Offensive Language in Penguins of Madagascar movie: Eclectic Analysis

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Abstract

This study employs an eclectic analysis of offensive language features in *Penguins of Madagascar (2014)* as one of American children movie. The analysis here is conducted through an eclectic model which involves a sociolinguistic perspective based on Tagliamonte's (2012) social variables and Holms' (2013) social factors and social dimensions. The researcher also adopts some linguistic features based on the semantic level, connotation, denotation and euphemism by Allan & Burridge (2006). On the pragmatic level, Deixis, and politeness by Yule (2010). On the semiotic level, visual representation of social actors network by Theo Van leeuwen (2008), facial expression by Ekman and Priesen (2003) and color by Kress& Van leeuwen (2002). The analysis yields the conclusion that there is no age, social class or gender difference in employing offensive words such as name-calling, verbal violence and insults that are preferred to express negative and aggressive emotions as well as to show intimacy, humor, solidarity and joy. These words are also used to discredit the counterparts and to provoke confrontations between distant participants.

Keywords: Sociolinguistics, Social variables, Offensive language, Children cinematic discourse, Politeness, Connotation, Denotation, Facial expressions and Color.

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اللغة المستهجنة في فيلم بطاريق مدغشقر: تحليل إنتقائى

ملخص البحث:

ينتاول هذا البحث تحليلاً انتقائياً للغة المستهجنة المتداولة فى فيلم بطاريق مدغشقر (2014). تم إختيار" المنهج الإنتقائى" لدراسة الألفاظ المستهجنة المتداولة على نطاق واسع في وسائل الإعلام وخاصة الأفلام المخصصة للأطفال من جوانب لغوية وإجتماعية مختلفة، فقد تم التركيزعلى المتغيرات والعوامل والأبعاد الإجتماعية من منظور علم اللغة الإجتماعى

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لتاجليمونت (2012) و هولمز (2013), والمعنى الدلالى للكلمة إلى جانب التعبير اللطيف (الكناية) من منظور علم الدلالة للألان وبريدج (2006), وإستراتيجية التأدب والإشارة لجورج يول (2010) وأخيراً التمثيل المرئى لشبكة الفاعلين الإجتماعيين لثيو فان لوين (2008)، تعبيرات الوجه لإكمان وبريسون (2003)، و اللون لكريس وفان لوين (2002) من المنظور السميائى. وقد أوضحت الدراسة أنه لا يوجد فروق فى العمر أو الطبقة الإجتماعية أو النوع فى إستخدام الألفظ المستهجنة مثل الشتائم والعنف اللفظى والإهانات كأسلوب للتعبير عن المشاعر السلبية والعدوانية وكذلك إظهار الحميمية والفكاهة والتضامن والفرح .تُستخدم هذه الكلمات أيضًا لتشويه سمعة المخاطب وإثارة المواجهات بين المتحاورين.

الكلمات الدالة: علم اللغة الإجتماعى، المتغيرات الإجتماعية، اللغة المستهجنة، الخطاب السنمائى للأطفال، التأدب، المعنى الدلالى، تعبيرات الوجه واللون

1. Introduction

Language is a significant medium of communication in any speech community for it can establish relationships among people (Wardhaugh & Fuller, 2015). Through language, people can identify each other; it can reflect one's social background, character, identity and culture. Moreover, language is one of powerful means of expressing emotion either positive or negative. People have numerous ways in using language; some of them tend to use the bad type of language that is forbidden by all societies and all religions to express certain emotion and face most of life's problems.

Childhood is one of the most important stages in human life through which the child gains experiences and acquires knowledge. Nowadays, children are surrounded by some other educators, other than their parents or their teachers. Such as the computers and TVs via which children watch programs or films which affect their mentality. TV or computer films are hypothesized to be a two-edged weapon. Films on TVs and computers are basically supposed to be a source of teaching morals. On the other hand, they can be a source of teaching children all other bad behaviors and language.

Offensive language is one of the kids' movies negative effects. The movies have become a fertile ground for the circulation of such language, especially the animated movies that have great impact on children's memories, awareness in addition to the cognitive and behavioral development. Lippi-Green (2012) argues:

Children are shaped by the ideas that they are constantly presented in these films, especially when it comes to language stereotypes and ideologies.

Children are not passive agents. They are very capable of assimilating bias and prejudices at very young ages. (p.6)

The current study is implemented to handle the offensive language that is exposed to young children in kids' movies. This form of language is acquired by hearing, formed by imitating and strengthened by practice. Therefore, this research looks closer at such serious social and linguistic phenomenon that threats the whole world and tries to find solutions to have conscious and normal generation.

2. Statement of the research problem:

The major problem of this study lies in the researcher's observation of limited examination of offensive language usage in kid's movies which have not received the same scholarly attention as the adult movies. Additionally, the limited use of eclectic approach in handling offensive language and its categories in movies in general and kid's movie in particular. Thus, the aim of conducting this study is to enlarge the body of research on this subject and show that offensive language plays many significant functions in language.

3. Research Questions

The subject matter of the dissertation raises the following questions, for which this study attempts to find answers:

- What are the most recurrent types of offensive words found in the selected children's movie?
- What are the functions of bad words employed in children's movies?
- What are the circumstances and reasons that motivate the characters, in kids' movie under analysis, to utter foul words?
- Are the social factors, social class, gender and age, influence the attitude and language of the speaker towards the use of offensive words or not?

3.1. Rational & Objectives of Study

Based on the formulation of the previous questions, the objectives of this research are presented as follow:

- To delineate the different types of offensive words spoken in children's movies.
- To examine the functions of foul words that is mentioned in kids' movies.
- To understand the motives behind using offensive language in children's movies under analysis.
- To investigate the potential social consequences or impact of the offensive language on the audience/hearer.
- To test whether there are any differences in using rude language in movies by social class, gender and age differences.

4. Theoretical Framework

4.1. Standard and non-standard language

Any language is divided into two categories: standard and non-standard. Standard language is the language which is used in official settings, occasions (media, schools, conferences, and newspapers) and in textbooks. Davies (2016) defines the standard language as "the dialect of a language that has been standardized and therefore has an agreed writing system, grammar, and dictionary. In addition, it is normally the variety used for official purposes, including education" (pp.124-125). It is the dialect which is used by educated, intelligent and prestigious individuals of a society. The non-standard language, on the other hand, is the language which follows no rules and includes linguistic errors. The current study deals with offensive language as an element of the non-standard language.

4.1.1. Offensive language

Offensive language is a vital and controversial topic in sociolinguistic study which has relation with language, culture and society; it reflects the values and attitudes of people through social practice. Offensive language is a general item of other aliases terms which are used interchangeably such as foul language, rude language, bad language, dirty language, taboo language, forbidden language, swear language, bawdy language, cuss language and strong language. It is an element of non-slandered language as it is concerned with describing forbidden and prevented things that are inconsistent with the traditions, values and religion in society. Offensive words are viewed by any society as indecent, disrespectful, unacceptable and forbidden. Hughes (2006) confirms that this type of language involves "a

particular choice of diction or vocabulary regarded as appropriate for a certain topic or social situation" (p. 386)

Battistella (2005) confirms that offensive language is variable; it changes from time to time and influenced by social, political and historical forces. Additionally, this type of language differs according to the context, beliefs, society and culture in which they are uttered. Offensive words are not innate; people learn to distinguish between what they should to say and what they should not say in communication by regarding their social norms.

Offensive words have both positive and negative impact on both speakers and listeners. On one hand, they have negative effects on the hearer as they cause harm to others. These words intend to belittle, demean, and disparage another person or somebody. The effect of bad words on a person is indeed hurtful more than physical harm. The offended people know that they are insulted by the words used and the speaker's tone of voice. On the other hand, it has positive effects on the speaker for it causes some sort of catharsis (Jay, 2009). In other words, the use of these words reduces the individual's physical reaction (physical violence) by getting rid of negative emotions such as anger, pain and frustration. In addition, offensive words are utilized to relieve people's stress in daily life.

Over time, offensive words became intensive, frequent and multifaceted between people in society. There is various taxonomies system of offensive language; each sociolinguist differs from the other in his classification system. Jay (1992) and Battistella (2005) classify offensive words into cursing, profanity, blasphemy, taboo, obscenity, vulgarity, swearing, slang, epithets, insults& slurs, scatology, name-calling and verbal aggression. The themes of these categories vary according to its degrees of offensiveness. These categories are usually interconnected and can't be separated from one another.

According to Bostrom, et al. (1973), there are five different functions of offensive language:

1. **To draw attention to oneself:** the offensive words are utilized to get the hearer's attention (e.g., what the *fucking* are you doing?)

2. **To discredit someone or something**: is a way for mocking authority and society and for denigrate the issues adopted by the institution such as *fuck the pig*. This slogan aims to show contempt for the authority.

3. **To provoke confrontations:** offensive language aims to incite the audience to violent reactions.

4. **To provide catharsis for the users:** offensive words have a psychological function for their users. The speaker uses such words to get rid of negative emotions such as intensive frustration, anger, and hatred. By employing such words, the speaker can calm down and avoids physical violence.

5. **To establish interpersonal identification:** offensive words are used to create a kind of intimacy between the interlocutors in casual conversation such as the interaction between close friends specially teenagers.

Rassin& Muris (2005) point out five different motives for uttering offensive words. They are: relieve tension, habit, rhetorical force, shocking and jocularity. The first two motives are "automatic conscious", but the other three motives are "conscious linguistic choice of the speaker". The first motive is concerned with **catharsis** such as fuck, shit, damn. The motive of **habit** is a type of linguistic filler which is used automatically in spontaneous communication (Crystal, 2010). The **rhetorical force** motive is used to emphasize a word or statement not to relieve negative emotions such as *shit it is hot today*. The fourth motive of **shocking** or insulting the audience is used to express strong emotions such as anger or frustration from another individual not from the situation. The fifth type of motives, **jocularity or endearment**, is sometimes used for satire. It also shows love and friendship between two persons at the same age such as *what's up, my nigger*. Context plays a major role in this motive regardless negative emotions or situation.

5. **Methodology**

The current research adopts an eclectic model to achieve a comprehensive and meaningful analysis, both linguistically and socially, of the examination of offensive words that are widely used in media in general and children movies in specific. The major reason for choosing this model is that; the researcher seeks to investigate this issue from different facets to achieve a full coverage of the offensive language. This

model involves the researcher also adopts some linguistic features can be described as follows:

- On a sociolinguistic level: Tagliamonte's (2012) social variables and Holms' (2013) social factors and social dimensions.
- On the semantic level, connotation, denotation and euphemism by Allan& Burridge (2006).
- On the pragmatic level, Deixis, and politeness by Yule (2010).
- On the semiotic level, visual representation of social actors network by Theo Van leeuwen (2008), facial expression by Ekman and Priesen (2003) and color by Kress & Van leeuwen (2002).

The data under scrutiny is Penguins of Madagascar (2014) movie as one of American children animation movies. The researcher chooses this movie according to the diversity and amount of the included offensive words. she divides the data into extracts according to the offensive words that are included which is underlined and marked as bold.

6. Analysis

The script of this movie is taken from https://www.scripts.com/script-pdf/15726

6.1. Extract One:

"Kowalski, what's our trajectory? 95% certain we're still **doomed**."

6.1.1. Sociolinguistic perspective:
- **Social variables (social class, age and gender)**

The word "doomed" is uttered by Kowalski, a young male penguin in Penguin's family. He utilizes this word in replying Skipper's question. Skipper is also a young male penguin who has unnamed parents.

- **Social factors (participants, setting, topic and function)**

In Antarctica, the penguin brothers challenge the nature when they note an egg winding down a hill. They rescue it where it hatches a small penguin. Kowalski tells the baby that he has no family and is going to die. The brothers agree that they adopt baby Private. As a leader, Skipper asks his brother about the way, Kowalski

asserts that they are almost lost and unfortunate. The word "doomed" serves as an expressive utterance; the speaker expresses his hopelessness from their challenge.

- **Social dimensions (social distance, status, formality, referential and effective function scales)**

This interaction occurs between two intimate participants: Kowalski and Skipper. They are brothers who have the same power in communication. The choice of the word "doomed" refers to the high intimacy and the less formality between the two participants. It has an affective function for its association to expressing the speaker's emotions.

6.1.2. Semantic perspective (denotative and connotative meaning)

According to the denotative meaning, the word "doomed" can be defined as "certain to fail, die or have problems" (Cambridge learner's dictionary, 2004, p.200), while, on the other hand, it connotes the speaker's despair and misfortune in life.

6.1.3. pragmatic perspective
- **Deixis**: the speaker uses the personal deixis by employing the first-person pronoun (we) in a plural from to refer to the penguins' family.
- **Politeness:** the speaker follows impoliteness strategy in her interaction with his brother by using a taboo of death word.

6.1.4. Visual perspective

A- Social distance: the involved participants are depicted from full shot by showing their whole figure. The filmmaker also utilizes the intimate distance position by which the viewer can evaluate the close relation between the involved participants.

B- Social relation: vertically, the interlocutors are represented from eye-level angle that gives the viewer sense of closeness. Horizontally, the filmmaker depicts the interlocutors from the frontal angel; it denotes their involvement in the same thing.

C- Social interaction: the involved participants address each other indirectly. The speaker looks at the addressee, but the latter looks at the viewer.

➢ **Facial expressions:**

The speaker's facial features are neutral, but his tone of voice indicates his pessimism and assertion of being lost. Skipper's facial features indicate his contemplation of Kowalski. This is apparent in his frown, wrinkle skin under lower eyelids, eyes divergent and head droops.

> **Colors:**

The most widely used colors in this scene are white, black and blue. The black and white colors are prominent in the penguins' body which signifies their innocence and the mystery of their fate. The blue color is apparent in the color of the sky which symbolizes the harmony between the penguins' team.

6.2. Extract Two:

"Really? Then I really think we should... Whoa, whoa, whoa. Dial back the moxie, **sass-mouth**."

6.2.1. Sociolinguistic perspective:
- **Social variables (social class, age and gender)**

The word "sass-mouth" is uttered by Skipper, an adult male leader of penguins' team. He directs this word to Private, a young male homeless penguin who has ten years old.

- **Social factors (participants, setting, topic and function)**

After leaving the circus searching for food, the four penguins break into Fort Knox to steal their favorite food; Cheezy Dibbles and to celebrate Private's birthday. When Private proposes a suggestion of their plan, Skipper interrupts him by calling him sass-mouth. This utterance serves as directive utterances; the speaker attempts to shut his parent up.

- **Social dimensions (social distance, status, formality, referential and effective function scales)**

This interaction is taking place between two distant interlocutors: Skipper and Private. The latter is the adoptive brother to Skipper. Despite their brotherhood, the speaker is superior to his partner in this communication. The choice of the verbal violent word "sass-mouth" denotes the speaker's dictatorship as a leader who is

formal with his subordinate. This utterance has an affective function; the speaker shows his control and ego over his brother.

6.2.2. Semantic perspective (denotation, connotation and euphemism)

The utterance "sass-mouth" can be denotatively defined as "impudent or disrespectful back talk" (Dictionary.com, online, 2020). On the other hand, this utterance connotes the speaker's rejection of the addressee's view. The speaker uses this utterance for countering instead of directly saying "shut up".

6.2.3. Pragmatic perspective

- **Deixis**: the personal deixis is employed in the addressee's opinion by using the first singular person pronoun (I), while the speaker doesn't utilize any type of deixis. He uses the directive method to make his partner silent.
- **Politeness**: the speaker follows the negative politeness strategy by calling his brother "sass-mouth" to recount his opinion and maintain their social relation at the same time.

6.2.4. Visual perspective

A- Social distance: the interlocutors are depicted from Close up shot which focuses on the participants' face to reveal their emotions and facial expression. The filmmaker introduces the interlocutors from far personal distance position to indicate a discussion of personal subject.

B- Social relation: vertically, Skipper is taken from low angle to Private to show his power as a leader. Conversely, Private is taken from high angle to Skipper to indicate his weakness and inferiority. Horizontally, the speaker is represented from the left side position for he is well known to the viewer.

C- Social interaction: the represented participants adress each other directly. Skipper's tone of voice (shouting) and the sharp gaze refer to his contering to his brother's view.

➢ **Facial expression**

Skipper's facial features indicate his anger emotion; the eyebrows are lowered and squeezing together, there are vertical wrinkles between the eyebrows, the eyes are tight, focusing on the addressee. Private's facial expressions show his

astonishment from his brother's behavior; eyes open, mouth open and eyebrows raised.

➢ **Colors:**

There are three major colors used in this scene: black, white and yellow. The black and white colors are shown in the penguins' body which signifies the power and formality of their leader. The black color is also apparent in the darkness of the surroundings which symbolizes the bad behavior of the interlocutors; stealing the place. The yellow color is prominent in the light of the windows that refer to the richness of that place and the intelligence of the penguins.

6.3. Extract Three:

"Every time a **<u>villain</u>** calls in, this happen"

6.3.1. Sociolinguistic perspective:
- **Social variables (social class, age and gender)**

The word "villain" is uttered by Short Fuse, an adult male harp seal who is a member of The North Wind team. He uses this word in talking about Dave; an adult male octopus in his 40's who belongs to the low class.

- **Social factors (participants, setting, topic and function)**

In the North Wind hideout, the four penguins and the NW team were gathering to find out a plan for capturing Dave. The latter hacks their communication system to tell them that he has massive supplies of the serum that help him in accomplishing his plan. This utterance serves as an expressive utterance; the speaker expresses his anger and hatred for Dave.

- **Social dimensions (social distance, status, formality, referential and effective function scales)**

This interaction occurs between intimate participants: Short Fuse, the penguins' family and The North Wind team. They have equal power in communication, so the speaker talks in informal way. This utterance has an affective function; he expresses his anger from the poor contact with Dave.

6.3.2. Semantic perspective (denotative and connotative meaning)

The word "villain" can be denotatively defined as "a bad person in a film, book, etc." (Cambridge learner's dictionary, 2004, p.718). On the other hand, it connotes Dave's evil and jealous spirit.

6.3.3. Pragmatic perspective

- **Politeness:** the speaker uses impoliteness strategy in her talking about his enemy by insulting him.

6.3.4. Visual perspective

A- Social distance: the filmmaker depicts the involved participants from full shot showing their whole body. They are also represented from public distance position in the hideout place.

B- Social relation: vertically, the represented participants are taken from high angle to Dave to indicate their powerless against his evil power. Horizontally, the interlocutors are depicted from the frontal angel; it denotes their involvement in the same mission.

C- Social interaction: the interlocutors address each other indirectly. They astonish from their enemy's speech.

➤ **Facial expression**

The speaker's facial features show his anger; the eyebrows are lowered and squeezing together and there are vertical wrinkles between the eyebrows. The other participant's facial expressions indicate their astonishment from Dave's behavior; Eyes open, mouth open and raised eyebrows.

➤ **Color:**

The most widely colors used in this scene are gray, black, white and blue. The gray color is apparent in the NW's body that symbolizes their intelligence and staidness. The black and white colors refer to the penguins' innocence and power. The blue color is prominent in the background that signifies the confidence and the harmony between the team.

6.4. Extract Four:

"No, **silly willy.** We've been tracking your little secretary mascot."

6.4.1. Sociolinguistic perspective:
- **Social variables (social class, age and gender)**

The utterance "silly willy" is utilized by Short Fuse, an adult male harp seal who is an expert of classified team. He directs this utterance to Skipper, an adult male leader of penguins' family.

- **Social factors (participants, setting, topic and function)**

After destroying the North Wind's plane, the four penguins spend long time lost in the sea. Classified and his team are in a boat inspection Dave's position. Skipper asks them to accompany the penguins with them. Short Fuse tells him that they attempt to rescue Private. This utterance serves a referential utterance; it provides the viewer with information about classified team's steps.

- **Social dimensions (social distance, status, formality, referential and effective function scales)**

This interaction occurs between two distant interlocutors who became intimate latter: Short Fuse and Skipper. The former is one of a powerful team that aims to help the weak animals. He has a high status than the latter. The choice of this utterance refers to the low solidarity and high formality between the represented participants. This utterance has a referential function; the speaker gives information about their plane for capturing Dave and saving Private.

6.4.2. Semantic perspective (denotation, connotation and euphemism)

According to the denotative meaning, the word "silly" is defined as "weak-minded or lacking good sense". While, on the other hand, this utterance connotes the speaker's mocking of the addressee. He uses Jokes to demean his partner. The speaker also mocks Private by using the euphemistic expression "mascot" instead of idiot or foolish.

6.4.3. Pragmatic perspective
- **Deixis:** the speaker uses two personal deixis in this interaction. He utilizes the first-person pronoun (we) in a plural form to refer to Classified's team. He

also uses the possessive adjective (your) to refer to the addressee's adoptive brother, Private.

- **Politeness:** the speaker adopts the negative politeness by using the euphemistic expression "your little secretary mascot" in referring to their target.

6.4.4. Visual perspective

A- Social distance: the filmmaker depicts the involved participants from medium shot that shows the half of the actors. The interlocutors are represented from public distance position which includes several persons in the sea.

B- Social relation: vertically, the penguins are taken from high angle to Classified's team that symbolizes their helpless, powerless and weakness. Horizontally, the filmmaker's representation of Short Fuse on top-central position within this scene connotes his major role in the NW team.

C- Social interaction: the interlocutors address each other directly; they involved in the same mission.

➢ **Facial expression:**

The speaker's tone of voice shows his mockery of the addressee, but his facial features express his anger from Skipper for he thinks in a different way. This is apparent in lowered and squeezing eyebrows and there are vertical wrinkles between the eyebrows. Skipper's facial features show mixed emotions: astonishment and anger. He has the same facial characteristics as the speaker.

➢ **Color:**

Gray, black, white, orange and blue are the most widely used hues in this scene. The penguins' body is represented by the white and black colors as usual. The gray color is prominent in classified team that connotes intelligence and staidness. The orange color is represented in part of the boat which signifies the speaker's irony from the penguins. Finally, the blue color is apparent in the sky that denotes the NW's confidence of victory.

6.5. Extract Five:

"You **low-down**, **dirty**, **mangy**, **filthy**, **flea-bitten**, **bum-sniffing, toilet drinker**."

6.5.1. Sociolinguistic perspective:

- **Social variables (social class, age and gender)**

These insults are uttered by Skipper, an adult male leader of penguin's family. These rude words are directed to Classified, an adult male leader of the North Wind team.

- **Social factors (participants, setting, topic and function)**

When the NW team finds an island in the sea where Dave is hiding, Skipper became happy that he may find Dave. Later, Skipper discovers that Classified follows the penguins by injecting them with a tracking device. He insults Classified for deceiving the penguins. This utterance serves as expressive; the speaker expresses his anger from the addressee.

- **Social dimensions (social distance, status, formality, referential and effective function scales)**

This interaction is taking place between two distant participants: Classified and Skipper. Despite the former's power and high status, the latter insults him to demean his behavior. The choice of these rude words denotes the less solidarity between the interlocutors. This utterance has an affective function; the speaker expresses his anger from being deceived.

6.5.2. Semantic perspective (denotative and connotative meaning)

Offensive word	Its denotative meaning	The connotation meaning
Low down	"the most important information about something" (Cambridge learner's dictionary, 2004, p.396)	This utterance connotes classified's dishonesty and deception of the penguins. It also connotes that the speaker is dissatisfied of the presence of another leader. The speaker uses these insults to express his annoyance from the addressee's behavior.
Dirty	"not clean" (p.189)	
Mangy	"affected with or resulting from mange" (Merriam-Webster, n.d.)	
Filthy	"extremely dirty" (p.253)	

Flea-bitten	"bitten by a flea or fleas" (Dictionary.com, n.d.)
Bum-sniffing	"someone who takes a pleasure from the sniffing of male bums" (Urban Dictionary, n.d.)
Toilet drinker	"when a human or animal drink water from toilet" (Urban Dictionary, n.d.)

6.5.3. Pragmatic perspective

- **Deixis**: the speaker utilizes the personal deixis in this situation by employing the second person pronoun (you) in a singular form to direct these insults to Classified.

- **Politeness:** the speaker follows the impoliteness strategy by using insults and slurs to demean and disvalue the addresses' bad behavior.

6.5.4. Visual perspective

A- Social distance: this feature is achieved by the filmmaker's use of the extreme close up shot which denotes the close personal distance between the interlocutors.

B- Social relation: vertically, the involved participants are represented by eye-level angle that denotes that there is no power difference between interlocutors, or even the viewers. Horizontally, Skipper is depicted in the left side position for he is well known for the viewer.

C- Social interaction: the interlocutors address each other directly; it denotes their involvement in the same thing.

➢ **Facial expression:**

Skipper's facial features express his anger from his partner; his sharp gaze, his eyebrows are lowered and squeezing together, his eyes are tight and his mouth is opened for shouting. Classified's facial expressions are neutral for his not caring of the Skipper's angry action. It denotes his self-confidence and high ego.

➢ **Colors:**

There are six different colors involved in this scene: black, blue, white, gray (light and dark) and orange. The black and white colors are the actual and usual color of the penguin. In this scene, it symbolizes Skipper's angry mood. Classified is

represented by the light and dark gray that signifies his calmness reaction. The blue color is apparent in the sky that denotes Classified's coolness, and confidence. Finally, the orange color is clear in the boat that symbolizes the comedic behavior when Skipper became calm after thinking of Classified' plan.

6.6. Extract Six:

"Those **ludicrous** butterballs are letting David escape!"

6.6.1. Sociolinguistic perspective:
- **Social variables (social class, age and gender)**

The word "ludicrous" is uttered by Classified, an adult male wolf and the leader of the North Wind team. He directs this word to the penguins' family, four adult male penguins.

- **Social factors (participants, setting, topic and function)**

Dave is captured by the penguins in the zoo, but he can escape from the pipes. Dave kidnaps Private and some other penguins in his submarine. The North Wind and the penguins follow him, but they can't catch him. The penguins snatch the NW's plane to rescue Private, but it is destroyed for Skipper's disability of flying it. This utterance serves as expressive one; the speaker expresses his anger from the penguins.

- **Social dimensions (social distance, status, formality, referential and effective function scales)**

The word "ludicrous" is uttered in an interaction between intimate participants: Classified and his team. Despite their intimacy, Classified has power in communication as a leader than his team. The choice of this utterance denotes the high intimacy and less formality between the interlocutors. This utterance has an affective function for the speaker's expressing a certain emotion than providing information.

6.6.2. Semantic perspective (denotation and connotation)

According to the denotative meaning, the word "ludicrous" can be defined as "stupid" (Cambridge learner's dictionary, 2004, p.397). While, on the other hand, it

connotes the penguins' poor experience of flying the jet and they are the reason of the mission's failure. Besides, the speaker believes that the penguins are useless; they are just cute faces. The major motive of utilizing this utterance is catharsis; the speaker releases negative emotion.

6.6.3. Pragmatic perspective

- **Deixis:** the speaker uses the discourse deixis in this scene by utilizing the cataphora type of discourse. He uses the demonstrative pronoun (those) in a plural form to point to the penguins.

- **Politeness:** the speaker uses the negative politeness; he uses the euphemistic word "ludicrous" instead of foolish, idiot or stupid directly.

6.6.4. Visual perspective

A- Social distance: the represented participants are depicted from long shot by showing their whole body and relating them with the surroundings. It denotes the far social distance between the interlocutors.

B- Social relation: vertically, the filmmaker depicts the involved participants from eye-level angel that gives the viewer a sense of closeness. Horizontally, the interlocutors are depicted from the frontal angle as the major issue of this scene.

C- Social interaction: the interlocutors address each other in indirect way. Classified points to the team's plane and the others look at it. They are all angered from the penguins.

➢ **Facial expression:**

Classified's facial features show his anger from the penguins; his eyebrows are lowered and squeezing together, there are vertical wrinkles between the eyebrows. The eyes are tight, focusing on and pointing to the source of anger.

➢ **Color:**

There are four major colors involved in this scene: brown, gray, blue and pale yellow. Classified is represented by light and dark gray which signifies his power and intelligence as a leader. The NW team is introduced in a gray color which connotes staidness as a powerful team. The blue color is prominent in the sky color which connotes the harmony between the team. Finally, the brown and pale-yellow

colors are apparent in the background which denotes the energy of the NW members.

6.7. Extract Seven:

"I made a monster. I made a monster! And all you adorable penguins are next! **Crikey**!"

6.7.1. Sociolinguistic perspective:

- **Social variables (social class, age and gender)**

The word "crikey" is uttered by Private, a young male homeless penguin who is a member of penguins' family. He is about ten years old.

- **Social factors (participants, setting, topic and function)**

On an island in Shanghai, Dave captures many penguins to accomplish his plane. Private accidently is one of them. Dave uses an insect to be the first test of Medusa serum that turns the animals into savage and ugly monsters. When the serum proves its successfulness, Dave chooses Private as a sample of penguins to test on. This mild swearword serves as expressive utterance; the speaker expresses his fear and astonishment from Dave's intention.

- **Social dimensions (social distance, status, formality, referential and effective function scales)**

This interaction occurs between two distant represented participants: Dave and Private. The former is a mad scientist who has power over the latter as his victim. Private uses this exclamatory expression to show his fear from Dave's evil intention. This utterance has an affective function; it is associated with the speaker's expression of a certain emotion.

6.7.2. Semantic perspective (denotation, connotation and euphemism)

Denotatively, the word "crikey" can be defined as a word that can be "used as an exclamation of surprise, amazement, dismay and etc." (Dictionary.com online, 2020) On the other hand, this utterance is used for expressing the speaker horror from what Dave happens with the animals. It is used as euphemism for Christ, the

creator of the world according to Christianity. He utters it for not attacking the divine power, but for yelling.

6.7.3. Pragmatic perspective

- **Deixis:** Dave uses personal deixis by employing the first Peron pronoun (I), in singular form, pointing to himself as a great scientist and the second plural person pronoun (you) referring to the penguins.
- **Politeness:** the speaker expresses his negative feeling by utilizing politeness strategy. He doesn't say shit for example, but he cries out the Christ.

6.7.4. Visual perspective

A- Social distance: the filmmaker depicts Private from Close up shot that focuses on the speaker's face to reveal his emotions and facial expression. Private is represented from close personal distance to the viewer.

B- Social relation: vertically, Private is taken from eye-level angle to reveal his reaction to the viewer. Horizontally, Private is depicted in the center to the left position which denotes that he is the main issue of this scene.

C- Social interaction: the involved participants aren't addressing each other directly. Private is shown in a fearful look; he doesn't want Dave hear him.

➢ **Facial expression:**

Private's facial features show mixed emotions: astonishment and fear. This is apparent in his opened eyes; the upper eyelids are lifted and the mouth is opened. Dave's facial expression reveals his surprising from the utterance. The eyebrows are lifted and pulled inward, the eyes are open wide, the mouth is opened, and the lips are tight.

➢ **Color:**

There are seven different colors used in this scene: pink, blue, purple, brown, green, black and white. The first five colors are apparent in the Penguins' mermaid uniform that denotes Private's camouflage to capture Dave and the joy that penguins make for human beings. The black and white colors are prominent in the penguins' body that signifies their innocence. Finally, the black color is revealed in the iron box that symbolizes Dave's evil behavior.

➢ **The use of the utterance "blast it" within the movie:**

This expression is uttered twice in two different situations by Classified, an adult male wolf. It can be defined as "exclamation used when you are annoyed at something." (Cambridge learner's dictionary, 2004, p.72). First, Classified expresses his anger when Dave can escape from him while he tries to rescue the penguins. The other time, he utters it when the NW team is captured by the Dave's octopus trying to persuade him to release them. He asks Corporal if he understands the octopus' language, Corporal says that no one in the NW team knows this language. He expresses his annoyance by saying "blast it".

6.8. Extract Eight:

"You **maniac**! You blew up!"

6.8.1. Sociolinguistic perspective:
- **Social variables (social class, age and gender)**

The word "maniac" is uttered by Kowalski, an adult male member of penguin's family. He directs this word to Dave, an adult male octopus who is in his 40's.

- **Social factors (participants, setting, topic and function)**

In Dave's submarine, he tests the rays of Medusa serum on Private after capturing his brothers. When he starts this test, Private is exploded and disappears. Kowalski cries to express his anger from Dave and sadness over his adoptive brother. This mental health term serves as expressive utterance; it is associated with revealing the speaker's feelings.

- **Social dimensions (social distance, status, formality, referential and effective function scales)**

This conversation is taking place between two distant interlocutors: Kowalski and Dave. The latter is disguised in a mad scientist who plans to turn the penguins into monsters in order to revenge. He is superior to his victims because he is the controller over them. This utterance has an affective function; the speaker expresses his sadness emotions over his brother's explosion.

6.8.2. Semantic perspective (denotation and connotation)

According to Cambridge learner's dictionary (2004), the word "maniac" can be denotatively defined as "someone who behaves in an extreme or uncontrolled way" (p.403). Conversely, this mental health utterance has a negative connotative meaning; the speaker insults the addressee for his evil behavior. He doesn't disvalue his mental ability, but he demeans his unstable personality.

6.8.3. Pragmatic perspective

- **Deixis:** in this situation, the speaker uses personal deixis by employing the second singular person pronoun (you) to point to Dave.
- **Politeness:** the speaker utilizes the impoliteness strategy by insulting his partner.

6.8.4. Visual perspective

A- Social distance: the filmmaker depicts the three penguins from medium shot which denotes the close personal distance between the brothers.

B- Social relation: vertically, the three penguins are taken from eye-level angle that shows their reaction of Private's explosion to the viewer. Horizontally, Kowalski is depicted in the right position to his brothers to provide the viewer with information about the effect of the rays on Private.

C- Social interaction: Kowalski addresses Dave indirectly. He looks at Private with sad eyes.

➤ **Facial expression:**

Kowalski's facial features show his anger mood. This is apparent in his open mouth while he is shouting; his open eyes and the eyelids are tight and straight. Dave's facial features indicate his not caring about the speaker's insult; his eyebrows are raised; the eyes are upward and his lips are gently opened and smiling.

➤ **Colors:**

There are two major colors in this scene: black and white. The white color is apparent in the penguins' body which symbolizes their innocence and helpless. The black color is the dominant one which fills the scene to show the penguins' sadness over Private explosion.

6.9. Extract Nine:

"Way to go, boss! That's North Wind, **<u>sucker!</u>**"

6.9.1. Sociolinguistic perspective:

- **Social variables (social class, age and gender)**

The word "sucker" is uttered by Short Fuse, an adult male harp seal. He is demolition expert in the North Wind team.

- **Social factors (participants, setting, topic and function)**

On an island in New York, Classified explains the NW plan to the penguins; how they can rescue Private and the other captured penguins from Dave's evil. The NW members and the penguins are impressed by Classified's power of planning. This insult word serves as affective utterance; the speaker is impressed and proud of his team's power.

- **Social dimensions (social distance, status, formality, referential and effective function scales)**

This interaction is taking place between distant interlocutors: Short Fuse and the penguins. The former belongs to a powerful team, so he is superior in communication to his partners. The choice of an informal word "sucker" shows the inferiority and powerless of the penguins to the North Wind team. This utterance has an affective function; it expresses the speaker's feelings than providing the viewer with information.

6.9.2. Semantic perspective (denotation and connotation)

The word "sucker" is an informal word which can be denotatively defined as "someone who believes everything that you tell them and is easy to deceive" (Cambridge learner's dictionary, 2004, p.649). While, on the other hand, this utterance has a negative connotative meaning; the speaker utilizes this utterance to insult and demean the penguin's plan.

6.9.3. Pragmatic perspective

- **Deixis:** the speaker utilizes the discourse deixis by employing Cataphora to point to the North Wind team.

- **Politeness:** the speaker adopts the impoliteness strategy in this conversation by insulting the addressees.

6.9.4. Visual perspective

A- Social distance: the speaker is depicted from the medium full shot which shows the far social distance to the penguins.

B- Social relation: vertically, Short Fuse is taken from low level to the penguins which denote hos power over them. Horizontally, the speaker is depicted in the center to right position in this scene for he provides the viewer information about the power of the North Wind team.

C- Social interaction: the interlocutors address each other directly; the speaker glorifies his team and degrades the abilities of the penguins' team.

➢ **Facial expression:**

The speaker's facial features show his contempt from the addressees; his lip corner is tightened and raised on only one side of face. The penguins' facial expressions show their astonishment from Classified's plan; their eyes are opened, mouth gently opened and eyebrows are raised.

➢ **Color:**

The most widely colors used in this scene are gray, white and black. Short fuse is depicted in light gray color which signifies his intelligence and staidness as a meaningful member in the NW team. The penguins are apparent in black and white

7. Conclusion

The current study is undertaken to conduct an eclectic analysis of offensive language of one of American children movies; Penguins of Madagascar (2014). Nine extracts of different situations have been examined. After a close analysis, the conclusion yields that there are fifteen offensive words used in this movie. The next table provides a list of the frequency of these words as follows:

Offensive utterance / No.of occurrence	Category	Motive (emotions)	Function	Social variables

Doomed	1	Taboo (death)	Despair	To provide catharsis	Young male homeless penguin
Sass-mouth	1	Verbal violence (countering)	Ego or control	To discredit someone	An adult male
Villain	1	Insult	Catharsis (anger and hatred)	To provide catharsis	An adult male harp seal
Silly willy	1	Insult	Contempt	To discredit someone	An adult male harp seal
Ludicrous	1	Insult	Catharsis (anger)	To provide catharsis	An adult male
Crikey	4	Mild swear word	Catharsis (fear)	To provide catharsis	A young homeless male
Maniac	1	Name-calling (mental health)	Catharsis (anger)	To provide catharsis	An adult male
Sucker	1	Insult	Catharsis (proud)	To discredit someone	An adult male harp seal
low-down, dirty, mangy, filthy, flea-bitten, bum-sniffing, toilet drinker	1	Insult	Catharsis (anger)	To provide catharsis	An adult male

			Catharsis	To provide	An adult male
Blast it	2	Profanity	(anger)	catharsis	leader

Table (1): *List of offensive words included in Penguins of Madagascar movie*

Considering the foregoing table, it is revealed that the most frequent used categories of offensive words are insult with an average of (36%), swearing (29%) and profanity (14%). This table also shows that all the participants who utter these offensive words are adult males to provide catharsis; to express aggressive or negative emotions such as anger. It is noticeable that there is a shortage of female figures in this movie. The only female participant is Eva, one of the NW team who is considered as inactive character. In the line with providing catharsis, most of these offensive words are used to discredit the addressee. The following figure shows the percentages of the offensive words uttered in this movie:
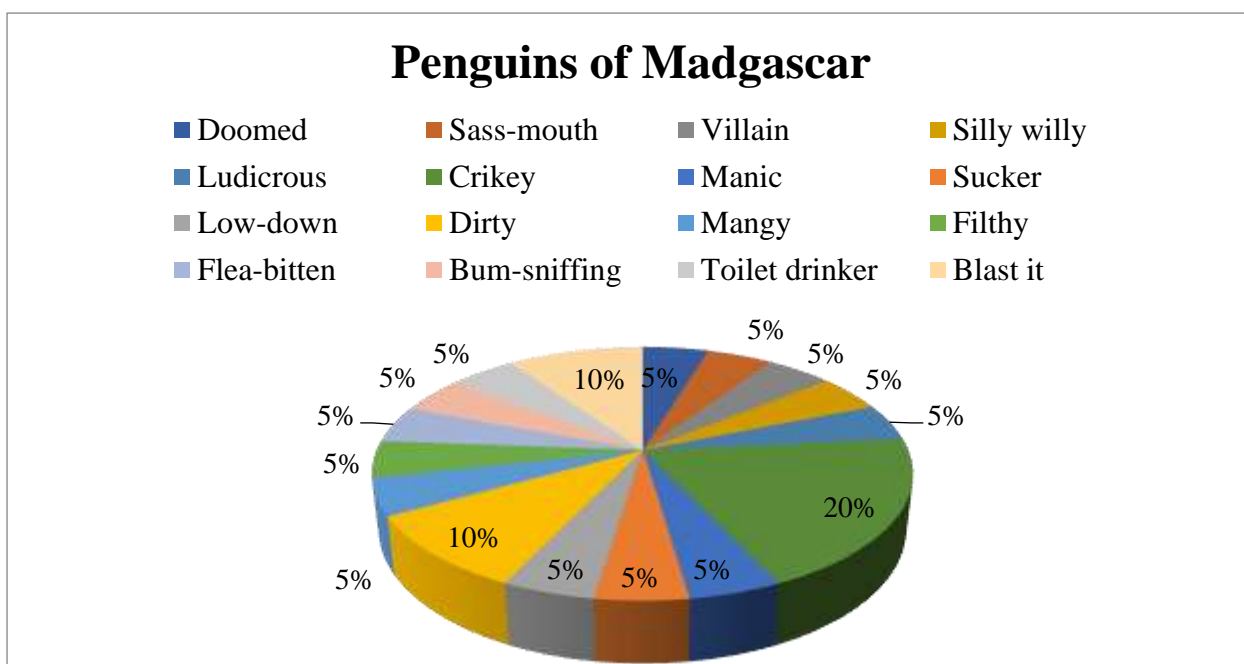

Figure (2): Frequencies of occurrence of the offensive words in *Penguins of Madagascar movie*

To sum up, there are no differences in using offensive words by genders, all age groups and all social classes. This type of language becomes a lifestyle in conversation in any community. The researcher notices that the most favored types of offensive terms used in children movies are name-calling, verbal violence and insults to express certain emotions. Although the involved words are weak and mild offensive, it has negative impact on children's behavior.

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