
ENGLISH LANGUAGE

9093/04

Paper 4 Language Topics

October/November 2014

2 hours 15 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer **two** questions.

You should spend about 15 minutes reading the passages and questions before you start writing your answers.

All questions in this paper carry equal marks.

You are reminded of the need for good English and clear presentation in your answers.

At the end of the examination, fasten all your work securely together.



This document consists of **7** printed pages and **1** blank page.

Answer **two** questions.

1 Spoken language and social groups

The following text is a transcription of part of a conversation involving four university students, now in the final year of their studies, remembering their last year at school.

Discuss the ways in which these speakers are using language to share memories and opinions. You should refer to specific details from the transcription, relating your observations to ideas from your wider study.

- Helena:** its quite good (.) see (.) when you see teachers now (.) like (.) i was at the airport the other day and there was a teacher (.) one of my old teachers (.) and i remember speaking to her and you know that way you just think
//
- Tino:** oh yes (.) i know 5
//
- Helena:** you just think (.) like (.) OH MY GOODNESS (.) like like (.) next year i could be (.) like (.) in your job (1) do you know what i mean (.) do you know that way
//
- Tino:** thats what scares me
- Vasco:** [laughs] 10
- Cecilia:** it is that (.) it is that good (.) the sort of
//
- Vasco:** that feeling when you realise
//
- Cecilia:** yeah (.) that sort of realising that (.) like (.) YOU werent that clever (.) and you didnt know everything 15
//
- Helena:** its weird (.) its like (.) and do you know
//
- Cecilia:** its like (.) YOU didnt really have a RIGHT to treat me
//
- Tino:** mm hmm
- Cecilia:** to treat me like that 20
- Helena:** my dad was sayin to me (.) my dad
//
- Vasco:** yeah i know what you
//
- Helena:** my dad was sayin to me (.) like (.) you know Helena (.) you know (.) quite (.) quite honestly (.) you could actually be MORE qualified than them by the (.) by the time you leave 25

- Tino:** yeah (.) a lot of teachers didnt go to
//
- Helena:** and you (.) it puts it into perspective
and you think
//
- Tino:** some teachers didnt go to uni (.) they just (.) they just went to (.) like (.)
teacher training college didnt they 30
//
- Helena:** yeah its weird
- Vasco:** what i found weird was (.) like when
//
- Helena:** yeah
- Vasco:** by the time you were doing (.) like (.) higher or or (.) or like **ADVANCED**
stuff you (1) like (.) quite a lot of the time teachers didnt know stuff (1) they 35
actually (.) like
//
- Cecilia:** yeah thats weird (.) when i realized that
//
- Vasco:** they genuinely (.) they
genuinely didnt know

TRANSCRIPTION KEY

(.) = micro-pause

(1) = pause in seconds

// = speech overlap

[*italics*] = paralinguistic features

UPPER CASE = words spoken with increased volume

2 English as a global language

The extract below is from a web magazine devoted to English-language teaching in Nepal. A contributor is discussing *English as an Official Language in Nepal*.

Discuss what you feel are the most important issues raised here relating to the use of English as a global language. You should refer to ideas and examples from your wider study as well as to specific details from the extract.

English as an Official Language in Nepal

Accept it or not, English is creeping into our daily tasks. People in Nepal are using it for communication, media, education, research, tourism, etc. and it subtly is working as a link language in written language, particularly when information technology is involved. Its use will be expanding more in the future.

Should we accept English as our official language? 5

1. In a sense, English education is not neutral. It carries with it a lot of cultural and ideological baggage. We as users of English need to appropriate its use according to our needs and context. We are using foreign-produced textbooks that have examples and questions like 'have you ever been kissed by a stranger' or 'do you prefer ham or steak?' These examples per se are good illustrations of language use, but they might be weird or sometimes offensive for us to make our students engage in paired or grouped work. Therefore, before we go for an increased role of English in our context, we need to produce our local teaching materials, knowledge and pedagogy for teaching of English. 10

2. English in the past was largely confined to a handful of elites, but now it has been more democratic. But still I can see that it has class implications between haves and have-nots created by private English-medium schools and public vernacular-medium schools. English in itself is doing no harm, but the way we are putting it into use possibly has negative consequences. Now almost every job ad. asks for two essential skills: proficiency in English and excellent computer skills. We need to ask whether making English an official language marginalises a big part of our nation's population, coupled with the digital divide. Therefore, we need to make sure that English is for everybody and it does not exclude people on the basis of socio-economic status. 15 20

3. Another important issue is to investigate the spread and increasing use of English for our local languages. If English becomes the official language and works as a lingua franca, is it going to replace the local languages? Why should a child be motivated to learn her/his local language if English and Nepali are the languages of communication, jobs and education? I am not sure if English is subtracting or adding multilingualism in the present context, but it certainly will have implications if it becomes the official language in the future. 25

TURN OVER FOR QUESTION 3

3 Language acquisition by children and teenagers

This is a transcription of a conversation between a mother and her five year old daughter, Rhana, as they go out for a walk.

Discuss ways in which the speakers use language here to interact with each other and to share what they see on their walk. You should refer to specific details from the transcription, relating your observations to ideas from your studies of language acquisition.

- Mother:** okay (1) where are we going our walk↘
- Rhana:** how about how about (.) to to the to the to the (.) to the goff course↗
- Mother:** WHAT?
- Rhana:** the (.) mum (.) i'm trying to say the GOFF course
- Mother:** //
the GOLF course 5
- Rhana:** //
GOLF course
- Mother:** //
right (.) up
- this way (1) take my hand now
- Rhana:** //
yes
- Mother:** [*pointing*] whose house is that↘ 10
- Rhana:** sumayah's
- Mother:** thats right (.) and do you know who lives in the next house↗
- Rhana:** no
- Mother:** cosmo↘
- Rhana:** cosmo↗ 15
- Mother:** mm hmm
- Rhana:** he's my friend (1) is he↗
- Mother:** IS he↘
- Rhana:** mm hmm (1) see that boy↗
- Mother:** uh huh (1) WHAT boy↘ (.) what boy↘ 20
- Rhana:** do you remember↘
- Mother:** no i don't
- Rhana:** yes yes (.) you remember (1) mum can i (.) can i↗
- Mother:** //
what do you want to do↘

- Rhana:** theres doggies live here 25
- Mother:** thats right (.) theres doggies that live there (1) how many doggies↗
- Rhana:** [*breathes out loudly*] i dont know
- Mother:** you dont know↘
- Rhana:** NO (1) can we (.) i'm gonna skip the way
- Mother:** // RHANA (.) LOOK 30
- Rhana:** what↘
- Mother:** look at that (.) pretty flowers (.) look at that one
- Rhana:** OH (2) [*singing*] skip skip skip along the path (2) mum (.) can we see the rabbits are there↗
- Mother:** uh huh 35
- Rhana:** GREAT
- Mother:** up there (.) rhana (1) look (.) theres somebody (.) something there (.) see (.) theres a pussy cat
- Rhana:** i cant i cant see
- Mother:** // see the pussy 40
- Rhana:** // pussy pussy
- Mother:** // see the pussy (.) at the door (.) theres a pussy
- Rhana:** // PUSSY

TRANSCRIPTION KEY

- (1) = pause in seconds
- (.) = micro-pause
- // = speech overlap
- [*italics*] = paralinguistic features
- UPPER CASE = increased volume
- ↗ = rising intonation
- ↘ = falling intonation

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- Question 2 © Extracts from a web magazine devoted to English-language teaching in Nepal;
<http://ewresearch.wordpress.com/2012/09/28/english-as-an-official-language-in-nepal/>.
- Question 3 © Transcription of conversation involving mother and five-year-old-child;
<http://www.scottishcorpus.ac.uk/corpus/search/document.php?documentid=1583>.

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