

Communication narrative essay

[Sociology](#), [Communication](#)



INTRODUCTION

For this Portfolio, the theme I chose was 'Peer Pressure in Sport'. Even though Peer Pressure is a broad topic, personally, I chose this theme because of my observations and experiences developed due to my involvement in sports and with other athletes. This topic can assist my academic background by showing me how to deal with people. It can also help me with my future career of being a professional rugby player where I can learn to cope and deal with issues that may come my way. This theme would be portrayed in a short dialogue where it would be analyzed and discussed.

A dialogue about a group of youths who are given an opportunity to show their talent where only seven players were needed. This caused a player to stop the sport because he wasn't chosen. This genre was chosen because in my view, the theme was placed in a context where the reader can read and understand the points that would be brought forward without having to read between the lines. For my Expository, the Primary Source that would be used is a Questionnaire and the Secondary Source would be a website, [www. bbc. com](http://www.bbc.com). These sources would assist my investigation and my research question.

PREFACE

Peer Pressure is the influence exerted by a peer group or an individual, encouraging other individuals to change their attitudes, values or behaviors in order to conform to group norms. This reflective is exhibited in as a dialogue because I believe that readers may better understand the concept when placed in a real life situation. This piece shows a group of teenagers from around the neighborhood, mainly footballers, who are subjected to pick

their best six players and a keeper for a tournament. The setting of the dramatic piece is taken in a neighborhood.

This piece was produced and intended for a teenage audience who participate in sport activities or teenagers who watch sports. The type of language used in the reflective would allow them relate to the situation and also allow a little comic relief. This piece is expected to target the specified audience because of the negative and positive impacts on youths. They can also relate to experiencing or observing this type of situation or one similar in any sport they play or that they would like to play. This dialogue can be used at a school or at a presentation amongst teenage athletes.

This would allow them REFLECTIVE Scene 1 This scene begins on the corner of Tern Drive. This occurs in the evening time when the youths of the neighborhood usually come out their houses to hang out. Kerry: Wah going on fellas? Wats d vybz. Jody: I'm alright and you? Keevyn: I just dey for d while. Curtis: Wats the plan tonight fellas? Sweat awa? Brian: Yeah, I for dat. Allyuh hadda call out d rest ah them though. Five ah we cyah sweat alone. Kerry: Yeah boi Keevyn. You have d bike so start pedaling cuz I not walking. We would meet ur on d field. Keevyn: Steupzz, always doing me this yes.

Waheva, I would meet allyuh on d field. (Everyone departs, Keevyn on his bike to call out the others and the rest walking away to the field.) Scene 2 On the field the friendly game of football begins. It goes on for a while, while other guys appear to partake in the custom. An unknown man also appears to watch the game. After a shot was taken wide of the goal he calls in everyone. Mr. Mac: Youths Come! Come! May I have a few seconds of your

playing time? Kerry: Wam pops, what you want? I hope is not any Jehovah witness thing. (Everyone laughs) Mr. Mac: No , my name is Mr.

Mac I want to place an offer for you young footballers. Curtis: Well hurry up. Talk fast cuz d lights does come off ten. Mr. Mac: I am hosting a tournament in the indoor facility in Chaguanas. It is six and a keeper tournament but it's only one more side I need. So choose your best six and let me know. The prize is \$6, 000. 00 and free to enter. (They all become enthusiastic about it and start talking amongst themselves.) Kerry: Aite fellas. All ah we look interested, so we for it. Jody: Well I guess Keevyn would be the goalkeeper because he is very good in the goal post.

Keevyn: Waheva, don't matter to me. Just choose a good side cuz if I get more than 3 I walking off. Kerry: Aite, the side is me, Keevyn, Curtis, Jody, Brian, Beans and Muscle Frog. Che: So what bout me? I way better dan Beans. He is rel filth and he rel slow. Brian: Nah Che. Beans having ting. He is a good playmaker. He could reach rel far dawg. You on the other hand should stop play football on a whole. Imagine you on d reserve side for Couva Sec. relax dawg. Khellon: (laughing scandalously) You have one seta cricketers starting before you. Best you really stop yes. Che: Steupzz forget allyuh boy dan.

I going home. That why allyuh not going to win anything. (Che walks off very angrily talking to himself and kicking the floor.) Mr. Mac: OK. Enough with that petty squabble. Here is my card, (He hands Kerry the card) and you can call me to register the names of the players you have chosen. I have some more pressing matters to attend to so my time is short. Good Bye for now. (Mr. Mac makes his departure and the boys go back to play football.) Scene

3 The team they carried to the tournament won it and some of the players were scouted for Pro League teams.

They all came out to have their evening sweat a week after for the first time since the tournament. They sent Keevyn to call out the rest of players.

Keevyn: Che! Che! Afternoon! Sweat boi. (Che walks outside to his gate)

Che: Nah boi, me and football is not no friend again. I realize allyuh men was talking sense last time so forget it. Keevyn: (laughs softly) You serious dan.

Waheva dawgie you do your ting. Che: Yea boi allyuh is rel fake friend. (Che walks back inside his house while Keevyn rides away to call out the rest of

the players. (Keevyn reaches the field already sweating to meet some of the guys juggling the ball.) Keevyn: Eh allyuh know d youth man really stop play

football. Jody: Who are you talking about? Keevyn: Che boi! D man say we was telling d truth when Mr. Mac was here. So he really stops play football.

Kerry: (With a puzzled look on his face) Hmm. He cyah be serious. Waheva yes. Forget bout he. If he cyah take talk, football is really not for him. Jody:

So are we going to stand and talk for the rest of the night or play football?

Everyone realizes then run unto the field to begin the match.)

ANALYTICAL

This analysis is written to show the different aspects of communication. The genre of work that would be analyzed is a dramatic piece. The aspects of communication that would ensure a proper analysis are the registers used and the dialectal variations exhibited. The reflective was written to give off a comedic effect to try to keep the intended audience alert and not bore them, but also put across the points that were needed to show them situation at hand.

It was also written presupposing that the readers have encountered or will encounter experiences to which they can relate and base their discernment upon the devices employed in the piece. Throughout the piece, an informal register was used amongst the youths of the neighborhood. This can be shown because of the types of slangs used. Register is the kind of language used that is appropriate to a particular context or situation. For example “ Wah going on fellas? Wats d vybz? ” This type of language was used because of how they have been friends for a great period of time and that they play football together.

However, a more formal tone is exchanged between Mr. Mac and the youths, e. g. “: Youths Come! Come! May I have a few seconds of your playing time? ”. This level of formality is due to the fact that Mr. Mac was meeting them for the first time. Mr. Mac and Jody are the only two characters who spoke Standard English and applying the acrolect variation. Mr. Mac’s use of the language may have been because of his social status or that he wanted to sound as if he actually does have status to promote his tournament. It may have also been because he was well educated.

Jody, however, may have just grown up in an environment where the language he speaks is favored more, seeing that he speaks the language even in an informal setting. The rest of the characters spoke a more basilect variation of the language. This may have been because of the setting and that they are comfortable with the language they speak or that they came from a lower class. Many of the youth’s speech contained typical creole structure such as the replacement of the ‘ th’ with the ‘ d’ as shown in the example “ Eh allyuh know d youth man.. ”.