language, Society and Power: An Introduction*
Fairclough, N. (2014) *Language and Power, 3rd edition*
Mooney, A. and Evans, B. (2015) *Language, Society and Power: An Introduction, 4th edition*

News articles:
http://www.telegraph.co.uk/finance/newsbysector/banksandfinance/11699240/Stop-using-jargon-regulator-tells-banks.html

Specific data could be collected from print, television and online sources.

General revision sites:
www.universalteacher.org.uk
www.englishlangsfx.blogspot.com
www.englishandmedia.co.uk/e-magazine

Topic: Language and Technology
Subtopic: Language of public address systems

Dating back to around 1910, public address systems have allowed people to impart information to a large public, for example to make announcements in air and rail terminals or at sports stadiums. The language of these announcements is dependent on function and context. The nature of these systems has evolved along with the technology used to deliver them. The language and mode of delivery used by the speaker is important in ensuring the message is conveyed effectively for each particular situation.

Your investigation should focus on the impact public address systems have had on communication and language choices.

You should research:
•   the theories underpinning language and technology, particularly public address systems
•   relevant language frameworks
•   social and cultural effects on language.

Suggested research resources

Books:
Crystal, D. (2003) *The Cambridge Encyclopedia of the English Language*
Crystal, D. (2010) *The Cambridge Encyclopedia of Language*
Crystal, D. (2013) *The Language Revolution*
Shortis, T. (2001) *The Language of ICT (Intertext series)*

Specific data could be taken from recordings of various public address systems such as: schools, shopping centres, train/underground stations, airports, public events and concerts or online sources.

General revision sites:
www.universalteacher.org.uk
www.englishlangsfx.blogspot.com
www.englishandmedia.co.uk/e-magazine