

English Language

Student Exemplars

6EN01 – Unit 1 - Jan

2013

mode field function tenor

The mode of all of these texts is electronic, this influences the language because it invites a short hand style often using language features such as elipsis and elision, we can see this in group A 'Hope you feel better soon' group B 'Had an absol...' and group C 'Am off to bed'. The formality of the language changes depending on the audience ^{and the field.} for example group A uses a more standard form of English than group B as it is aimed at work colleagues on a professional level. This is evident when they discuss things such as 'timetables' and emailing to 'hotmail' accounts. This group tends to be more message oriented but with social elements as well such as 'have a good half term hol'. The field of group B however is social and more personal therefore the language is more informal. ~~the~~ Non-standard English is more common in this group, using some letter homophones 'finte' and acronyms 'btw' this is typical of informal electronic language. The field for group C is slightly different again, mainly

message oriented but with some social elements.

This changes the language because in these texts the message is being conveyed in a more informal manner 'Happy with cost; Home about 5:30'

The function of all of these texts is to inform or to socialise, the genre of text messaging makes them slightly less formal than perhaps an email.

The tenor of the texts changes as in group A they ~~are~~ have a professional audience which requires them to be slightly more formal and on professional, mostly equal footing. However the use of imperatives and declaratives puts the author on a higher footing than the ~~reader~~ audience 'take tomorrow off'. Group B and C are more private and personal being friends or family.

This makes the formality of the text obvious and most of the language used creates equal footing between author and audience.

All of these texts are private however they are also permanent. Group B and C are more context dependant using deixis such as 'I like this'

Examiner's mark

8

Examiner's commentary

- relates ellipsis and elision to brevity
- identifies use of field and relates this to audience and purpose

- relates homophones and acronyms to field but this is really a point about tenor
- recognises footing in professional relationship and relates this to formality. The point about imperatives is excellent.
- identifies use of deixis and suggests this generates intimacy

Candidate 2 – Q2

Mode of text messaging is mixed mode language, its function is to socialise but they also convey information making text messages declaratives text messages are also imperatives and interrogatives. Where are you? (No.6) this is an example of interrogatives they can also include exclamation marks. ~~The subject field for these text messages are in texting usually ~~start~~ have~~ begins with how the persons feeling. Tenor for text messaging is writer and reader.

Register of text messaging is informal as like speech is mostly spontaneous or semi-planned and non fluency features can appear such as fillers or grammatical errors. Messaging contains simple and complex sentences mostly. The use of language is influenced by various factors such as age, gender, and if you are familiar with mixed mode messaging. Adults language in text messages is ~~more~~ formal and lexis and grammar are correct there is rarely use of phonetic language or slang they do use abbreviations this is for ease. Paralinguistic features such as (x) are also used by adults this shows friendliness or good relationship. Reason being that adults are never really likely to use slang as they diverging (separating) themselves from youngsters they want to be seen as educated and professional image.

Examiner's mark

Examiner's commentary

- function is to socialise (mainly but not always)
- sentence mood point is relevant
- tenor point limited
- recognises register is informal like speech, it being spontaneous and semi-planned but with no evidence or rationale
- identifies use of language is influenced by age and gender but point is very general and stereotypical and not related to sample

The mode of these texts are electronic. The field depends on who the text is aimed for. For example, the texts to from work colleagues often have the subject of work as shown by the subject specific lexis such as "meeting", "timetables" etc. The texts to friends are much more chally and often refer to recreational events e.g "party", "great night", "fancy going to town" etc. The texts to close family appear to be a lot more personal and contain personal information "had her checks done", "pants at cleaners," etc. These differences in field also present a contrast of functions. Group A's function is to inform and advise as the texts are professionally based. Group B's function is to entertain / to chat and to inform. Group C's function is similar to Group B's, although ~~the~~ the texts are far more personal.

The tenor of Group A is different for each text. For example, Texts 1 and 5 are quite personal, suggesting a

closer relationship between colleagues. However, Texts 2 and 6 are more professional and use more imperatives and declaratives and less personal information. The tenor of Group B suggest an equal footing between friends and close relationships. This is shown by the uses of "xxx" to represent kisses (a feature barely used in the previous group), and also the use of abbreviations and slang. The tenor of Group C also suggests a close relationship as most of texts also use "x" to represent ~~kisses~~ kisses. This is also shown from the use of terms of endearment "babybear" and phrases such as "love you". These texts mostly seem to be informal (with some exceptions in Group A), permanent ~~permanent~~ (unless deleted from phone), private (1-1) and some appear to be spontaneous.

Examiner's mark

6

Examiner's commentary

- recognises field depends on audience and function e.g. work colleagues referring to meetings and timetables and friends referring to recreational events
- recognises a contrast in function within groups
- loses focus with the pattern spotting
- point about tenor recognises an equal footing between friends and close relatives with poor discussion of x.

The lexis used in group A is more formal than group C. The use of imperatives and interrogatives immediately shows us that these texts messages are message oriented. The use of elipsis is common due to the genre of the texts, this is used to shorten the message. The nature of text messaging means that emoticons ':c' and kisses 'xxx' are often used, however this is done significantly less in group A than in group C as they show informality. Subject specific lexis is also used in group A as such as 'timetables' and 'lesson plans' this shows the work on side to the messages. The lexis of group C is less formal, elipsis is also used but the amount of non-standard English is significantly more 'babybear'. The use of letter and number homophones is also more increased 'waiting 4 results' 'dr to c her'. In both groups sentences tend to be kept short and simple and they both are message oriented. The use of expletives in group C shows how slang ~~is~~ makes a text more informal 'bloody' 'buggers'.

In terms of graphology the texts look similar however group C^{generally} finishes texts with kisses 'xxx' to show the family bond. The use of words such as 'Love' and 'babybear' also express this. Both texts use simplified grammar as a result of their genre. Full stops ~~are~~ and question marks are often correctly used however both ~~texts~~ sets of texts lack commas and usually replace them with full stops to create short sentence structures 'Right have finished Emailed it to your account'

Examiner's marks

4,4

Examiner's commentary

- relates imperatives and interrogatives to messaging.
- relates ellipsis to brevity
- identifies genre's need for emoticons and tries to spot pattern
- identifies use of homophones correctly confuses expletives with slang but a fair point about formality
- good point about lacking commas creating short structures
- a top band answer might spot some of the variation in group A

The lexis of Group A is used to reflect the professional tone in a few of the texts. However, there are a few texts which appear to be more informal and personal, suggesting a close relationship between the colleagues. The more formal texts (Texts 2, 6 and 7) ~~do~~ appear to ~~be more~~ have a more formal tone, shown by the vocabulary such as "urgently" and "authentic". Although the other texts in the group seem to be more personal with signs of dialect "wee hours" and personal information / connotations and also humour "but does involve wine / beer (delete as appropriate)". The lexis of Group C is a lot more personal and words are often replaced with letter homophones "c her" and number homophones "4 results", making the texts a lot more informal than Group A.

The grammar of ~~the~~ Group A also reflects the professional situation. The use of declaratives "Right have finished", and interrogatives "Where are you" appear to

have high formality. However, some of the texts use exclamation marks "feel very confused" and "Well done!" ~~etc~~ which are less professional and more personal. These texts also include more contractions "doesn't", "won't" etc.

The grammar of the texts in Group C ~~etc~~ reflect on the close relationships. For example, the use of exclamation marks, "buy one and get one free", add to the entertaining and humorous tone. There are also uses of contractions "i'm", "i'll" etc and clippings "rosti" for roast dumper and "dr" for Doctor. This also adds to the personal feel of the texts.

Both Groups use graphological features to represent expression and informality. For example, Group A uses emoticons ":((" which is personal and reflects tone of voice, and also the use of exclamations create a humorous tone. Group C uses the same features. The texts in Group C also tend to use letter homophones and number homophones to suggest information and also to show that texts are brief.

(Total for Question 3 = 10 marks)

Examiner's marks

Examiner's commentary

- tries to spot patterns between the groups
- identifies dialect and use of humour
- links contraction to tenor

- 4 The following are text messages sent to the same person and belong to one of the groups. With close reference to all of the groups discuss which group you think they belong to.

Hey you - 😊 just wanted to say I'm missing you...Had a bit of a bad day. My mum's in hospital – she had a big op today. Hmphh! Not easy not being there. Anyway, you okay sweetie -?

Hi Z – just wanted to say hi. Hoping all is well with you. Did some Xmas shopping at the wk'end and got a few things. Treviso looks fab with the xmas lights going up. How r things at yr end? Is all good? How's the house? Let's find time to skype, need to talk properly. Still hating being a woman! Sun good for you? Miss you T xxxxx

(AO2 = 5, AO3 = 10)

The informal language used in these texts such as 'sweetie' and 'fab' suggest along with the social message suggest that these text would either belong to group B or C.

This is because neither of them mention anything to do with work and they both use common features of social language (asking how they are etc). The lack of imperatives also suggests ~~it does~~ they do not belong to group A.

However the chatty, informal style of language that is evident in the use of contractions 'mum's' and ~~non-standard~~ non-standard English 'hmphh' could put these texts in either group B or group C.

I do not think ~~it is~~ they belong to group C because neither of the texts are context dependant which the majority of group C are.

They talk about 'plans with electrician' and 'has had her checks done' ~~this shows that this~~

use of deixis shows how close the senders and receivers of these messages are. Whereas the texts given are not context dependant, they can be read and interpreted without previous knowledge, so I think they belong to group B.

Group B is mainly socially oriented similar to the examples. They all use ~~so~~ non standard English and contractions most with kisses on the end to show the personal element to their relationship.

The grammar of these examples is similar to the texts in group B - mainly use of full stops and question marks and some '...' are used to represent a pause. These features are evident in group B and the example texts.

The similarities of the example texts to group B outweigh the other groups therefore I think these messages are meant for friends.

Examiner's marks

3,8

Examiner's commentary

- uses lexis and function to link B to C
- identifies lack of imperatives in A
- links contractions to informality
- links context dependency to group C and closeness of senders and receivers (this assumed shared knowledge is implicit not explicit)

- 4 The following are text messages sent to the same person and belong to one of the groups. With close reference to all of the groups discuss which group you think they belong to.

Hey you - ☺ just wanted to say I'm missing you....Had a bit of a bad day. My mum's in hospital - she had a big op today. Hmhhh! Not easy not being there. Anyway, you okay sweetie -?

Hi Z just wanted to say hi. Hoping all is well with you. Did some Xmas shopping at the wk'end and got a few things. Treviso looks fab with the xmas lights going up. How r things at yr end? Is all good? How's the house? Let's find time to skype, need to talk properly. Still hating being a woman! Sun good for you? Miss you T xxxxx

Still hating being a woman! Sun good for you? Miss you T xxxxx (AO2 = 5, AO3 = 10)

The texts show a previous relationship between addressor and addressee, this can be seen in the first text 'I'm missing you' and in the second 'miss you', this shows that they have a relationship, this differs to the texts in group A as they use mainly phatic language and transactional language 'can you do wed instead?'

The texts in group A show unequal power as the addressors can be seen trying to protect the addressee's face 'if you can', this differs to the mystery texts as it can be seen that the addressee's ~~are~~ is not trying to protect face, this can be seen as they give away personal information 'my mums in hospital', this shows that the addressee trusts the addressor, and with the evidence given, I can conclude that the mystery texts do not belong to

group A.

Group B's texts are between ~~two~~ friends, we can assume from the dialect used 'jel', 'buzz' that the texts addressors are young people, this differs to the mystery texts as they do not use the youth sociolect shown in B.

Group B shows a previous relationship between addressor and addressee, but with the use of tag questions, 'can I call you?' we can assume that the relationship between addressor and addressee is not a close one, as shown in the mystery texts.

Group B's texts show equal power and status and this can be seen through the language and information given by the addressee's 'Me naughty? Don't know what gives you that idea', this shows humour and sarcasm as they are playfully challenging the addressee, this can not be seen in the ~~group~~ ^{mystery texts} as these don't use humour to the degree group B's texts do.

Group C are texts to family and friends, they have similar features to the

Mystery texts as they both employ the politeness principle in the form of nicknames 'babybear', 'Sweetie', this is the same throughout both of the texts.

Another similar feature of the texts is the ~~polier~~ to try and protect face with the giving of personal information 'she had her checks done... Or to see her', 'mums in hospital', this shows a level of familiarity between the addressors and addressees, this is only seen in Group C.

With the evidence given, it can clearly be seen that the mystery texts ~~are~~ belongs to group C, and this is because of the familiarity between the addressor and addressee, the use of nicknames and the words with loving, caring connotations such as 'nice', 'love you'.

Examiner's marks

3,6

Examiner's commentary

- identifies previous relationship between addressor and addressee
- notices contrast to group A
- - a good point about unequal power and protecting face 'if you can'
- face misunderstood when related to personal information

- dialect point inaccurate and then notices mystery text youth sociolect
- tag question – inaccurate and does not imply lack of intimacy
- lacks addresser's tone of playful challenging of the addressee
- politeness principle isn't accurate

made tense
head function
leni → per
semantics, orthology
sliding scales
lokatoff, Brown Levinson
gives

SECTION B: PRESENTING SELF

Read the two Texts A and B on pages 6-9 of the Source Booklet and answer the following question.

- 5 Analyse and compare the ways in which the speakers of Text A and the company in Text B present themselves.

(A01 = 10, A02 = 15, A03 = 25)

In your response, you should include reference to any relevant theories and research.

In text A it's a pre-performance talk to 'younger generation' therefore informal and needs to be fun to keep their attention. The function of this text is to engage with the workers and give them encouragement before the performance. This talk is not planned so it's spontaneous which is shown through the use of false starts 'no because, basically they' this is because the speaker has a train of thought then stops and changes to talk about something else. Speaker Sophie puts emphasis on the word 'good' to allow the listeners to have encouragement and support. There is use of accents such as (you're, juze) to show the different accents amongst the different speakers. Because it's a talk it's not planned but trying to get a message across therefore the speaker stumbles amongst what to say 'right - emm... you' this shows uncertainty of what they want to say to the other speakers. Lokoff said that men after talk more than women which can be seen in this transcript of Sophie, Sophie starts a being frequent at as the talk

goes on she becomes less involved in the conversation. There is a use of slang such as 'yeah' ~~etc~~ which helps to show they are young and that it isn't a pre-planned talk. The talk is fairly messy with lots of interruptions, pauses and confusion over what to say, sometimes the speakers don't agree to ~~not~~ interrupt the other speaker to ensure their point of view to be heard. There is a fair bit of punctuation due to the natural way a person talks and the transcript being written how the speakers have said it.

Text B is very different in the fact of it being a leaflet therefore having to be formal as it's going to a unknown audience. The purpose of the leaflet is to engage and communicate with the audience and to give information on a specific topic of music. Throughout the leaflet the writer uses encouraging words to try attract the audience such as using words like 'unique', 'prestigious', 'exciting', this is to try catch the audience's attention and make them read more. The leaflet is to a unknown audience partly but it's going to be to a audience who is interested in that topic, music. Because of this the writer needs to inspire and encourage the interest with new and exciting information. Text B shows that the writer is knowledgeable and understands

that particular topic. The writer tries to make the leaflet exciting by giving bold headings, the use of paragraphs with clear headings is also to try make the leaflet easier and clearer for the audience to read. There is no slang throughout the text as it is a formal text, there is specific words to that topic which some may not know means such as 'repertoire' which shows the writer is well educated, the writer of text B has put a dotted line to try catch the attention of the audience and even more so by giving it a two toned colour effect. The writer has given a quote of a Parent to make the article more aimed at the audience and give a more personal involved feel so that the audience does not feel completely on a unequal footing to the writer. The writer has not done long paragraphs so that the audience can read them quickly without getting bored. The leaflet would have been planned and prepared and edited many different times before the final leaflet was produced for a wider audience to read.

Both text A and B are message oriented but just in different terms, Brown and Levinson's aspect of face would apply to text B as the writer is writing in positive face as that's how they want the wider audience to view that particular subject. Text B presents lots of information with a

message entitled in a style of friendliness to the audience whereas the c. 5 all message dated giving each other information and encouragement just in a less revised manner.

Examiner's marks

6, 6, 10

Examiner's commentary

- aware of context and purpose
- aware of features of spontaneous speech with some terminology but limited comment
- misunderstands slang and relates this usage to age although relevantly to planning
- relates the parental quote to audience involvement and footing which was a good point
- aware of planning and editing of leaflet

Following question.

- 5 Analyse and compare the ways in which the speakers of Text A and the company in Text B present themselves.

(AO1 = 10, AO2 = 15, AO3 = 25)

In your response, you should include reference to any relevant theories and research.

The language used in text A is interactional, it is between a youth worker and young people from South Shields.

'Jamie' is the addressor of the conversation, he uses phatic tokens 'you alright?' in order to try converge with the other members of the conversation and accommodate them. His attempts work as the other members begin to converge and join in the conversation. The next speaker 'Sophie' uses female language features explained by Lakoff, she is more emotionally involved than any of her male counterparts, this can be seen in the emphasis she puts on words 'GOOD', she is then face-threatened by 'Callum' who openly disagrees with her, in order to try and protect her face, 'Sophie' ignores the face-threatening act and changes the subject 'say bye to Beki' this shows that 'Sophie' is trying to use power

to get the others off the topic she does not wish to discuss.

'Callum' employs the politeness principle as he laughs at himself and laughs with the others, this shows an attempt to converge with the others, ~~as~~ he also attempts to 'take the floor' by turning the conversation to him 'did I show you the photos of me and Josh?', this is ignored by the ~~the~~ other speakers, which is a threat to 'Callum's face'

The next speaker is 'Rick' who quickly takes the floor, 'lets have everyones attention quickly', from this, and the other speakers acceptance of this we can assume that 'Rick' is the youth worker and is using his instrumental power in order to speak uninterrupted. 'Rick' also shows a South Shields accent when he says 'yous', the IPA of this is /jʊz/ which shows his accent, this can be seen as either an attempt to ~~converge~~ ~~with~~ try to converge with the young people or to distance himself, as he uses the local accent, we can see this as an attempt to

converge.

After 'Rick' has finished speaking 'Callum' tries to continue his previous topic; himself. In this he shows an accent feature, this can be seen as an attempt to try and get power by copying 'Rick's' attempt to converge. ~~he~~ 'Callum' may believe that if he imitates 'Rick' he may get the respect and the time to speak 'Rick' reverent.

In Group B, it is a written mode, the genre is an advertisement for a music school.

The text's addressor presupposes that the addressee wants to study music and this can be seen in its use of direct address 'your music skills'.

The text uses an informal register in an attempt to appear trustworthy to the addressee, the attempt at appearing trustworthy can be seen in its attempt to ~~use~~ ^{highlight} influence and relationships with other powerful institutions 'department of education music and Dance Scheme', this shows that

the company behind the advert want to appear to have high influence and power.

The text uses abstract nouns as 'Prestigious' ~~to~~ 'renowned' in order to appear the 'best' each of these nouns have positive denotations and this aims to create a positive ~~is~~ air around the text.

The text also uses pre-modifiers 'wildly explosive' in order to create excitement towards the text.

The text also uses lists of 3 in order to establish themselves and what they do 'best', 'Singing, performing and creating' these are all external verbs and to let the addressee of the text assume that there will be lots of activities and that the scheme will be dynamic and fun to be ~~on~~ involved with.

The addressors of the text try to create a unique selling point for their product and this can be seen in its sub-headings and titles 'experiment' this ~~the~~ shows that they are trying

to create excitement and a unique selling point.

The text also uses puns 'folkstria' in an attempt to converge ~~in the~~ with the audience.

Overall, the sp in text B the institution tries to present itself as ~~for~~ unique and exciting, and they have done this by specially selecting the right words to use and the right mood and tone to best accommodate their audience, this differs to text A as each of the speakers in there try to present themselves as having power and do this by attempting to converge, take the floor and accommodate their ~~the~~ fellow speakers.

Examiner's marks

9, 13, 21

Examiner's commentary

- relates 'phatic tokens' to convergence
- insightful analysis of the exchanges within this discourse – discussion of FTA and use of power
- good analysis of politeness and face through Callum's contributions
- relates dialect to convergence

- analysis of Rick's accent used to converge, but explores the possibility of divergence and concludes