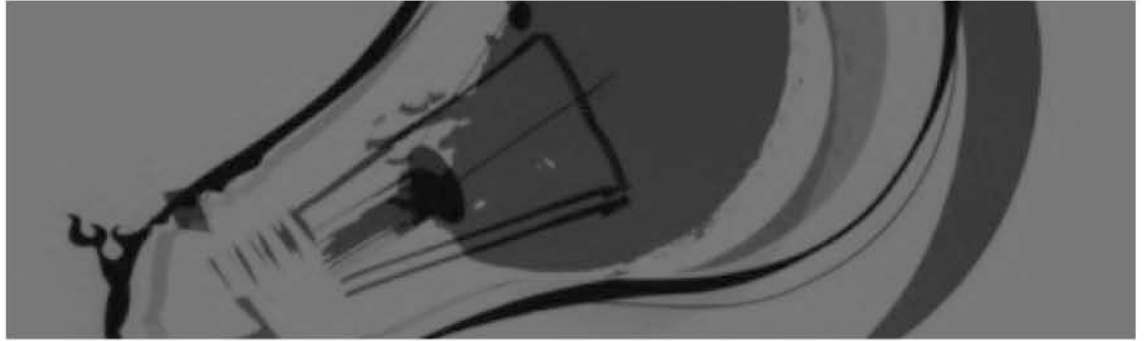


AQA

City &  
Guilds



**Extended Project**

**Qualification**

[www.aqa.org.uk/over/  
extendedproject](http://www.aqa.org.uk/over/extendedproject)

**A\***

## Sample **34**

*How has English affected the German language? Is this leading to the decline of German as a world language?*

**Prepared for:** QCA conference on the Extended Project Qualification

**Samples prepared:** March 2009



# Project Production Log & Assessment Record 2008/9

## Extended Project Qualification (9990)

Centre Name:

[Redacted]

Centre No:

[Redacted]

Candidate Name:

Candidate No:

This cover page is to be completed by the candidate. The complete 'Project Production Log & Assessment Record' is to be attached to the candidate's work and retained at the Centre or sent to the moderator as required.

### Sources of advice and information

1. Have you received any help or information from anyone other than your supervisor(s) in the production of this work? (Write YES or NO) **NO**
2. If you have answered YES, give details. Continue on a separate sheet if necessary.
3. If you have used any books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below, unless they are clearly acknowledged in the work itself. Continue on a separate sheet if necessary. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.

**ALL SOURCES ACKNOWLEDGED IN WORK**

**NOTICE TO CANDIDATE**

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

### Declaration by candidate

I have read and understood the Notice to Candidate (above). I have produced the attached work without any help apart from that which is acceptable under the scheme of assessment.

As part of AQA's commitment to assist students, AQA may make your coursework available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your coursework is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact crf@aqa.org.uk

Candidate's signature:

[Redacted]

Date: **16/10/08**

Candidate Name: [Redacted] .....

Marks must be awarded in accordance with the instructions and criteria in the Specification 2.4.2 Marking Criteria.

Summary information to show how the marks have been awarded should be given in the spaces below in addition to comments in other pages of this Production Log & Assessment Record and any supporting information in the form of annotations on the candidate's work.

Skill Area	Maximum mark	Mark awarded	Supervisor's supporting statement
(AO1) Manage	10	[Redacted]	Well managed from conception to finish. Detailed plans at each stage. Very clear aims.
(AO2) Use Resources	10	[Redacted]	Excellent use of resources, especially the printed word from a variety of interesting sources.
(AO3) Develop and Realise	20	[Redacted]	Good control of development; took good decisions, especially on important oral evidence.
(AO4) Review	10	[Redacted]	Detailed evaluation by candidate. Outstanding presentation using a variety of media and high register of language.
<b>Total</b>	<b>50</b>	[Redacted]	[Redacted]

**Concluding comments**

This project is of a very high academic standard, well beyond the scope of most Sixth Form students. The subject matter is fascinating and the candidate displays evident commitment and enthusiasm for it. His analysis is very clear and logical and he has an excellent grasp of the wider linguistic issues.

**Outline details of taught skills (Specification 2.2 Teaching the Extended Project)**

Record here details of relevant skills taught in a class/group and details of relevant skills taught individually to this candidate as described in the specification. Continue on a separate sheet if necessary.

In A level German classes some of the issues surrounding 'Denkmal' have been discussed. The A level German coursework already completed by the candidate (in German) helped to develop analytical skills and one of the two essays dealt with grammatical changes in the German language. No skills taught on an individual basis.

**Declaration by supervisor**

I confirm that the candidate's work was conducted under the conditions laid out by the specification. [Redacted]

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. [Redacted]

Supervisor's signature

Date:

16/10/08

**Page 3**Project Production Log  
& Assessment Record*This page is to be completed by the candidate***Contents**

Candidate Name: [REDACTED]

Extended Project Working Title:

*How has English affected the German language? Is this leading to its decline as a world language?*Planned Form of Project: Either Written report Or.....and accompanying written report *This production log and assessment record consists of the pages listed below.**Additional journal material, planning evidence, research evidence, presentation evidence and review material may be added.*

		Date completed
1	Candidate declaration	16/10/08
2	Record of marks	16/10/08
3	Contents	16/10/08
4	Record of initial planning	17/06/08
5-7	Project Proposal (Parts A, B and C)	03/07/08
8	Plan at start of project	02/07/08
9	Mid-project review	11/09/08
10	End-of-project review	08/10/08
11	Summary	09/10/08
12-13	Presentation record (Parts A and B)	18/10/08
14	Reflection	16/10/08

Is this extended project part of a group project?

No Yes 

If 'Yes', give brief details:

Extended Project Final Title:

*How has English affected the German language? Is this leading to the decline of German as a world language?*

3

9990/CRF&amp;LOGv1.0/2008

This page records initial meeting(s) with your supervisor to agree your project proposal.

Your first idea for topic/title:

English Influence on ~~the~~ German  
Language.

Your first ideas for research and development of your project:

Use various different sources in different  
methods of communication (Newspapers, interviews,  
radio broadcasts). Look at linguistic theory  
concerning contact linguistics. Reasons  
for increase in use of English.

Your supervisor's main comments and advice:

Look at archives of newspapers of different  
levels of formality (die Zeit, Bild), compare  
development over time. Look at recent literature.  
Research the consequences of ~~the~~ English on  
German; is it leading to the decline of  
German as a world language?

Changes, clarifications or additions you have made as a result of your discussion with your supervisor:

Looking more at the possible decline  
of German. Using a broad variety  
of sources including archive material  
and literature.

Supervisor's initials

4

Date: 17/6/08

Candidate Name: [Redacted]

Title of the  
Extended  
Project:

Present the topic to be researched in the form of a short statement/question/hypothesis with clear focus.

How has English affected the German language?  
Is this leading to the decline of German as a world language?

Please give a brief outline, based upon page 4 of this Production Log & Assessment Record, of:

- the researched or activity/task to be carried out and sources to be consulted

Analyse literary, newspaper and radio transcript sources. Carry out interviews and make transcripts. Use these to find the instances in which English syntax or lexis is used in German and classify it linguistically.

- the area(s) of courses of study or area(s) of personal interest to which the topic relates

The topic relates to my interest in linguistics and the German language as part of my English language and German A level courses

- your proposed action

I will search newspaper archives and read several pieces of German literature. I intend to make transcripts of interviews with different age groups to find English phrases or words. I will look at the effect of globalisation on language to see whether German is under threat.

Please give details of the courses that you are currently studying:

Qualification Type (e.g. GCE AS/A, Applied GCE AS/A, Diploma L3, VRQ, Modern Apprenticeship, BTEC, etc)	Subject (e.g. Mathematics, English, Health, Spanish, ICT, etc)
GCE A	GERMAN
GCE A	ENGLISH LANGUAGE
GCE A	MUSIC
GCE A	MATHEMATICS

Declaration by the candidate

I certify that I have read and understood the AQA's Regulations relating to unfair practice as set out in the Notice to Candidates below.

Candidate's signature: [Redacted]

Date: 2/07/08

**Notice to Candidates**

You must not take part in any unfair practice in the preparation of project work required for assessment and you must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. If you use or attempt to use any unfair practice you will be reported to AQA. If AQA is satisfied that you have committed an offence you may be disqualified from all subjects.

# Project proposal Part B

Candidate Name: [REDACTED] .....

Please comment below on the validity and feasibility of the proposal (Project proposal Part A) as an Extended Project:

	Supervisor's comments
Comment on the clarity and focus of the title chosen	Clear and focused title
Indicate the relation to, and development/extension outside of, the main course(s) of study or interest (Specification 1.2)	An extension of German coursework essay (in German) on general changes in the German language over past ten years etc and a development of linguistic analysis in English language. A look
Comment on the suitability of the proposed initial sources and research base	Newspaper and literary sources very suitable for analysis of written language. [REDACTED] also intends to record interviews with native speakers and analyse speech on TV/Radio.
Confirm that the project is feasible in the proposed timescale and/or indicate any potential difficulties	This analysis could prove tricky but an interesting approach. Should be very feasible, especially as candidate is visiting Germany for first week of Summer Holidays so that he can collect evidence fairly easily.
Outline the scope to produce a project that meets the assessment objectives (Specification 2.4.3)	In addition easy access to Goethe Institut, London Management and regards use of resources straightforward. Development - a realisation will be challenging but based on James's past record within the scope. Review not problem.
Indicate proposed form and date of the presentation	Presented to peers (6th form German and English sets) Early October to coincide with German visitors from Exchange School.

- Indicate the expected format of the project product that will be submitted for assessment:
- Long written report .....
  - Live performance (e.g. in music, drama & theatre studies) plus written report .....
  - Electronic format (e.g. CD, video, presentation, program) plus written report .....
  - Artefact (e.g. prototype, model, artwork) plus written report .....

Is the project a contribution to a group exercise? If so, confirm that there is a defined individual contribution by the candidate (Specification 2.4.1 **Group Work**), **YES / NO** and list other group members below.

Candidate No.:	Candidate Name:
Candidate No.:	Candidate Name:
Candidate No.:	Candidate Name:

Supervisor's name (please print) [REDACTED]  
 Supervisor's signature: [REDACTED]  
 Date: 30/6/08

Candidate Name

Supervisor Name

Please comment below on the feasibility and acceptability of the proposal (Project proposal Parts A & B) as an Extended Project (Specification 1.4):

Centre Coordinator's comments:

This looks like an interesting title with good scope for research & analysis, providing good links between German & English Language A levels.

Approved	<input checked="" type="checkbox"/>	Approved subject to the implementation of the centre coordinator's recommendations	<input type="checkbox"/>	Resubmission required	<input type="checkbox"/>
----------	-------------------------------------	--	--------------------------	-----------------------	--------------------------

Coordinator's name (please print):

Coordinator's signature:

Date: 03.07.08



This page records your outline plan at the start of your work.

Outline the next steps in your planned research/initial development:

Research linguistic terminology involved in contact linguistics.  
Look at different sources to see the level of English used. Newspapers: Die Zeit, das Bild  
Literatur: Der Vorleser. Interviews recorded.  
Research statistics on how <sup>the</sup> German language ~~policy~~ is used in the EU

Your supervisor's main comments and advice:

Use archives on the internet of the main German newspapers to make a comparison of change over time. Look at German language policy.

Changes, clarifications or additions you have made as a result of your discussion with your supervisor and/or the comments from your centre coordinator:

Will try to access archive newspaper material for comparison. Will try to use trip to Germany to find leaflets and listen to discourse to analyse modern German usage.

Supervisor's initials

Date: 2 July 08

This page records your outline plan about half-way through your work.

Outline the successes, failures, additions and/or changes you made as you followed your Plan at start of project:

I felt I managed to give the linguistic terminology and explanation in a successful way. I decided to include advertising as a major source of ~~an~~ analysis. Literature proved too difficult to analyse, as there are so many different types and Danish is often very rare. It was also difficult to make a comparison of newspapers ~~of~~ <sup>over</sup> time as ~~the~~ <sup>Das</sup> Bild does not maintain an archive.

Outline your planned steps to complete your project:

Address the second part of the question on the possible decline of German. Transcribe and analyse spoken sources.

Your supervisor's main comments and advice at this stage:

An excellent academic approach, sound research, very well referenced. In-depth look at linguistic definitions. Examples carefully chosen\*. It will be interesting to see analysis of interviews <sup>(spoken German)</sup> with native speakers. Second part of question now needs investigating. Good choice of organisations to contact; they should be able to provide useful statistics. Would also be possible to conduct a survey on how German English people perceive the situation.

Changes, clarifications or additions you have made as a result of your discussion with your supervisor at this stage:

Get useful statistics about German and its use in the European Union.

Supervisor's initials

Date: 11/9/08

\* Sound idea to exclude 'literature' as outside scope of everyday usage.

This page records the (near) completion of your project product.

Outline the successes, failures, additions and/or changes you made as you followed the plan in your Mid-project review:

I managed to conclude the essay successfully after finishing the section ~~of~~ on the status of German as a world language. The recorded interviews did not provide enough useful information to warrant inclusion of more than a few lines in the essay. This could well have been because the interviewees were of a similar occupation (teacher and language assistant) and in talking to me could have monitored their language to some extent.

Outline any additional advice or comment that you received from your supervisor during this final stage:

Perhaps include the interview tapes as part of the project and/or presentation. Look at whether ~~your~~ conclusion matched what I had set out to do.

Changes, clarifications or additions you made as a result of discussion with your supervisor in this final stage:

I will include the interview tapes as additional evidence. They didn't include enough data to use in the presentation in the time I had.

Supervisor's initials

Date: 8/10/08

This page records the nature of your project product (abstract).

Outline (50 – 150 words) the nature of your final product, its main content and your conclusion:

The aim of my project was to identify the way in which English has influenced the German language. In particular, I looked at the 'Denglisch' phenomenon, and the sources where it can be found. I have looked the technical linguistic classification that governs this. The final part of my project was concerned with what the status of the German language is, and what its future might be. I found that ~~politic~~ politics will perhaps ~~probably~~ have more to do with the future of the language than linguistics.

This page records your presentation and its preparation.

Planned nature of your presentation (e.g. timing, audience, use of visual aids, slides, use of notes, etc.):

I intend to use a Powerpoint presentation to be a visual aid and structure my speech round the slides. I will use notes in order to provide more information about slide topics and to link to points not mentioned in the slides. I have thought of using a recent song on the subject to provide an interesting and light way of introducing the presentation. Audience will be an extension German class and language staff.

Briefly list the main content of your presentation:

I will follow the plan of my written project providing a condensed version of important information on slides. I will then explain the various points, focusing on the future of Germany, and the politics that might influence it.

Changes, clarifications or additions you made as a result of rehearsal and/or discussion with your supervisor

None

Candidate Name: [REDACTED]

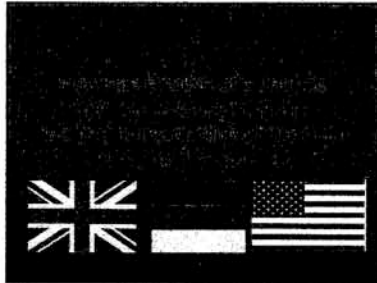
Please record and comment below on the delivery of the presentation (Specification 2.4.1 Presentation):

	Supervisor's record / comment
The nature of the audience (include numbers of staff, students and others present)	Seven members of staff (two non-Guian speakers) two native speakers. Five students (Upper 6 <sup>th</sup> Guianants)
The nature of the presentation (include use of notes, use of display items, and use of presentation software)	Sangl video clip from Internet Power Point presentation on main issues Page of notes - but learnt by heart, rarely referred to
Comment on the content and delivery of the presentation	Confident but relaxed delivery. Content not only informative but also entertaining. Well chosen aspects of the paper were included in the presentation.
Comment on the response of the candidate to questions that demonstrated understanding and grasp of the project and/or its production (give examples where appropriate).	Questions well fielded. For example when challenged on not including any examples of spoken language candidate justified himself by saying how wide the survey would have to be to prove anything.
Outline the nature of any additional presentation evidence that the candidate might add to this Project Production Log & Assessment Record (e.g. speaker notes, handouts, presentation slides, recording).	Candidate intends to include <ul style="list-style-type: none"> <li>• Handout of sang lyrics</li> <li>• speaker notes</li> <li>• Powerpoint slides</li> <li>• Two taped recordings of interviews.</li> </ul>

Supervisor's name (please print): [REDACTED]

Supervisor's signature: [REDACTED]

Date: 16/10/08



### Some Statistics

- Estimate of number of English speakers (including second language speakers): **599 999 999**
- Estimate of number of German speakers (including second language speakers): **128 999 999**
- Number of countries where English is the official language: **62** (though spoken in at least 160)
- Number of countries where German is an official language: **8** (though spoken in at least 45)
- Most spoken languages (excluding US countries):
- Chinese (incl. dialects)
- Spanish
- Hindi

### Some Linguistics

- There are two main types of classification of the phenomena present in Denglisch:
- Borrowing
- "Updates, Wortschatz und Download"
- "English in the South"
- "English in the North"
- "English in the West"
- "English in the East"
- "English in the Middle"
- "English in the Far East"
- "English in the Far West"

### Auswirkungen

- "Digitalisierung von Text"
- "Provider von beschränkter Nutzung"
- "Internet-Erkenntnis auf ihren Fernsehern"
- "All-inclusive Wasserbett"
- "Bodybag"

### Newspapers

- Ist ein Comeback möglich?
- Fußball ist kein Investment
- Googles Backup an der Nordsee
- Crash-Kurs in Außenpolitik
- Jetzt Tickets gewinnen-Deutschland – Russland
- The Brick\* ist Codename für eine Großoffensive gegen den Konkurrenten Microsoft

### Spoken Language

- Cool
- Handy
- Email
- Party
- Laptop
- Internet
- Jeans
- Pizza



### The Future

- Slowing of lexical productivity?
- Simplification of syntax?
- The effect of globalisation or Americanization?
- Decline in learners?

## Denglisch

**Oh Herr, bitte gib mir meine Sprache zurück,  
ich sehne mich nach Frieden und 'nem kleinen Stückchen Glück.  
Lass uns noch ein Wort verstehn in dieser schweren Zeit,  
öffne unsre Herzen, mach' die Hirne weit.**

Ich bin zum Bahnhof gerannt und war a little bit too late:  
Auf meiner neuen Swatch war's schon kurz vor after eight.  
Ich suchte die Toilette, doch ich fand nur ein „McClean“,  
ich brauchte noch Connection und ein Ticket nach Berlin.  
Draußen saßen Kids und hatten Fun mit einem Joint.  
Ich suchte eine Auskunft, doch es gab nur 'n Service Point.  
Mein Zug war leider abgefah'n – das Traveln konnt' ich knicken.  
Da wollt' ich Hähnchen essen, doch man gab mir nur McChicken.

**Oh Herr, bitte gib mir meine Sprache zurück,  
ich sehne mich nach Frieden und 'nem kleinen Stückchen Glück.  
Lass uns noch ein Wort verstehn in dieser schweren Zeit,  
öffne unsre Herzen, mach' die Hirne weit.**

Du versuchst, mich upzudaten, doch mein Feedback turned dich ab.  
Du sagst, dass ich ein Wellness-Weekend dringend nötig hab.  
Du sagst, ich käm' mit Good Vibrations wieder in den Flow.  
Du sagst, ich brauche Energy. Und ich denk: „Das sagst du so...“  
Statt Nachrichten bekomme ich den Infotainment-Flash.  
Ich sehne mich nach Bargeld, doch man gibt mir nicht mal Cash.  
Ich fühl' mich beim Communicating unsicher wie nie –  
da nützt mir auch kein Bodyguard. Ich brauch Security!

**Oh Lord, bitte gib mir meine Language zurück,  
ich sehne mich nach Peace und einem kleinen Stückchen Glück.  
Lass uns noch ein Wort verstehn in dieser schweren Zeit,  
öffne unsre Herzen, mach' die Hirne weit.**

Ich will, dass beim Coffee-Shop „Kaffeehaus“ oben draufsteht,  
oder dass beim Auto-Crash die „Lufttasche“ aufgeht,  
und schön wär's, wenn wir Bodybuilder „Muskel-Mäster“ nennen  
und wenn nur noch „Nordisch Geher“ durch die Landschaft rennen...

**Oh Lord, please help, denn meine Language macht mir Stress,  
ich sehne mich nach Peace und a bit of Happiness.  
Hilf uns, dass wir understand in dieser schweren Zeit,  
open unsre Hearts und make die Hirne weit.**

**Oh Lord, please gib mir meine Language back,  
ich krieg hier bald die crisis, man, it has doch keinen Zweck.  
Let us noch a word verstehn, it goes me on the Geist,  
und gib, dass „Microsoft“ bald wieder „Kleinweich“ heißt.**



This page records your own evaluation when you have completed your project product and given your presentation.

Briefly summarise your main learning from completing this project. You might include new knowledge or expertise that you enjoy or find valuable, a consideration of your planning and organisation, changes you would make if you undertook such work again, advice you would give to others undertaking such a project.

I have enjoyed undertaking a project that has such varied sources and analysing how the outcome ~~might~~ affect many different areas. I found the linguistic knowledge I gained about the phenomena of contact linguistics particularly helpful in looking at how languages are used and develop. Looking at varied German corpus examples and policy statements helped my linguistic knowledge of German. Finding and organising sources to quote and get information from, has helped my skills in writing academic essays. If I were to undertake this project again, I would make sure I fully explored opportunities to get interviews and ask for information from important organisations to use as evidence. I would also re-read my work regularly to see if the project aims were being fulfilled and whether the information was totally relevant.

## How has English affected the German language? Is this leading to the decline of German as a world language?

According to the latest figures from *Ethnologue*, German is the tenth most spoken language. In a survey by *Internet World Statistics*, it was shown to be the fifth most spoken language on the internet. Although these figures look impressive by themselves, when compared with English, they are dwarfed. The language has almost five times more speakers than German<sup>1</sup> (including second language users), and has around six times more internet usage<sup>2</sup>. English has established itself as the *lingua franca* of the world. Mass communication, scientific papers, technological nomenclature, business and aviation, are all done through in English. It is difficult, therefore, for other languages to avoid the borrowing of English lexis and phraseology. Through the economic and political power of the countries that speak it (in particular the United States of America), English has become stylish, or, as the Germans might now say, "cool".

Germans have to deal with an influx of English in nearly every area of their lives. Business men are forced to deal with a "human resources manager", shoppers are enticed by a "final sale" and television viewers can watch "Deutschland sucht ein Superstar"<sup>3</sup>. This phenomenon appears so frequently that it has been given the name "Denglisch", which is a *portmanteau* of the two language names. This is the name that will be used throughout this essay.

### Linguistic classifications

There are two main ways of classifying English expressions in German linguistically. The first is lexical borrowing. There are few languages that are able to withstand borrowing at some point in its life time. Indeed, many English speakers would be surprised to learn that over seventy-five percent of words in English are not of native origin. It is necessary to build a terminological base to talk about this phenomenon, as it is by no means simple. The first category is Loanwords. The most obvious type of Loanword can best be called a "pure loanword". This a complete morphemic borrowing of a foreign lexeme, which does not have to be the same in its orthographical transcription, as the word is sometimes heard before it is seen written, but sometimes is seen written before it is heard. Examples of pure loanwords are abundant in German, some common ones being "Band", "Trend" and "Fast-food". The word "Trend" in German is often pronounced using German pronunciation rules as if it were a German word. Thus, the [d] phone is often changed to [t]. The next category within "Loanwords" is loanblends. These are defined by Winford (2003) as a "Combination of native and imported morphemes".<sup>4</sup> Many English verbs have been borrowed into German in this way, such as "downloaden", which behaves as a German verb although the lexical morpheme is entirely English. "Ich habe das gedownloadet" can be seen in Internet computing forums, where it functions as a regular verb, except for the extra "e" added between "d" and "t" to aid pronunciation. Again using Winford's classification, this would be called a "Derivational blend".

<sup>1</sup> [http://www.nationsonline.org/oneworld/most\\_spoken\\_languages.htm](http://www.nationsonline.org/oneworld/most_spoken_languages.htm) from *Ethnologue*

<sup>2</sup> <http://www.internetworldstats.com/stats7.htm>

<sup>3</sup> <http://www.rtl.de/musik/superstar.php>

<sup>4</sup> "An Introduction to Contact Linguistics" –Donald Winford (2003)

Another category of lexical borrowing is loanshift or loan meaning. This category is often forgotten as a source of borrowing because the results look very different to loanwords. Loan translation (*calque*) is a variety of loan meaning where native morphemes are used in a copy of a foreign pattern of morphemes. The most well-known German occurrence of this is “Wolkenkratzer”, from the English skyscraper. Although the German “Wolken” means “clouds”, it is still clearly influenced by the English model. Another type of Loan translation can be seen in the word “Maus” referring to a computer component. This shows the German native word acquiring a separate meaning under the influence of English. There are several other less common forms of loan meaning where the foreign meaning is only partially present in the resultant word. An example of an instance where the German word extends the English meaning can be found in “Urknall” [*lit. primordial bang*], which gives more information than its English equivalent “big bang (scientific theory)”, although it is clearly under its influence.

German also has some lexemes that could be best described as pseudo-loans. This is fairly unusual in language contact as a whole, but is fairly prevalent in so-called Denglisch. Although the lexemes “Wellness-Weekend” are undoubtedly English, their German meaning is roughly “a weekend break at a spa resort”, or something similar. This phrase is not a standard English phrase, and thus the German meaning seems to have been assigned to it. Equally, the word “Handy” is one of the most commonly used Denglisch words, but it has an entirely different meaning in German than in English. Although a mobile phone can easily be described as handy, the English word in no way refers to a mobile phone. The use of “Handy” as a noun, demonstrates that the imported word does not need to maintain the same lexical class, as it is an adjective in English.

The other language contact phenomenon present in Denglisch is code-switching. This can be defined as: “The alternate use of two or more languages or varieties of language, esp. within the same discourse.”<sup>5</sup> It is worth noting that ‘discourse’ can refer to both spoken and written communication, and indeed the latter is where German-English code-switching is more often found. This phenomenon is studied all over the world in multi-lingual environments, but the global position of English has led to code-switching being found in essentially monolingual countries. The reason that code-switching to English in Germany is mainly written is that the majority of Germans are not bilingual and, therefore, using English in spoken discourse is not guaranteed to be comprehensible to all participants in a conversation. This contrasts with Turkish communities in Germany, who are often fully bilingual and therefore can alternate between the two languages, whilst still being understood. For example:

*Riff'i simdi bi vergessen et für ne zeitlang*<sup>6</sup>  
[ just forget Riff for some time ]

It is important to draw a distinction between lexical borrowing and code-switching, but there are rival methods that sometimes conflict. The two methods used by Winford (2003) are firstly, the degree of use by monolingual speakers and, secondly, the degree of morphophonemic integration. On first looking the second method is fairly simple; as we have already seen, the imported verb “downloaden” has been integrated to produce such inflections as “downloadet” and “gedownloadet”; this is therefore a borrowing. There are

<sup>5</sup> Dictionary.com

<sup>6</sup> [http://www.ids-mannheim.de/prag/sprachvariation/fgvaria/Kallmeyer&Keim\\_Variation.and.Construction.of.Identity.pdf](http://www.ids-mannheim.de/prag/sprachvariation/fgvaria/Kallmeyer&Keim_Variation.and.Construction.of.Identity.pdf)

however problems, in that some borrowed nouns such as “Das Recycling” and “Das Internet” do not take the standard –s ending in the genitive<sup>7</sup>. Integration is seen by Onysko (2006) as “ancillary evidence”, and cannot be a defining feature of a borrowing. He agrees, however, that code-switching is not integrated into the recipient language and, therefore, this example from *Der Spiegel* would be classed as code-switching:

*Leser meiner Generation wollen unterhalten werden: Entertain me.*<sup>8</sup>  
[Readers of my generation want to be entertained: Entertain me].

Winford’s first method is also seen as the extent to which imported word(s) are used and therefore part of the general lexicon. The use of written code-switching such as the one above, means that readers could repeat this phrase and it could become widely used, in which case, by this definition, it would then be a borrowing. Onysko also proposes to see if the phrase expresses a single (usually nominal) lexical concept, or whether it acts as a syntactic unit within the sentence. In order to be classed as code-switching, the latter must be true and the phrase must retain the syntactic conventions of the source language.<sup>9</sup>

Not only has the lexis of German been influenced by German, but there has also been a noticeable syntactic and phraseological transference. The phrase “That makes sense” has been integrated into German, although the notion of “making” sense did not previously exist in the language. “Das ergibt einen sinn”<sup>10</sup> (*lit.* That results in sense) or “das ist sinnvoll” are given by Bastian Sick as one of the possible standard forms. He also gives this sentence which, in his opinion, is another example of German syntax being changed by English:

*Erzählen Sie doch mal, wie war das; können Sie das noch erinnern?*<sup>11</sup>  
[Tell me again, how was that; can you still remember?]

In Standard German, the verb “to remember” is reflexive: “sich erinnern”, but perhaps because of the English sentence “I remember that”, Germans now say “Ich erinnere das”.

### **Analysis of language use**

I now intend to look at some of the occurrences of Denglisch in both written and spoken German. The first is advertising. A brochure for “iPods” describes the screen in the following way:

*Brillantes Display mit Split-screen-Vorschau*<sup>12</sup>  
[Luminous display with split screen view]

In this sentence the anglicisms are “Display” and “split-screen”, which are both examples of pure loanwords. *Der Verein deutsche Sprache (VDS)* gives both of these words a rating of three out of three (*Verdrängend*) for their unacceptability. This is because they are both used instead of perfectly normal German lexemes. A German alternative could have been:

<sup>7</sup> Onysko (2006) English code-switching in the German newsmagazine *Der Spiegel*

<sup>8</sup> *Der Spiegel* (21/110)

<sup>9</sup> Onysko (2006) English code-switching in the German newsmagazine *Der Spiegel*

<sup>10</sup> <http://www.spiegel.de/kultur/zwiebelfisch/0,1518,261738,00.html>

<sup>11</sup> <http://www.spiegel.de/kultur/zwiebelfisch/0,1518,297352,00.html>

<sup>12</sup> Apple (2008) Welcher iPod passt zu ihnen zusammen?

### *Brillante Anzeige mit Bildschirmaufteilung*

An obvious disadvantage to advertising in Denglisch is the target audience not understanding the message. It could be, therefore, that a product marketed for younger people (like the “iPod”) is more likely to use Denglisch than a product marketed for older people. The website for the German banking company “Sparkasse” is however littered with Denglisch throughout its advertisements. A number of examples can be found:

*Managen Sie clever ihrer Finanzen*<sup>13</sup>  
[Manage your finances cleverly]

The use of “clever” appears several times in the company’s advertisements, each time as an adverb. “Clever” does not conform to the source language morphology as English would require “cleverly”, “klug” in German, however, has no morphological marker as to whether it is an adjective or an adverb. Perhaps it could be seen as integrating to German morphology, which would indicate a borrowing. It could be that the writer had a less sound grasp of English, but seeing as it is a major banking company it is unlikely. Outside this website, though, it does not appear to have any general acceptance as a German adverb (“clever” is listed as an adjective on VDS, however). The purpose of using Denglisch here is, in my opinion, so blatant that it seems slightly sarcastic. It should not be forgotten that the sentence starts with a borrowing, which has several German alternatives (verwalten, regeln etc.). The subject of the advertisement is so-called “Online-banking”, and perhaps the position of America at the centre of the technology market could add credibility to the company through using English. The use of Denglisch for the two key words of the article does make this particular advertisement seem overly foreign.

To try to make a comparison between the level of Denglisch in the “iPod” brochure with the “Sparkasse” website, the main slogan or title of product or product feature will be used alongside the summarising block of text.

	Denglisch per 200 words (not including established English words or words with no German equivalent) of random sample
“iPod”	17
“Sparkasse”	10

From these statistics, it is not perhaps the frequency of Denglisch that is shocking in advertising, but the prominence of these words either in the slogan or one of the most important words in a sentence (such as the main verb and head noun).

It is somewhat surprising that advertising would be a major source of Denglisch, as the writer usually wants the target audience to have no difficulty in understanding the meaning of the advert. English seems to be the language to use because of its modern outlook, and its place at the forefront of technological advances. A parallel could be drawn to British advertisers using French, because its image as a language of romance or in stereotypically French products (cheese etc.). Greater than the danger of the reader not understanding the advert, is the writer not understanding what he or she is writing. According to VDS, rucksacks are

<sup>13</sup> [http://www.sparkasse.de/firmenkunden/finanzkonzept-firmenkunden\\_index.html](http://www.sparkasse.de/firmenkunden/finanzkonzept-firmenkunden_index.html)

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being sold in some German stores as “bodybags”, which has a completely different, and somewhat more sinister, meaning in English.

German newspapers are another media form that has been infiltrated by Denglisch. Different newspapers all have their own way of using language and that is shown clearly by how much English gets used in their articles. *Das Bild* is a tabloid newspaper perhaps equivalent to *The Sun* in Britain. Here is an example of how English is incorporated into a normal article:

*Was vermissen sie sonst noch an good old Germany?*<sup>14</sup>  
[What else do you miss about good old Germany?]

This is a good example of code-switching, in which a grammatically acceptable English noun phrase has been used in place of a German one. As is often the case with code-switching, the phrase is idiomatic and literal translation may not be understood. The two adjectives used are likely to be understood by all Germans as they are amongst the simplest in the English language, but the writer is probably hoping readers will understand the nostalgic connotation of the idiom, which they could well have heard before. The context of the article was an interview with a German living in America, so the phrase is most likely ironic. The writer could also be hoping that readers who do not understand the semantics of the idiom could pick up its meaning from the answer that is given.

The extent of Denglisch present in *Das Bild* is not only noticeable in the body of articles, but also the headlines and even the navigation bar on its website. The latter of which makes the user choose between “News”, “Lifestyle” and “Online-services”.<sup>15</sup>

The situation would differ, one would think, in a more newspaper of high formality, but it is not too difficult to find Denglisch in articles of many types in *Die Zeit*. A recent headline:

*Verstehen Sie die Bestsellerlisten?*<sup>16</sup>  
[Do you understand the list of bestsellers?]

This example contains one of the most common anglicisms in the German language. It is one that, ironically, the well-known German prescriptivist Bastian Sick (author of *Der Dative ist dem Genitiv sein Tod* lit. “The Dative is the Genitive its death”), might not want to complain about (his latest publication having a review which proclaimed: “3 Bestseller in einem Band!” [Three bestsellers in one collection!])

From a glance at the front pages of the publications I have mentioned so far, it does seem to be the case that the level of formality of a magazine certainly does affect the level of Denglisch. This could be attributed to the fact that *Das Bild* does have many more “gossip columns” than *Die Zeit*. These articles tend to concern themselves with American celebrities, which would undoubtedly bring with it more opportunity to use Denglisch. Articles about German politics, abundant in *Die Zeit*, have established German terminology, which would keep most English phrases out. An article about foreign politics from *Der Spiegel* (although in magazine form, roughly of the same formality as *Die Zeit*) included this phrase:

<sup>14</sup> <http://www.bild.de/BILD/unterhaltung/leute/2008/08/28/ariane-sommer/im-interview.html>

<sup>15</sup> [www.bild.de](http://www.bild.de)

<sup>16</sup> [www.zeit.de](http://www.zeit.de)

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There are, however, many instances in phatic conversation of English words being used, even when there are German equivalents that are in normal use.

“Ist ja ein cooles Event!”<sup>19</sup>  
[It is a cool event!]

*Cool* is perhaps nearly as widespread in the languages of the world as *OK*. It is possible to construct a German version of this sentence and it would certainly not be considered archaic. Although it is only specialised areas in which Denglisch can really take hold, the use of English words in place of frequently used German ones, shows that Denglisch is really a part of modern spoken German.

### **The German language as a “world language”**

The United Nations estimate that half of the world’s roughly 6,000 languages will die out in less than a century<sup>20</sup>. While German is in no real immediate danger because of the numbers of first and second language speakers, the question remains whether German could be severely ‘diluted’, perhaps becoming pure Denglisch. That situation could ultimately lead to this new dialect of German becoming a dialect of English, if the trend of an increase in anglicisms were to be continued.

*Die Zukunft der deutschen Sprache entscheidet sich in Europa, denn hier hat sie ihren Schwerpunkt*<sup>21</sup>

[The future of the German language will be decided in Europe, for German is first and foremost a European language.]

German is one of the 23 (as of September 2008) official languages of the European Union.<sup>22</sup> It is more important, however, for German to be a “working” language in as many departments as possible. The main “working” languages of the European Union are English and French, though most of the major departments in the EU also name German as one. The problem for both German and French is that delegates from countries where the language is not one of the main three prefer to communicate in English. According to EU statistics, 51% of European citizens claim to be able to converse in English (including native speakers), whereas the figure for German is 32%<sup>23</sup>. Many EU jobs advertised as requiring “German as a working language”, in reality, hardly ever require the use of German and much more often English and French skills are employed.<sup>24</sup> If German delegates are required to speak English in order to communicate with the vast majority of the EU, the international perception of the language also changes. If it were to be seen as no longer relevant for European communication, it would likely have a pronounced effect on the number of foreign schools teaching German. Although second language acquisition does not have a direct impact on

<sup>19</sup> [http://userpage.fu-berlin.de/~berling/Heike\\_DENGLISH.htm](http://userpage.fu-berlin.de/~berling/Heike_DENGLISH.htm)

<sup>20</sup> <http://newsnet.byu.edu/story.cfm/54836>

<sup>21</sup> <http://www.goethe.de/kue/lit/dos/dds/de137712.htm>

<sup>22</sup> [http://en.wikipedia.org/wiki/Languages\\_of\\_the\\_European\\_Union](http://en.wikipedia.org/wiki/Languages_of_the_European_Union)

<sup>23</sup> [http://ec.europa.eu/public\\_opinion/archives/ebs/ebs\\_243\\_en.pdf](http://ec.europa.eu/public_opinion/archives/ebs/ebs_243_en.pdf)

<sup>24</sup> <http://www.goethe.de/kue/lit/dos/dds/de137712.htm>

mother-tongue speakers, it is definitely the case that Germans need to use English to communicate almost exclusively on an international level.

"Does Germany need a more conscious, cohesive language policy?"<sup>25</sup> This was the question which, in 2006, was discussed by a conference of fifty experts at the request of the Humboldt Foundation. Language policy in Europe has always been controversial. Prescribing the way people use language can be seen as overly authoritarian. French policy demands the use of French in commercial and workplace situations and foreign companies working in France are required to translate documents. This is not a passive recommendation by any means; an American healthcare company was fined €580,000 for failing to make its documents available to its workers in French. While these measures may help to hinder the rate of increase in anglicisms in the language, they have the truly negative side effect of suppressing minority languages. Germany has no formal language policy. It cannot force businesses into using German and, although it has been trying to achieve higher status in Europe, its efforts have not been sufficiently concentrated or successful. The request for German to be upgraded to an official language of the Council of Europe was rejected in 1994<sup>26</sup>.

Perhaps the lack of German language policy has a good reason. A policy of a certain degree of linguistic purism (which is what would be required to "protect" German) is always going to be treated as a particularly nationalist move. This is naturally an area Germans are still wary of. The last German example of linguistic purism was during the Third Reich in Germany. Although the Nazis did try to suppress foreign words coming into the language, this was not necessarily a regression to old Germanic expressions (as similar attempts for English have been). In Adolf Hitler's book "Mein Kampf" he wrote:

*Wenn irgend etwas unvölkisch ist, dann ist es eben dieses Herumwerfen mit besonders altgermanischen Ausdrücken, die weder in die heutige Zeit passen noch etwas Bestimmtes vorstellen, sondern leicht dazu führen können, die Bedeutung einer Bewegung im äußeren Sprachschatz derselben zu sehen. Das ist ein wahrer Unfug, den man aber heute unzählige Male beobachten kann.*<sup>27</sup>

[If anything is unfolkish, it is this tossing around of old Germanic expressions which neither fit into the present period nor represent anything definite, but can easily lead to seeing the significance of a movement in its outward vocabulary. This is a real menace which today can be observed on countless occasions.]<sup>28</sup>

This period was, however, one of simply continuing a tradition of purism which had been present in German language long before the Nazi party came into power. In 1885 the Allgemeine Deutsche Sprachverein was founded. This was formed with clear nationalist motives:

*Die Überflutung der deutschen Sprache mit fremden Wortgut wird als ‚geistige Sklaverei‘ und als Ursache für die Beeinträchtigung des Nationalgefühls und Volksbewußtseins gewertet.*<sup>29</sup>

<sup>25</sup> [http://www.humboldt-foundation.de/pls/web/wt\\_show.text\\_page?p\\_text\\_id=2405](http://www.humboldt-foundation.de/pls/web/wt_show.text_page?p_text_id=2405)

<sup>26</sup> <http://www.goethe.de/kue/lit/dos/dds/de137712.htm>

<sup>27</sup> Hitler – Mein Kampf

<sup>28</sup> Translation from [http://www.hitler.org/writings/Mein\\_Kampf/mkv1ch12.html](http://www.hitler.org/writings/Mein_Kampf/mkv1ch12.html)

<sup>29</sup> [http://de.wikipedia.org/wiki/Deutscher\\_Sprachpurismus](http://de.wikipedia.org/wiki/Deutscher_Sprachpurismus)



[The flooding of the German language with foreign words is judged as 'intellectual slavery' and a cause of the decline of national pride and knowledge of the nation]

The movement to stop German taking too many loanwords has been around for a long time, and it appears that the main reason for this policy not being endorsed by the German government is simply one of not wanting to incite too strong feelings of nationalism. There is no denying that just improving national pride would be no problem for most countries, and it is probably Germany's over cautiousness in this area that stops the language from gaining governmental protection.

The use of German in other major fields is also important to its status as a world language. Science is often seen as "transcend[ing] linguistic and national borders"<sup>30</sup>. Before the 17<sup>th</sup> century all scientific developments were documented in Latin. German started appearing in university science lectures in the 19<sup>th</sup> century, which was also a period of significant scientific development in Germany. Until well into the 20<sup>th</sup> century knowledge of German was a basic requirement for discussing research<sup>31</sup>. This changed in the Nazi era when German science lost its credibility. International conferences and research are now conducted through English, even if it is a scientific dialect used solely for representing and discussing theories. The consequences for German being absent from science is that even native speakers find it difficult to communicate scientific information without the use of English terminology and phraseology. Lexical productivity has slowed down continually as a result. What effect this might have on German as a world language is difficult to measure, simply because English is the clear *lingua franca* in this area and other major languages, such as French and Spanish, have just as little influence.

There are several linguistic features seen in modern German which are normally considered as signs of language death. While they cannot be clearly linked to the influence of English, they could all represent the German language disintegrating, perhaps into Denglisch. One of the most significant is the slowing of lexical productivity in specialist fields. As has already been seen, it makes talking about the subject difficult and more prone to include borrowed lexemes. The only way this could be changed is to start communicating subject material in German, but this tends to only occur when Germany is at the forefront of the subject area. With many important subject areas, such as technology and science, the United States of America conducts the most research and leads the way in terms of development.

Morphological leveling is a phenomenon, which has recently gained much notoriety mainly because of Bastian Sick's book. In his view the genitive case is becoming obsolete, meaning prepositions which in standard German require a genitive are being used with the dative. If, as he assumes, the genitive will die out, is that a problem to the language? Some of the main complaints are with the so-called "his" genitive, for example *Mein Freund seiner Freundin* [lit. My Friend his girlfriend], instead of the standard *Die Freundin meines Freundes* [lit. My Friend's girlfriend]. Old English used this sort of construction and there is no evidence it was impeded by it. Modern spoken German also seems to be undergoing syntactic leveling to some extent. Subordinate clauses are not always rendered using standard word order (that is Subject, Object, Verb). On a simple level this seems to be an overgeneralization of the word order of German in simple and compound sentences. The reason for this could be down to the

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<sup>30</sup> <http://www.goethe.de/kue/lit/dos/dds/en146304.htm>

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Y



# Additional assessment evidence provided

## **Cassettes**

Recordings of interviews were supplied