

GCE English Language
Coursework Exemplars
A2 unit 6EN04

TASK 1

Is there a variety of English that is unique and distinct enough to be called Kenyan?

"Hallos or good mornings, my nouns are... Fatema zehra Janmoh'd"

A04 e

"Can some one open us with a word of prayer?"

Good morning once again, my opening statements which may have seemed to you "broken English" is nothing out of the norm; it's actually a typical Kenyan greeting. This is the subject I'd wish us to give a bit of attention, for the next 10 or so minutes - Kenyan English or as I will refer to it in the course of our discussion, Kenyanese.

✓ A01

Today, English has an official status in Kenya. Newspapers, educational books and other important documents are produced in English, thus, it is sometimes viewed as bestowing status on speakers. However, most Kenyans have another language they consider their first language - what we sometimes refer to as mother tongue. For a majority therefore, English has the status of a second language.

✓ A01
Flu
Cbb

Increasingly, as a result of intermarriage, there are Kenyans for whom English is a first language. In addition, English has an important role as a lingua franca - a language that facilitates communication between the different ethnic groups. This increased use, has dictated that English in Kenya deviates drastically from the English used in the colonial period. It should be noted too that English in Kenya has evolved where it was not native.

Ac

English in Kenya has come of age; it is therefore plausible to talk of Kenyanese; English by Kenyans for Kenyans. Inevitably, the best place to witness this unique English dialect is the media either print or electronic.

As you may have noticed, the English spoken and written in Kenya does not lend itself as purely Standard English. It has largely been nativised. This is especially true of various ethnic groups in the bigger towns and cities (check PPT for examples). Therefore, Kenyanese has variety of forms suggesting a prominent diversity

✓ A01

even within the dialect. However, on the whole it is possible to identify a common thread in the diverse forms which can be referred to as the General Kenyan English (GKE). Discopy mark

So, what is GKE? Well, since it serves as a lingua franca, GKE deviates from Standard English to accommodate the Kenyan cultural and language diversity. But how are the characters of GKE identified? Kenyan English can be divided into the written and spoken to examine its characteristics. Spoken GKE is as diverse in its own rightful way as are the Kenyan ethnic groups. Written GKE even though closer to the British standard form, has influences from the indigenous languages and other popular English dialects such as American, Australian and even Indian. Thus an evaluation of the key constituents of language reveals aspects that make Kenyanese a new dialect. Belon-

The structure of the written language is largely determined by the written form. One of the most outstanding aspects in GKE is the grammar, which is directly influenced by the way Kenyans talk. For example "me, I...", "si it's because of..." These aspects of the spoken are then transferred on to the written; they are our way of speaking; our English; our language. audien
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AOL + A
where
con

As Kenyans, we may not even be aware that what we are saying or writing may not always be standard. These deviations suggest that English has become localized. It is a distinct dialect with features of its own. For example the sounds of words such as "where" are sometimes pronounced as "veya". Intonation patterns in a phrase like "ati who?" would suggest emotions of alarm and disbelief, inverted sentence structures "I kept my keys where?" and words such as "definitely, pronounced and written as definetly". In addition, we have the word, "faggie used for cigarettes." A vernacular expression rendered in the English form is another feature of our deviations "ehh lakini mume lost" these are some of the many examples of the orthographic styles and the unique lexis choices that are distinctly Kenyan. AOLH

So, having identified the hub of Kenyanese, as the ever present and most influential media it would be of interest to analyse the English used therein.

Script 1 / Task 1
Let us not conclude on a speculative note, . But instead, with a recap. We breezed through the history of English in Kenya. We agreed that it has changed as a result of interaction with the local languages, embracing lexis, orthographic style and sentence structure of local languages, resulting in a new dialect. If there is an Australian, Indian and American English then certainly, there is too a Kenyan English – Kenyanese, that is unique and distinct to Kenya.

WORD COUNT (744)

Moderator's comments

This is an interesting piece, written by a speaker of Kenyanese. The writing is consistently appropriate for a presentation, with an opening that will engage the audience. The tenor of the talk is academic. It is well structured and signposted, moving coherently from topic to topic, illustrated where appropriate by examples. The final part of the talk is a useful recap that links the topic to other, possibly more familiar international varieties of English.

Moderator's marks

AO1: The writing is fluent and the text is coherent and controlled. The material used is appropriate for the topic and the audience. There are some inaccuracies that suggest the writer does not have English as a first language, but these may be seen as examples of the variety he is describing.

Mark: 4

AO4: The writing is confident, and clearly written for the format. The style is appropriate and sustained, but occasionally, the text misses opportunities for audience engagement.

Mark: 15

Overall: 19/24

Food for thought

Script 2 - Task 1

What do 'mountain oysters,' 'sweetbreads' and 'hotdogs' have in common? Why is it that we'd struggle to find 'mountain oysters' in the sea or 'sweetbreads' in a bakery? Brooke Maddison takes a look into the crazy language of food.

They're all ambiguous gastronomic titles, the source of head-scratching moments worldwide. Try typing 'sweetbreads' or 'mountain oysters' into Google and you'll see that you're not alone in your confusion. Many other people have also asked these questions, evident from the vast number of forum threads and message board enquiries on this topic. If the internet isn't your domain, you might like to know that sweetbreads are the thymus gland of a calf or lamb. Meanwhile mountain oysters are a creatively penned term for young cow's testicles. Intrigued? Read on...

Etymology (the study of word origins) is a complicated field of linguistics, which involves delving into past archives and validating references. This is done in order to find out just why lexis (word choice) is often counter-intuitive. Take the modest hotdog, a simple, well-loved dish that we all know is a sausage in a bun. Nevertheless, if you were to stop and think, do you know why it's called a 'hotdog'?



A miscommunication?

Etymologists have been able to date the use of 'dog' as a synonym for sausage back to 1884. They've done this with the reasoning that sausage makers were using dog meat as a cheap alternative up until 1845. This prompted one such etymological credit to be given to these devious little sausage makers.

But it's not as black and white as that. Many people have been accredited with developing the lexical item 'hotdog.' This brings us to another possible sequence of discovery. Georg Lahner, a German butcher from the 18th-19th century was claimed to have coined the word 'hotdog' following his observation of the similarities between his pet dachshund (little-dog) and the sausage. After a quick translation from his native German to English, the hotdog is said to do have been born. Not convinced?

This leads us to number three, which is perhaps the most elaborate explanation to the coining of the hotdog. It's said that Thomas Aloysius Dorgan, an American journalist for the Hearst newspaper was strapped for ideas and struggling to meet his deadline. By a stroke of luck, he stumbled upon a vendor selling 'dachshund sausages' at a local baseball game. Unable to spell dachshund, Dorgan created his own neologism through a blend of 'hot' and the generic term 'dog' for sausage. He then scribbled this beneath a rushed sketch and, according to some, changed the course of culinary history. Unfortunately, no evidence of this article has ever come to light, even though Dorgan has a vast library of work available. Therefore the mystery of the hotdog lives on.

That's not all. To add more confusion to the situation, a hot dog has many synonyms, such as a 'wiener,' a 'frankfurter,' or a 'red hot,' each with their own origins and history of discovery. As dialects vary from region to

oysters & sweetbreads
dog
FOAM

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appears

Script 2 - Task 1

region, each lexical item operates in its own social boundary. An example of this is the usage of 'wiener.' It's ever-present in American-English but less so in the form of English spoken within the UK.

The isogloss (geographical boundary of a certain linguistic feature) for each term is becoming less defined due to international travel and the migration of people. This means that words are becoming far more inter-changeable, with many additional synonyms coming to light.

This could mean that we'll be ordering a wiener from our local eatery in the not-so-distant future. As long as it doesn't come with a side dish of mountain oysters, that will be perfectly fine by me...

✓ Selects material showing full awareness of audience, format & topic requirements

✓ confident & all-around writing

Moderator's commentary:

The article focuses on relevant aspects of linguistics, glosses lightly where appropriate, and uses one familiar example as an exemplar of the topic in general. The article is witty and entertaining, and is appropriate for the intended audience and format. It is coherent – the moves from topic to topic are clearly linked, and it opens and closes well.

Marks

AO1: The writing is fluent, confident, coherent and controlled. The material used is appropriate for topic, audience and format.

Mark 6

AO4: The style is sustained, and the style is sustained and appropriate for the audience and format.

Mark: 18

Overall: 24/24

Is learning another language worth the hassle?

Over the years fewer people are studying and speaking different languages. But why is this? Is it simply because it seems hard to do or because it is seen as unnecessary? Most people do not know how much language changes when you translate from one language to another such as French and ~~are~~ ^{there are} there words in the English language that there is no equivalent for ^{when translating from} French into English. Also how much does the syntax change in translation?

The first distinctive difference that the French language has is that there is an article with every noun and these articles are feminine, masculine or plural. For example, “la” is feminine, “le” is masculine and “les” is plural. The gender of the noun dictates whether you use “la”, or “le” or in the case of a plural “les”. If you translate the phrase “The French class” into French it becomes “La classe de Français”. The “La” is the feminine article as the noun “classe” has an ‘e’ on the end which means it is feminine. The French also do not say “The French class”, it has to be “The class of French”. The masculine and feminine rule

literally runs through every sentence in French. It would not be grammatically correct if you did not use an article that matches the sentence or the subject of the sentence. In the English language however we do not have this gender issue. But in French, if the word is feminine and plural then it is the grammatical rule that you must add an “e” and an “s” to the noun otherwise the subject word of the sentence will not match the rest of the sentence therefore mixing the genders and getting it ^{generally} completely wrong. We also have the “s” inflection in the English language when the subject is plural.

Many people say that English is a grammatically complicated language. Well I can show to you that in some ways French grammar is even harder and even more confusing. In English, for example, we use “went” as an irregular past tense verb form for everyone as in, “I went”, “He went”, “She went” and “They went”. However you can not do that in French as the verb endings change depending on who actually went. Also the auxiliary in front of the main verb is different depending on the gender:

“I went”- “je suis allé”
“He went”- “il est allé”
“She went”- elle est allée”
“They went”- “ils sont allés”

“You went” (plural)-“vous êtes allés”. I am guessing by now you have noticed the changes to the verb “aller” which is the verb “to go”. If you do not change the verb ending to match the subject pronoun, the sentence will be incorrect. This does seem a little unfair because in English we are in some ways lazy with this verb tense. The same happens ^{however} when you compare our future tense with the French future tense form:

I will go-je vais

He will go- il ira

She will go-elle ira

You will go-vous irez

They will go-ils iront.

Again the changes to the French endings are noticeable, as they change depending on who is doing or going to do the action. You may also have noticed by now that in the French language there are designated verb endings depending on who is doing the action. “You” plural is always -ez and “they” is always -ont. Here ^{interestingly} we have a reversal construction to the examples that I showed earlier.

The auxiliary being used in front of the verb in English this time.

So learning a language can be hard enough let alone translating it. However, the answer to my opening question is, yes, learning a language is definitely worth the hassle. We already speak English and therefore have mastered one of

the hardest languages in the world. Of course I agree that learning a foreign language can be hard however once you get past the “rules” hurdle you will be impressive because you speak another language which in today’s world is ~~very~~ rare. The job opportunities are endless if you do learn another language. So now it’s for you to decide whether French, for example, really is that complicated or worth learning and worth the hassle.

Word count- 714

A01 - Writes clearly but with (Band 2) some lapses in accuracy of expression.

- Selects material that is appropriate to the topic, format + audience.

A04 - Shows secure awareness (Band 3) of the requirements of the format!

- Sustains a consistent appropriate style.

Moderator's commentary

This article is written for 'a French language magazine.' This presumably means a magazine aimed at students of French. It is structured like an article, with a headline that engages the audience with a controversial point, and it opens and closes in a way that is appropriate for the audience and format. It loses its way in the body of the article, focusing almost entirely on French grammar and moves away from a style appropriate for an article. It isn't always coherent, with long, rather unstructured sections. There are also too many errors in written English and expression.

Moderator's marks

AO1: The writing is generally clear, but the sentence structure is not fully controlled. The material selected is generally appropriate for audience, topic and format. This piece is borderline between bands 1 and 2.

Mark 3

AO4: The candidate is generally aware of the requirements of the chosen format. Style is appropriate but is not fully sustained. This is also borderline between bands 2 and 3.

Mark 10

Overall 13/26

INTRODUCTION

English is not only the native language for millions of speakers in Great Britain but also a second or additional language used internationally, in the Asian subcontinent, the Middle East, Australia, the United States and countries in Africa.

English in Kenya is essential; firstly because it serves as a lingua franca between people of various ethnic groups particularly in the bigger towns and the capital Nairobi and secondly it is prestigious. It is the language of secondary and tertiary education the language of the high court, parliament and government institutions. Official documents and newspapers in Kenya are produced in English. Thirdly, like in all other parts of the world that the English language had the opportunity to visit and chose to stay, English in Kenya has become nativised. It has developed certain distinct features that identify it as Kenyan thus just as the West Africans and Indians speak their version of the language that seems comical to Americans and British (and vice versa) so do Kenyans.

Like in other parts of the world where English has the status of a second language, English arrived in Kenya courtesy of the colonial government. As Mazrui (1992:7) says "English was the language of the rulers before it gradually developed in to the language of the people." With time, as the colonial government became more involved in education, English became the medium of instructions in schools.

English had a native speaker model but after independence the English native speaker model receded to the background especially in school settings. Since English is used alongside other local languages of necessity these language contact situations have resulted in English being influenced by its linguistic and socio-culture environment. Thus, even though English taught in Kenyan schools are based on standard British English, the day to day confrontations with the language as it is spoken by the fellow Kenyans including my classmates, brings about unique deviations, distinct to Kenya.

Despite these differences being most apparent in Kenyan pronunciation, they are also identifiable in vocabulary, grammar and idioms, amongst other key constituents of

A02

Influencing
context
factorA03
Contact
factor

A03

A03
knowledge

language. I hope by an examination of these key features to see whether or not English spoken in Kenya deviates from standard British English and how?

To achieve this goal, I have set for myself a research question; is there a variety of English unique and distinct enough to be labeled Kenyan English. To guide me in my researching this question, I have formed a hypothesis: "if there is a form of English that could be called Kenyan, an analysis of English written and spoken by Kenyans should reveal this uniqueness."

METHODOLOGY

Since I was conducting a language investigation on English as spoken and written by Kenyans, I was surrounded by my research population all around.

I thought to investigate language as used by my classmates but I dismissed the notion because being a community school it was not representative enough. I then settled on the media as more representative of what is Kenyan. I therefore picked on the print and electronic press to draw my research subjects from.

I settled on a particular radio talk show – "After four" on the radio station "Easy FM" whose presenters (male and female) are young "with it" and represent English that is urbane Kenyan. Their show is broadcast all over Kenya and listeners call in thus making it interactive they also invite and interview local celebrities. Thus there was a lot of relevant data I'd be able to observe uniquely Kenyan English in a natural setting that it is not affected by observer's paradox.

I also collected issues of a local magazine "Zuqka" that and hosts many local columnists who vary in the genres they write. Their writing styles relate to what Kenyans would like to read so, it would be ideal for investigating written Kenyan English. I however settled on columnists whose language best fitted the needs of my investigation.

Since the writing in the magazine is at a professional level, it will only be fair to also attain data of Kenyan English from a public forum. I therefore chose to collect data from a Kenyan internet blog "Mashada". This blog site has Kenyans discussing a variety of local and international issues and thus ideal for of getting features of the dialect in their raw form. The transcriptions of the radio talk show, the magazine articles and printouts from the "Mashada" blog form my research subject.

My method of collecting and retrieving the data cannot be called flawless, it has its shortcomings. The language used in the talk show is based on colloquialism as the hosts want to maintain a young and lively rapport, which makes it difficult for me to attain the distinct characteristics unique to Kenya. Within the newspaper articles, I realized that the content was specifically revised plus it had its main audience as the youth. Therefore, it may not be representative enough as it may be simply a case of youth language.

All said and done, since my data had little to do with numbers I used the qualitative form to analyse the data.

ANALYSIS

PHONOLOGY

Whilst analyzing the transcription of the talk show recording, I identified deviations in pronunciation.

- Exclamations such as "ma ma ma!" and "wee we!" are double or even triple syllable as opposed to Standard English "aah!" or "eh".
- I picked out words such as saland (salad), goond (good) and had (hand) are insertions or deletions of nasals when voiced. These pronunciations, I'd say have been influenced by the native languages.

In addition, during the talk show, I also noted: There was an interchanging of the phonemes /l/ and /r/ by one of the presenters for example: Long - /rɒŋ/, relentlessly - /lɪnrɛntressry/. These deviations too, were as a result of influence by the indigenous language.

- There was the dropping of the consonant /h/ by some of the callers. This is because the consonant and phoneme /h/ does not exist in the western Kenyan languages identifiable in the words, fish - /fɪs/ and shoe - /su: /

Other non-standard pronunciations I noted included: /tok/ - talk with an emphasis on <o>, /ʃɑ:uwalɪ/-surely and /ʃeər/ as chair. In addition I noted /əgeɪnəst/ for against, /fɪlm/ for film, are amongst words in which I noticed intrusions of vowels in the consonant clusters.

Another aspect I picked from the radio recording that seemed Kenyan was intonation (pitch). Some callers had a rather interesting flow of words, rapid and high pitched

which is very okay for Kenyans but can be difficult for a foreigner to follow unless the local slows down.

I also noticed non-standard orthography in the magazine articles that are perhaps influenced by phonology for example: <againest> - against, <daigonise> - diagnose and <definatly> for definitely.

GRAMMAR AND PRAGMATICS

On close investigation of grammar and pragmatics, I noted that even though the English in Kenya is closely related to the British standard, there are certain features that make the Kenyan dialect distinct.

To begin with, I observing Kenyan postings on the blog Mashada, I noticed the following expressions:

- "Greet your mother for me..."
- "I am going to eat Christmas at home..." such expressions are direct translations from the indigenous language; these have filtered into written and spoken English and are accepted.

An idiom such as "to give somebody an evil-eye" is also evidence of phrases that are loaned from the Kenyan languages. This suggests the challenge of expressing traditional and cultural concepts that lack equivalent in the standard.

These were also examples of Kenyan version of verbs use, which are residues from the indigenous languages.

✓ A01

✓ A03

Knowledge
Key Constituent
lang

✓ A03
Context
fact

A04
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A02

✓ A01 Terms

- "Return the door"-(close the door)
- "Close the water"- (turn off)

I also observed use of the inverted sentence structures/word order and superfluous repetition.

- "Me, I, I don't know..." is a phrase with double pronouns. As an aspect commonly used by ordinary Kenyans it is an example of the inflection of the indigenous language on English.
- -"she was crying why?"
- -"I kept my keys where?"

In Standard English we would begin the interrogatives with the relative pronouns "why, where", but in Kenya we notice the inverted word order, "She is going, where?"

During my investigation I also noted non-standard use of the auxiliary may and can.

- "Can I borrow your pen" can, is the direct translation of the auxiliary verb from the native language. Instead of the standard "may I" the use of "can I" is traditional and polite depending on the intonation with which the statement is rendered.
- 'can you repeat again...' and "even me.." when used in sentence are features of redundant repetition, borrowed from the traditional language even though these features are listed in the book 'Common mistakes in English', they make it into the stream of Kenyan English.

Whilst listening to the talk show I noticed that Kenyans use "isn't it?" as a universal tag and it is one of the colourful features of the Kenyan dialect.

- We are going, isn't it?
- We should bake a cake, isn't it
- We would like to come out, isn't it?

When going through the blog I also noticed the use of the definite and indefinite articles and expansions of the progressive form to create the continuous stative verbs that deviate from the standard. For example, understanding and belonging to form complex sentences. "The red car belonging to Peter was sold at an understanding price of a million shillings."

Kenyans also pluralize non-count words such as beddings, belongings, equipments and furnitures. This occurs probably because of the influence of the traditional languages which often have a plural form for such words.

LEXIS AND SEMANTICS

✓ A03

Kiswahili which is the national language has had a major influence on the word choices and meanings of English used on a daily basis.

From the data, I came across a few words that I thought brought out the unique lexis of the region.

- "Home" undergoes a "makeover" in Kenya. It means not only a structure you live in, but it also refers to the area or town you come from. Therefore it could mean: home=bachelor pad or home= birth town.
- "Shady" is another word that has been modified to suit the Kenyan speech. "Shady" in standard refers to someone who cannot be trusted; under Kenyan circumstances it means someone who does not have a fashion sense where originally the word should be "shabby".

A03+

Over radio, I came across words with a twist:-

"On your mobile telekundus" and "motorgaris" these are two words that have undergone compounding. An English word is compounded with that from Kiswahili.

- "shikiliaing"= holding, "somaing"= reading, and "ninied" are amongst the many words that have undergone infixing that is taking place initially amongst the teens but has spread through the population.

A0.

I picked up words that were indigenous but are used in place of the standard words.

Common words from Kiswahili used freely include:

- "Kulevi" (drunken)
- "Mzungu" (white man)
- "Jamaas" (people, guys)

11

✓ A0.

Other words are 'jambo', 'hakuna matata' and 'rafiki'. These have become universal and understood even by non Kenyans.

Kenyans also have over-generalised meanings of certain words that may seem to have vague qualities that are picked from the 'mother- tongue',

- 'Both' in, "both of you three come here..." suggest a 'group' in the Kenyan dialect. Other examples were "Receiving babies..." and "borrowing lifts..."

During my investigation I noticed that there has been an active creation of new words such as:

- "Shrub" to mean an interference of the "mother- tongue" with ones English. ✓

Kenyans also seem to prefer to use some words from the old English:

- "Clandestine" and "latter" are amongst the few I noted.

CONCLUSION

Kenyan linguist Abdul Aziz who carried out research on Kenyan English concluded that a great deal of more research still has to be carried out on linguistic features that distinguish Kenyan English from the standard British English and from the many other standard varieties across the globe. Thus he stated that, a final evaluation on Kenyan English as a new variety is not yet possible. ok
/d:
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During my investigative analysis however, I noted that, the English that arrived in Kenya with the colonialist, has become localized. it has developed distinct features unique to Kenya. Most of us know that English language and the vernacular are uneasy bedfellows. However, this has not deterred many Kenyans from looking for a halfway house for the two. They have blended English words with local structures, adopted local structures into English, given English words new meaning and compounded vernacular words with English morphemes. Therefore I chose to disagree with Abdul Aziz. There is a variety of English that is Kenyan. A02+ A04 on
significan
mean

EVALUATION

My investigation was based on the media circulation in Kenya and how the language used in the media defines Kenyan English. Therefore all the conclusions drawn in the analysis were based on media sources. However Kenya is a multi-cultural country with 43 tribes each with their own unique language. A

During my analysis I noted that each tribe contributes differently to the Kenyan English. Therefore further research can be carried out into how the different tribes use English, and what the common characteristics are. I think that an investigation of English as used in other forms than media could reveal more about the Kenyan dialect. ✓ A

WORD COUNT (1371) ✓ A

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✓ A0

Moderator's commentary

This investigation is an example of a candidate making good use of the language environment in which he lives to investigate an aspect of this. This is a confident piece of research that the candidate has developed from his own interests and observations. The data he provides gives fascinating insight into the way English is developing in one African country.

The scope of the investigation is appropriate, and his hypothesis, structured as an if/then hypothesis, gives him a clear structure for his research. He identifies appropriate concepts and analyses relevant key constituents with rigour and accuracy. The theoretical underpinning is implied rather than explicit. The candidate clearly understands the role of lingua francas and the sociolinguistic significance of English in Kenya, though there is little direct reference to theory. Sometimes the comparisons do not reflect current UK English usage, but this is acceptable for someone who is not exposed to UK English on a day to day basis. The points he makes remain valid.

The phonological analysis could have been supported by phonological, or if appropriate, phonetic, transcription.

This is an interesting investigation in which the candidate has had to work with little support from previous research. The conclusions are drawn directly from his analysis, and he makes no unsupported claims, even though his findings lead him to disagree with a previous study of Kenyan English.

Moderator's marks

AO1: The research method is adapted from dialect studies, and it is applied accurately. The findings are supported by useful exemplification, the analysis is rigorous and accurate.

Mark 8

AO2: The area of research is clearly defined and supported by discussion of relevant concepts and issues. The investigation uses linguistic approaches which are carried out rigorously and the conclusions relate directly to the analysis. The candidate is aware of the significance of the findings, and is aware of ways in which this research could be improved and developed.

Mark 14

AO3: The candidate demonstrates a good understanding of the contextual issues that are relevant to this research area and to his data and analyses them using the appropriate key constituents. The discussion of pragmatics is underdeveloped, but the investigation is close to the maximum word limit.

Mark 15

AO4: The candidate is confident in his use of linguistic approaches, particularly his selection and analysis of key constituents.

Mark 12

Overall 49/56

Methodology

Script 2 - Task 2

In my investigation I want to find out which language devices are used in sitcoms with the function of creating humour, and why, and if they have changed over the past ten years. For this I have decided to compare two "texts".

The starting point of my investigation was to watch several episodes of *Friends* and *The Big Bang Theory*. I decided to focus on a few scenes from episodes of each sitcom, the *Friends* episodes from an early series, and *The Big Bang Theory* being a much more recent programme, to create a more extreme difference in the period of time each text were created. The most obvious indication in sitcoms of what is considered funny is how the laugh tracks are used, so I took note of this. In some cases this is a live studio audience however during the editing process laughter can be added and increased so I can not base my research solely on this. This is more of an indication of what the producers think people should find funny.

Next I had to analyse the actual language. I used the internet to find transcripts of the episodes I chose to study and I made observations on the language use, in particular the flouting of Grice's maxims. A02

However as the main point of my investigation is to find out what people find funny about these sitcoms, another way I collected data was through internet fan forums of the sitcoms. Polls held on these websites showed the characters that people who used the websites found the funniest. While this is probably the best way to collect information, as because it is on the internet it can reach a lot of people, it is also flawed because this only takes into consideration the opinions of people who access the websites. As a fairly large sample group though, this works. A03 - bial

Analysis

Script 2 - Task 2

How does speech in sitcoms diverge from accepted conventions in order to be humorous?

According to polls on online fan forums for the sitcoms, *Friends* and *The Big Bang Theory*, the fans' favourite characters are Chandler, with 62.59% of the vote, and Sheldon receiving 66.7% of the vote, respectively.

| | | | |
|-------------------------|--------------------|---------------------|----------------------|
| Phoebe | 42 votes - 14.29% | Leonard: | 3,288 votes - 9.9% |
| Monica | 12 votes - 4.08% | Sheldon: | 22,190 votes - 66.7% |
| Rachel | 8 votes - 2.72% | Penny: | 3,935 votes - 11.8% |
| Chandler | 184 votes - 62.59% | Wolowitz: | 2,106 votes - 6.3% |
| Joey | 16 votes - 5.44% | Koothrappali: | 1,750 votes - 5.3% |
| Ross | 32 votes - 10.88% | Total Votes: | 33,269 |
| Total votes: 294 | | | |

The character of Chandler of *Friends* is "noted for his wise-cracks and sardonic attitude" while *Entertainment Weekly* states that a lot of *The Big Bang Theory's* humour stems from Sheldon who is described as "grim and chilly; he speaks with impeccable, comically fussy grammar." Rowan Atkinson said things are funny because they fall into one or more of three categories - behaving in an unusual way, being in an unusual place, or, being the wrong size - a disruption to the status quo, the flouting of Paul Grice's maxims of manner, relevance, quantity and quality, which is done either intentionally or unintentionally by these characters. A02

Discourse and Pragmatics

Sarcasm is behind a lot of the humour in *Friends*, especially the character of Chandler. Sarcasm involves purposely flouting the maxim of quality to say something the speaker does not believe to be true, whilst implying the complete opposite to produce a negative pragmatic effect. Examples of this can be seen in the *Friends* episode "The One With All The Poker" S1 Ep18:

Rachel: So basically you guys get your ya-yas by taking money from all of your friends.

Chandler: Yeah, and I get my ya-yas from Ikea. You have to put them together yourself, but they cost a little less.

This could also be interpreted as flouting the maxim relation as literally, Chandler's utterance seems unrelated to Rachel's, but it is intended for their underlying implications to be understood; Chandler implies "ya-yas" to have a different meaning to Rachel. The key is in implicature. *A03 - good link to pragmatics.*

Likewise in S2 Ep8 "The one with the list", Chandler remarks "Oh, I know, this must be so hard. 'Oh no, two women love me. They're both gorgeous and sexy. My wallet is too small for my fifties and my diamond shoes are too tight' ", while it is obvious that the opposite is meant - this is flouting the manner of quality, saying something which is false, however, due to the implications, the other characters (and audience) can infer Chandler's actual meaning although it is not what he says; cooperation is still taking place,

and meaning is still conveyed, although it is not literal, in a way that provides humour.

Script 2 - Task 2

Monica: Seriously! Hypothetically, why won't I have a baby by the time I'm 40?

*Chandler: Oh, dear God... This parachute is a backpack!
[S1 Ep 23 - "The One With The Birth"]*

Here, the maxim of relation is purposely flouted to pragmatically imply that Chandler is uncomfortable with the direction the conversation has taken and wants to escape, which in itself makes his seemingly random reference to parachuting related. *Ac 3* *Friends* consistently relies on Chandler to provide this kind of humour - his childish nature and inability to behave in an adult-like manner allows the writers to create humour for him by constantly flouting the maxim of relation.

In S1 Ep10 of *The Big Bang Theory*, "The Loobenfeld Decay" the character of Sheldon shows evidence of not obeying accepted conversational norms such as complying with adjacency pairs:

Penny: You'll never guess what just happened.

Sheldon: I don't guess. As a scientist I reach conclusions based on observation and experimentation.

Penny: Do you have any idea what time it is?

Sheldon: Of course I do. My watch is linked to the atomic clock in Boulder, Colorado. It's accurate to one tenth of a second. But as I'm saying this it occurs to me that once again your question may have been rhetorical.

Sheldon's speech is also face threatening at times. He often does not make use of any mitigation or hedges:

*Penny: It's this Friday at eight, you guys want to come?
Sheldon: No.*

Furthermore, many of Sheldon's utterances directly flout Gricean maxims, for instance "I reach conclusions based on observation and experimentation, although as I'm saying this it occurs to me you may have been employing a rhetorical device rendering my response moot." This simultaneously flouts several maxims; the maxim of quantity, also in evidence in "My watch is linked to the atomic clock in Boulder, Colorado. It's accurate to one tenth of a second." - Sheldon's contribution of more informative than is required - and also the maxim of manner - the implicit meaning of Penny's utterance "You'll never guess what just happened" is "Let me tell you what just happened.", "Do you have any idea what time it is?" meaning "Leave me alone!" and "It's this Friday at eight, you guys want to come?" meaning "Please come and watch me sing." However Sheldon's reaction of pragmatic meanings in favour of literal interpretation serves as the humour.

Lexis and Semantics

Script 2 - Task 2

Not only can lexical choices by the script writers provide a lot of the humour, they can show us how the focus of humour has shifted over the past decade.

The lexis used in *Friends* is typically colloquial every day language, which is a reflection of the settings and premise of the show, which revolves around a group of young adults living in ^{A03} Manhattan. As can be expected, this means that "young" lexis, meaning informal, littered with neologisms, is found in the scripts, such as "ya-yas" *from the earlier examples*, used to invoke comedy, ^{A01} it being a word with different implications meant by characters.

Similarly, the basis of *The Big Bang Theory* revolves around the "genius boy meets pretty but dumb girl, hilarity ensues" concept, inevitably leading to comedic situations. Jargon is used in the script extensively from humorous effect - Sheldon uses many complicated words when one or two simple ones would do, for instance "employing a rhetorical device rendering my response moot" which leads to a humorous response of "What was that?" from a nonplussed Penny. Whether or not we as the audience understand the jargon effects how we receive these kind of jokes, but they can appeal to us on multiple levels - superiority theory states that we laugh about misfortunes of others, asserting our superiority in comparison, but alternatively, Sheldon, similar to Chandler, is seemingly incapable of holding a "normal" conversation

So here, maybe this shift in language focuses suggests that as sitcoms evolves, it has become diversified and personalised for more specific and niche audiences, but still remain incredibly popular as a mode.

Conclusion and Evaluation

Script 2 - Task 2

The investigation, in my opinion, gives substantial evidence towards my initial ideas; that the speech of sitcoms diverges from "normal" speech, because the unexpected and unusual and evokes humour. The writers of *Friends* and *The Big Bang Theory* rely heavily on using characters such as Chandler or Sheldon, who flout Grice's maxims in their speech, to provide a large part of the series' humour, and this largely pays off as both characters have been voted by viewers as the funniest

characters of their respective series. These findings suggest that my expectations have been met, but it is true that this is only one aspect of humour, in only a few episodes of two A04 sitcoms. A more thorough examination of scripting across many more sitcoms could yield different results, however it is demonstrated that in these samples there is sufficient evidence to suggest flouting of Grice's maxims amongst other pragmatical features is a large source of humour.

The only area in my research that did not seem to reflect this was the lexis and semantics in *Friends*, but this is quite easily explainable. The idea of the sitcoms is to create some form of realism so audiences can personally identify with the characters; this is done through using recognisable and common lexis, so that viewers can relate to the characters and what they are saying, even if the situations they are in are unrealistic and comedic.

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Script 2 - Task 2

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S1 Ep 10

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Moderator's commentary

The title of this investigation suggests that this is going to take a general approach, analysing the language with no clear research question. However, the candidate has a clearer focus, using the research question 'How and why does speech in sitcoms diverge from accepted conventions in order to be humorous?'

The candidate believes that humour is created in sitcoms partly when the dialogue diverges from 'normal' speech. She plans to look at two sitcoms, one recent, one ten years old to see if there are any differences in the way the dialogue is used to create humour. This is an interesting area for an

investigation, though the candidate really needs to define more clearly what she means by 'normal.' She uses pragmatics and discourse for her analysis, but doesn't show real awareness of linguistic research into comedy that may have suggested other approaches to her.

She focuses her data, using two sitcoms ten years apart, and focusing on characters seen in fan forums as the most popular. The time element is not helpful. Given the range of sitcoms available, she is not in a position to comment on language change in humour as a factor from such a small collection of data, and in the end, does not. Her decision to focus on one character from each sitcom keeps the data within manageable limits, though her selection of the characters is not based on a statistically valid sample.

The main body of her analysis focuses on pragmatic analysis, specifically Grice's conversational maxims. Many candidates have difficulties understanding Grice's theories, and tend to apply these maxims incorrectly. In this case, the analysis is good, and the candidate uses these to good effect. She looks briefly at face theory, but this is not expanded upon. The section on lexis and semantics does not add much to the investigation. It might have been better to expand the pragmatic analysis and look at this in more depth.

Her conclusions are drawn from her analysis, and in her evaluation, she recognises the limitations of her analysis and her data.

Moderator's marks

AO1: This investigation is fluently and accurately written. The candidate uses a research methodology that mostly achieves her aims. The writing is fluent and the analysis is accurate. Her evaluation represents the achievement of the investigation.

Mark 8

AO2: She uses general linguistic theory that is appropriate for her investigation, but she would benefit from more use of theories relating to language and humour. She uses Grice effectively, but does not recognise the limitations of this. There are indications in her analysis that other aspects of pragmatic theory may be useful, but these are not pursued.

Mark 9

AO3: She is aware of the context of the language under investigation, and analyses it using pragmatics with accuracy and some rigour. She is aware of bias caused by the collection methods and discusses these briefly in her evaluation.

Mark 11

AO4: She has devised a way of analysing her chosen data with some effectiveness. There is evidence of some independence of thought and is reasonably open-minded about her data and her theories.

Mark 9

Overall 37/56

Introduction

Over the years fewer people are studying and speaking different languages. I study three languages for A-level and there are very few people in my Spanish and French class. I decided to do my article because I am very interested in languages and wanted to analyse them closely to find out what differences there are in grammar and syntax translation.

Methodology

As a French student I have access to many French and English translation books. However I needed to find one that was very specific in the sentences it contained and how much the differences were shown in the sentences. The book I chose was the 'élan' French study book as their sentences are very useful for the purpose of showing the differences in direct language translation.

I chose ten sentences overall and the reason as to why I chose these specific sentences was because they show the use of reflexive verbs, negative verbs, auxiliaries, prepositions and different tenses. I have shown the French sentences then the literal translation and then the Standard English form.

Whilst reading the sentences however it was clear to see how many differences the two languages have syntactically and grammatically.

Analysis

Standard English form-French translation-literal translation

1. He doesn't remember it.
 2. Il ne se souvient pas
 3. He not remember not
-

Script 3 - Task 2

From studying the sentences once translated, I could see that there were a number of distinct differences. For example, in the French sentence, there are two not's in the sentence. This shows how the French language is different from English and how sometimes a direct translation does not make sense. In French there are always two negatives around the main verb in the sentence; these are 'ne' and 'pas'. One cannot exist in the sentence on its own in French however in English we only have one negative and it is most commonly found in front of the verb in the English language. The 'se' in the French sentence is a reflexive verb; it is used, what we would describe in English as bringing something back to yourself, for example, 'I found myself'. However in this particular sentence it does not translate in-to the English sentence as 'self' as it would not make sense in English.

B.

1. Politicians were discussing it last week
2. Les politiciens les discutaient la semaine dernière
3. The politicians were discussing the week last.

From analysing sentence number 2 on B we can see the verb ending form of 'they are discussing' which is 'aient'. In my article I explained how the verb endings that we recognize as the inflection of the verb, change depending on who is doing the action. I also explained in my article how the French language, the syntax changes (when we translate). The literal translation ends in 'The week last' which is the opposite way round to what we would say in English as we would say 'the last week'. In the English sentence there is no determiner in front of 'politicians'. As I have explained before, the French nouns must always have an article in front of them. That is why in the French translation there is 'les' which is plural but still means 'the'. The reason why it is plural is because there is more than one politician. However in the English language we would say 'previous week' which I have shown in my Standard English sentence. Saying 'the previous week' is the only way it would make sense in the English language.

C.

Script 3 - Task 2

1. Most people aren't interested in it.
2. La plupart des gens pas n'y s'intéressent pas.
3. The most of people not will not be interested not.

Whilst analysing the sentences from C we see the use of the article in French and how when you see the Standard English translation it does not appear in the sentence. The 'y' and the 's' in the French sentence are to show the 'will not' and although this appears in the English sentence we would not use all the negatives in our sentence as the French do as it would not make sense. The auxiliary 'be' in the English sentence is not included in the French sentence. This is because the French only consider 'be' in their language when they talk about being in the future tense e.g. where as in English we use it as a mood or tense.

D.

1. Many smokers have given it up.
2. Beaucoup de fumeurs y ont abandonner.
2. Many of smokers have given up.

The use of 'de' in French is essential when you are talking about people's actions however it translates into 'of' in English. By analysing this sentence it shows us that whilst the sentence means the same the words in French and English and the meaning of them is different. 'Giving* up' in English is a Phrasal verb however in French 'giving up' is just one word 'abandonner'. In French they have not translated 'given' and 'up' as two separate words they just use the one. The 'y' before the 'ont' in the French sentence has to stand in front of the 'ont' to show that more than one person has done the action as in French if you just use 'ont' it means just the one person. In English we do not have this which is why the 'y' has not been translated into the literal translation or the Standard English form.

E.

1. The minister of education wrote him a letter
 2. Le ministre de l'éducation lui a écrit une lettre.
 3. The minister of the education to him wrote a letter.
-

In the sentences of group 'E' it is again mostly the syntax that changes. In English like the French language we use an article in front of the noun however; they also use an article in front of 'education' where as in English whilst it literally translates to 'the education' in the sophisticated translation which is what we in the English language would usually say there is no article. The syntax is changed by the way that in the French sentence the past tense action 'wrote' comes before the personal pronoun 'him'. In English we have the action before the pronoun.

F.

1. We go there every year.
2. Nous allons chaque année
3. we go every year.

In the sentences in 'F' we can see that the French use the feminine agreement. We can see this because on the end of the word 'année' which is the word for 'year' they have the extra 'e' on the end which shows that it is a feminine word and agrees with the word before which is 'chaque' and is also feminine.

G.

1. I bought some yesterday.
2. J'en acheté hier.
3. I bought it yesterday

In this sentence we see in the French sentence that the verb 'acheté' takes the regular form whereas the English verb is an irregular past tense and changes to 'bought'. The syntax is also noticeably different. A lot of the time the syntax is different in French to English. For example, in this sentence the personal pronoun 'I' starts of all sentences but the word 'it' - ? some is in front of the verb 'bought' when you do the direct translation and when you do the sophisticated version (which is what we would say in English) the syntax is changed.

H.

1. The teacher didn't explain it to them.
 2. Le professeur n'a pas le leur expliquer
 3. The teacher ^{not} does not ^{if?} to them ~~to~~ explain.
-

Script 3 - Task 2

The French sentence here also shows the agreements. The 'le' and 'professeur' are both singular therefore their endings agree with each other. In French the personal pronoun always comes before the ^{main} verb for example, in this sentence it is 'explain'. We again see the use of the double negative in the French sentence which is 'n'a' and 'pas' neither can stand on their own in the sentence as a negative.

I.

1. My family has not benefited from it.
2. Ma famille n'en a pas benefice de ceci.
3. My family ^{not} has not benefited ^{of} from it.

Again in the French sentence we can see the agreement but this time it's the feminine agreement with 'ma' and 'famille'. The use of 'de' when it is literally translated is in English 'of' but as shown in ~~my sophisticated~~ ^{the} translation (which is sentence number ~~three~~ ^{two}) in English we would always say 'from' not 'of'. However because on this rare occasion in the French sentence, the sentence has ended on a preposition it has to have 'from' in front of it.

J.

1. The government is thinking of forbidding it.
2. Le gouvernement pense de l'interdire.
3. The government thinks of ^{it} forbidding.

In the sentences ~~from~~ ⁱⁿ 'J' we can see that the English does end in the ^{pronoun} preposition 'it' however the reason why it does not in the French sentence is because they never end their sentences in pronouns or prepositions. However in these sentences there are also similarities for example ~~the~~ French always use articles before nouns and in this sentence so does the English language. In the English sentence 'thinks' is ~~plural~~ but 'the government' is single. In French all the endings agree with each other. It would not make sense in the French language for the word endings not to agree but in English we often don't make our endings agree yet it still makes sense in our language.

Conclusion

From my investigation I have shown how the syntax, Grammar, and other language changes happen when you translate from French to

English literally and then I have shown the sophisticated translation which is what we would say in English compared to the French language.

Script 3 - Task 2

Firstly, throughout ~~my~~^{the} sentences that I studied to find out the changes there are a number of different ones grammatically and syntactically.

? There are differences because whether it is syntactically, grammatically; different vocabulary or different verb tenses no language is the same. I have shown examples of all these changes in my sentences and have shown the outcome in both my literal and sophisticated translation.

The main difference between the sentences translated is the syntax. The French always say there sentences the other order from us and they always include prepositions before the subject of the sentence. The French also use different words for there sentences and when they are translated the word means something in English but it does not make sense in our language which is why I then showed the sophisticated version to show the main difference between when you translate a language literally and then translate the literal to the sophisticated.

However some of the sentences when translated literally did not need much or any changes when I translated it to the sophisticated sentence. Having said this my investigation was to find out how many and what changes happen when you translate a language and I did find out many and showed this by doing mini conclusions under all the sentences so that, the person reading it can see the changes one by one from both my literal and sophisticated translation.

A weak, repetitive con

Evaluation

In order to discover what changes happen when you translate French to English I selected data from the 'élan' book which we use often in my French class and I felt that this was very suitable to show the differences in translation. The 'élan' book provided me with French sentences that when translated into English showed the difference in the use of the negative in French than to English and general syntactical and grammatical changes. I feel that the data was perfect for my investigation as it contained all the information and perfect sentences to translate and showed numerous changes that really helped my investigation.

Moderator's commentary

The effect of translation on meaning is a very interesting area for analysis, and several students tackled this topic, producing some rigorous and interesting analysis at the top end of the achievement range. This candidate had decided to identify differences in French and English syntax. This is a far less challenging topic than the very complex one of meaning and translation. The level of achievement is likely to be limited, but the nature of the task gives the candidate a very clear framework within which to work.

The candidate analyses and explains the differences between the two languages as represented by a range of sentences. These have been taken from a language teaching book and are not the candidate's own choice. The analysis identifies several differences between the two languages, though the candidate makes some errors in her analysis. (The corrections made in the text are the teacher's not the candidate's.) If she could have moved her analysis on to demonstrate how these differences may affect meanings in translations, this would have been a much more effective investigation.

The conclusions are weak, because the investigation does not, in the end, lead to any real findings. The evaluation shows a lack of awareness of the weaknesses of this investigation.

The candidate has identified a research question, selected data to allow her to answer this, analysed the data using appropriate key constituents and come to some conclusions that relate to the analysis. Overall, though, the investigation is weak, partly because the focus of this piece is limited. In her Task 1, the candidate speculates about the ways in which these differences in language structure may deter people from learning French. If she could have devised a methodology, this may have been a better focus for this piece.

Moderator's marks

AO1: The candidate devises a methodology and applies it with some accuracy. There are some lapses in accuracy in the analysis and the writing.

Mark 5

AO2: She has some limited awareness of the significance of her results. She applies her linguistic knowledge with some accuracy, and shows some awareness of linguistic theories and issues.

Mark 6

AO3: She shows a limited awareness of context and uses the relevant key constituents with some accuracy.

Mark 6

AO4: She offers some explanation and support for choices made, and has completed a piece of research that, within its limitations, represents an appropriate investigation.

Mark 6

Total 23/56