

General Certificate of Education
June 2006
Advanced Level Examination



**ENGLISH LANGUAGE (SPECIFICATION A)
Unit 6 Language Debates**

ENA6

Wednesday 28 June 2006 1.30pm to 4.00pm

For this paper you must have:

- a 12-page answer book

Time allowed: 2 hours 30 minutes

Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is ENA6.
- There are **two** sections:
 - Section A:** Data Analysis
 - Section B:** Response in a Particular Form.
- You **must** answer the compulsory question in both sections.
- Do all rough work in the answer book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 80.
- The marks for questions are shown in brackets.
- You are reminded of the need for good English and clear presentation in your answers. All questions should be answered in continuous prose. Quality of Written Communication will be assessed in all answers.

Advice

- It is recommended that you spend 30 minutes reading and preparing the source materials, 60 minutes writing your answer to Section A and 60 minutes writing your answer to Section B.
- This unit assesses your understanding of the relationship between the different aspects of English Language.

The topic for this paper is interactional styles of women and men.

It is recommended that you read all the texts before beginning your answers to the tasks.

SECTION A – Data Analysis

Answer all three parts of Question 1.

It is recommended that you spend 1 hour writing your answer to this question. You should spend a total of about 20 minutes on (a) and (b) and 40 minutes on (c).

Mark allocations are shown in brackets. Another 10 marks are available for the quality of your written expression in all three parts of Question 1.

- 1** (a) Read **Text A**, which you will find on page 5. Comment linguistically on **three** features of the female speakers' conversational style. *(5 marks)*
- (b) Explain the methodology you would use to carry out an investigation of the use of direct and indirect conversational styles by women and men. *(5 marks)*
- (c) Read **Text B**, which you will find on pages 6 and 7. It is an extract from a book which describes itself as 'practical, humorous and easy-to-read' and says it will 'help you discover the truth about men and women – and teach you what to do about it'.
- Analyse and evaluate how Allan and Barbara Pease present ideas and advice about the ways in which women and men use language.
 - Discuss how convincing you find the writers' views about women's and men's use of language.
- (20 marks)*

Turn over for Section B

SECTION B – Response in a Particular Form

Answer both parts of Question 2.

- 2 (a) Your task is to write a radio script to appear on a national talk radio station for an audience which is typically 20 – 40 years old.

Your brief is to explain and evaluate different views about how women and men interact in conversation.

Your script should contain contributions to be read out by presenters and guests. The programme should be fully scripted and not a spontaneous discussion. However, you may indicate where you would use recordings of women's and men's speech as examples.

You should make use of the ideas and examples given in **Texts A, B, C and D**, which you will find on pages 5 – 11. You may also draw on your own knowledge and research.

(35 marks)

- (b) Identify **three** different choices of language you made when writing your radio script. Describe your choices linguistically and comment on the meanings and effects you were trying to convey.

(5 marks)

END OF QUESTIONS

Text A

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Text B

Women Are Indirect

It started out as a nice, relaxing weekend drive through a beautiful valley a few hours away from home. As the road twisted and turned around the mountainside, John switched the radio off to better concentrate on the road. He couldn't navigate
5 bends and listen to music at the same time.

'John,' said his girlfriend Allison, 'would you like a cup of coffee?'

John smiled. 'No thanks, I'm fine,' he replied, thinking to himself how nice it was of her to ask. A short time later John noticed Allison had stopped talking, and suspected he might have done something wrong. 'Everything OK darling?' he
10 enquired. 'Just fine!' she snapped. Confused, he asked, 'So ... what's the problem?' She snorted with derision. 'You wouldn't stop!' she said. John's analytical mind tried to remember when she had used the word 'stop'. He was sure she hadn't and told her so. She told him he needed to be more sensitive. When she had asked him if he wanted coffee, what she really meant was that she wanted one. 'Am I supposed
15 to be a mind reader?' he asked sarcastically.

'Get to the point please!' is another command barked by men to women everywhere. When a woman talks she uses indirect speech which means that she hints at what she wants or beats around the bush. Indirect speech is a female speciality and serves a specific purpose — it builds relationships and rapport with others by
20 avoiding aggression, confrontation or discord. It fits perfectly into the nest-defender's overall approach to preserving harmony.

Indirect talk builds rapport among women – but it often doesn't work with men because they don't understand the rules.

Women's brains are process-oriented and they enjoy the process of
25 communicating. Men find this lack of structure and purpose very disconcerting, and accuse women of not knowing what they're talking about. In business, indirect speech can be disastrous for women as men can't follow a multi-tracked indirect conversation, and may end up turning down their proposals, requests or bids for advancement. Indirect speech may be excellent for building relationships but,
30 unfortunately, that benefit may pale into insignificance if cars or planes end up crashing when the driver or pilot is unclear about what is being said.

Indirect speech usually includes a lot of qualifiers such as 'kind of', 'sort of' and 'a bit'. Imagine if Winston Churchill had used indirect speech to try to motivate the Allies against the threat from Hitler. It wouldn't have sounded quite the same.
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'We will fight them on the beaches — kind of — we will fight them a bit in the fields — we will never, sort of, surrender.' They might even have ended up losing the war.

When a woman uses indirect speech with another woman there is never a
40 problem — women are sensitive to picking up the real meaning. It can, however, be disastrous using it with men. Men use direct speech and take words literally. But with patience and practice, men and women can learn to understand one another.

What to Do About It

Men need to understand that indirect talk is part of a woman's wiring and they should not get upset about it. To build a personal relationship with a woman, a man
45 needs to listen effectively, using 'listening sounds' and body language (we'll come to that in a moment). He doesn't need to volunteer solutions or question her motives. If a woman sounds like she may have a problem, an excellent technique for a man to use
50 is to ask her, 'Do you want me to listen as a boy or a girl?' If she wants him to be a girl, he just listens and encourages her. If she says she wants him to be a boy, he can offer solutions.

To get a man to listen, give him advance notice and provide an agenda.

In order to make the most impact on a man, tell him what you want to talk about and when. For example: 'I'd like to talk with you about how to handle a problem I have
55 with my boss at work. Would after dinner at seven o'clock be a good time for you to talk me through it?' This appeals to the logical structure of a man's brain, makes him feel appreciated and passes on the problem! An indirect approach would be, 'No-one appreciates me', which creates problems because a man is likely to think that he's being blamed and goes straight on the defensive. Direct speech is the way men do
60 business with other men in Western countries but this is not the case in the East. In Japan, for example, indirect speech is widely used as a business language and people who use direct language are considered childish or naïve. Foreigners who use it are seen as immature.

Source: ALLAN AND BARBARA PEASE, *Why Men Don't Listen & Women Can't Read Maps*, Orion, 2001
Why Men Don't Listen & Women Can't Read Maps, Pease International Pty Ltd,
www.peaseinternational.com

Text C

COMMANDS AND DIRECTIVES

We can define a directive as a speech act which tries to get someone to do something. Goodwin (1980; 1988; 1990) observed the group play of girls and boys in a Philadelphia street, and noticed that the boys used different sorts of directives from the girls. The boys used explicit commands:

5

(19) *Michael*: Gimme the pliers (*Poochie gives pliers to Michael*)

(20) *Huey*: Get off my steps (*Poochie moves down steps*)

Michael, the leader of the group, often supported his commands with statements of his own desires:

10

(21) *Michael*: Gimme the wire ... Look man, I want the wire cutters right now.

The boys preferred directives explicitly to establish status differences between participants; Goodwin calls these ‘aggravated’ directives. The girls, by contrast, typically used more mitigated directives such as the following:

15

(22) *Terry*: Hey y’all let’s use these first and then come back and get the rest cuz it’s too many of ’em.

(23) *Sharon*: Let’s go around Subs and Suds.

Pam: Let’s ask her ‘do you have any bottles?’

The form *let’s* is hardly ever used by the boys: it explicitly includes the speaker in the proposed action. The girls’ use of *gonna* (see 24 below) exploits suggestions for future action as a form of directive:

20

(24) *Sharon*: We gonna paint ’em and stuff.

The modal auxiliaries *can* and *could* are also used by the girls to suggest rather than demand action:

(25) *Pam*: We could go around looking for more bottles.

25

(26) *Sharon*: Hey maybe tomorrow we can come up here and see if they got some more.

Note the use of the adverbial *maybe* in (26) to further soften the directive.

While Goodwin demonstrates convincingly that the girls and boys use quite different linguistic means to express directives when playing in same-sex groups, she stresses that this does not mean that girls are incapable of using more forceful directives in other contexts (such as in cross-sex arguments). She argues that the linguistic forms used reflect the social organisation of the group: the boys’ group is hierarchically organised, with leaders using very strong directive forms to demonstrate control, while the girls’ group is non-hierarchical with all girls participating in decision-making on an equal basis.

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Engle's (1980b) study of the language of parents when they play with their children revealed that fathers tend to give directions:

(27) Why don't you make a chimney?

(28) Off! Take it off!

40 Mothers, on the other hand, are more likely to consult the child's wishes:

(29) Do you want to look at any of the other toys over here?

(30) What else shall we put on the truck?

45 Not only were the fathers more directive than the mothers, they were also more directive with their sons than with their daughters. These linguistic differences again reflect a difference in organisation: mothers view interaction as an occasion to help children learn how to choose: fathers were less concerned with the children's desires and introduced new ideas. Differences in parents' speech to children will be taken up in Chapter 7.

50 Using Goodwin's definition of aggravated and mitigated directives, West (1990) looked at the directives used by male and female doctors to their patients. Male doctors preferred to use aggravated forms, such as imperatives:

(31) (a) Lie down

(b) Take off your shoes and socks

(c) Sit for me right there

55 They also used statements in which they told patients what they 'needed' to do, or what they 'had to' do. Female doctors, on the other hand, preferred more mitigated forms, phrasing their directives as proposals for joint action:

(32) Okay? well let's make that our plan

(33) So let's stay on what we're doing

60 They also used the pronoun *we* rather than *you* in their directives:

(34) Maybe what we ought to do is, is to stay with the dose . . . you're on

When a woman doctor used the pronoun *you*, the directive was typically mitigated by the addition of modal forms such as *can* or *could*:

65 (35) and then maybe you can stay away from the desserts and stay away from the food in between meals

The female doctors' mitigated directives are very similar to those used by the girls in Goodwin's Philadelphia study. Just as in example (26), the addition of the adverbial *maybe* in the two examples above softens the force of the directive.

Source: JENNIFER COATES, *Women, Men and Language*, Longman (Pearson Education), 2003

Text D

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END OF TEXTS

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