**Slide 1**

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# Communicating effectively in an evolving and international language

## What counts as linguistic 'accuracy' and 'appropriacy'?

Hannah Lemkov
(Assessment Manager, English)

6th & 7th July 2024

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Accuracy: what is 'poor language'?

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Mark Scheme for 9093 Paper 2: Writing
- L5 High level of accuracy
- L4 A few minor errors which do not impede communication
- L3 Occasional errors which do not impede communication
- L2 Frequent errors which generally do not impede communication
- L1 Frequent errors which impede communication



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"[I]f we continue to speak **Singlish**, it will over time become Singapore's common language.
**Poor English** reflects badly on us and makes us seem less intelligent or competent. [...] All this will affect our aim to be a first-world economy."

**Speech by Prime Minister Goh Chok Tong at the Launch of the Speak Good English Movement 2000**
9093 Paper 42, Text A, June 2023

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"[M]any Singaporeans **proudly identify** with a creole to call their own – a unique hodgepodge of our four official languages and other dialects. "

**Ilyas Sholihyn, 'English language tuition centre founder's call to abolish Singlish strikes a nerve with Singaporeans', *AsiaOne*, July 27 2020**
**https://www.asiaone.com/digital/english-language-tuition-centre-founders-call-abolish-singlish-strikes-nerve-singaporeans**

9093 Paper 42, Text B, June 2023

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The value of 'Standard English'

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"The use of MLE words which derive from other languages is significant. For example, the suffix -dem as a plural marker [...] come[s] from Jamaican Creole. The concept of loanwords is nothing new in language: **the English language would be nothing like as rich without the loanwords it has acquired from its neighbours**, far and wide."

**SOAS Blog**
9093 Paper 4 specimen

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"In middle and high school, we are attracted to those who stand out as trendy and cool or edgy and non-conformist. All of these social types come with socio-stylistic markers in dress, music, activities and, crucially, language choices. And, **via linguistic innovations, these linguistic trendsetters unknowingly contribute to the shape of language to come**."

**Valerie Fridland, 'Teen Talk and Linguistic Evolution', *Psychology Today*, November 1 2020**
9093 Paper 42, March 2023

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Code switching

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"Chris McGovern, chairman of Campaign for Real Education, **says allowing slang is not doing any favours for underprivileged children**.

He says they are left in **an 'employment gutter' because of their 'linguistic impoverishment'**.

[...] 'It is [...] difficult for that 20% of school leavers who, according to employers' organisations, are largely **unemployable because of poor literacy**.

'In the UK today, around nine million adults are functionally illiterate, and many of them suffer under-employment, unemployment or destitution as a consequence.'"

[...] [S]lang is a natural way of speaking, and banning it may be a **threat to a person's identity**.

It may also make students feel **discriminated** against and **less motivated to take part in lessons**.

'Young people are typically the innovators of language change, so actually we should be celebrating that rather than banning it in the classroom[.]'"

**Paige Neal-Holder, 'Should schools be allowed to ban slang words like "peng"?', *BBC*, January 20 2020**
9093 Paper 43, November 2022

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"Young people are writing now more than ever before [...]. They're writing all the time. I think they have a really good sense of what a **text message** is versus an **email** you send to your professor versus a **blog post** you want to sound intelligent. They know how to code-switch between formality and informality."

**Ashley Dean, 'Teens aren't breaking language, they're adding to it', *Colorado Public Radio*, October 30 2019**
9093 Paper 42, Text B, November 2022

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9093 AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.

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"I argue for the place of **critical language awareness within the policy-making process at school level.**"

"[…] developing local-level policies which promote the use of speakers' whole linguistic repertoires rather than the simple 'grafting on' of standardised English, ensuring **critical attention to the language ideological struggles which play out in staffrooms, corridors and classrooms.**"

Cushing, I. (2021). 'Say it like the Queen': the standard language ideology and language policy making in English primary schools. *Language, Culture and Curriculum, 34*(3), 321-336. https://doi.org/10.1080/07908318.2020.1840578

"Teachers are presented with a de-historicised and de-politicised version of standardised English which masks the **structural power relations that are embedded in language**, and how they are constructed as **standard language role-models who have a professional duty to reproduce the standard language ideology.**"

Cushing, I. (2023). Policy Mechanisms of the Standard Language Ideology in England's Education System. *Journal of Language, Identity & Education, 22*(3), 279-293. https://doi.org/10.1080/15348458.2021.1877542

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English in Literature

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"But atte laste, after a month or tweye,
His **sorwe gan aswage, sooth to seye;**
For **whan** he **wiste** it may noon oother be,
He **paciently** took his adversitee,
Save, out of **doute**, he may **nat forgoon**
That he **nas jalous everemoore** in oon;
Which **jalousye** it was so outrageous
That neither in **halle, n'yn noon oother hous,**
**Ne** in **noon oother** place, neverthemo,
He **nolde suffre hire for to ryde or go,**
But **if that** he had **hond on hire alway;**
For which **ful ofte wepeth fresshe May,**
That **loveth Damyan so benyngnely**
That **she moot oother dyen sodeynly**
Or **elles** she **moot han hym as hir leste.**
She **wayteth whan hir herte wolde breste.**"

*The Merchant's Tale* – Chaucer

"he declined it, observing, that he could imagine but two motives for their chusing to walk up and down the room together"

*Pride and Prejudice* – Jane Austen

"The news is that after Miss Everdene got home she went out again to see all was safe do as she usually do, and coming in found Baily Pennyways creeping down the granary steps with half a bushel of barley. She flewed at him like a cat – never such a tom-boy as she is – of course I speak with closed doors?"

*Far from the Madding Crowd* – Thomas Hardy

"But suddenly she saw her hands and thought with a clarity as simple as it was dazzling, 'These hands belong to me. These *my* hands.'"

"These people I'm taking you to will give you what help you need. Name of Bodwin. A brother and a sister. Scots. I been knowing them for twenty years or more.'"

*Beloved* – Toni Morrison

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"But **atte laste,** after a month or **tweye,**
His **sorwe gan aswage, sooth to seye;**
For **whan** he **wiste** it may **noon oother** be,
He **paciently** took his **adversitee,**
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Any questions?

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Thank you!

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Get in touch!

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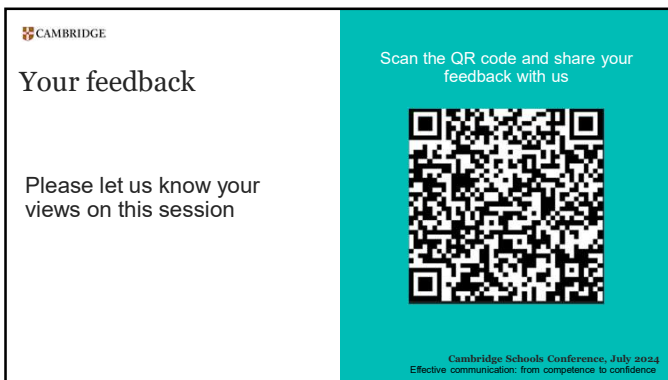© Cambridge University Press & Assessment 2024

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