

AYDI EST.

Open Learning & Translation

2021-2022

Fourth Year

Second Term



P.1



L1+L2

Discourse

Analysis

03.12.2021

10.12.2021

DA 4.P1



د. أماني العيد

AYDI 2022/ T2

Can we consider this as a text?

We have a flag, computer, square, plane, and something else.

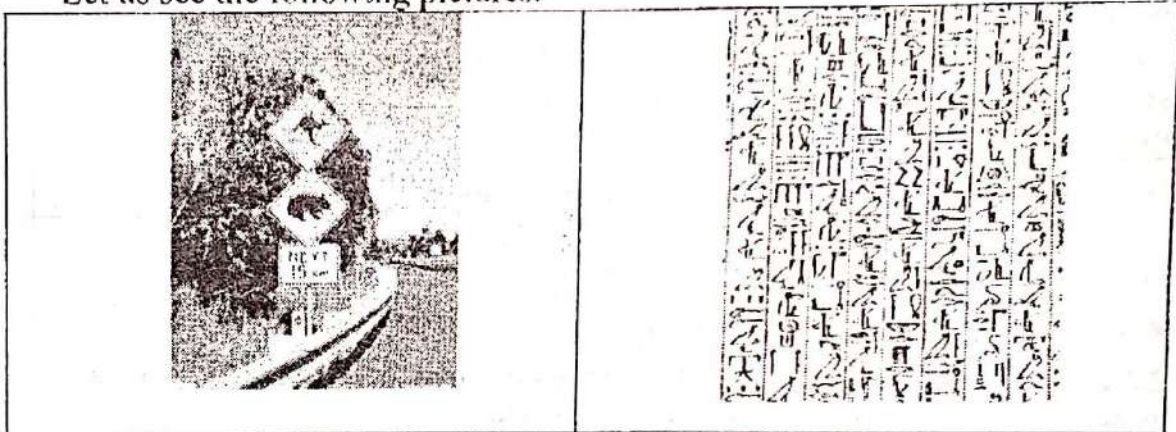
What does this mean? This line is easier to understand than the first one, it kind of communicates a message; even this message may be understandable only for some people.

Student: It can mean someone who books a ticket online.

Professor: Very good, it can mean so.

Why the second line is easier than the first? We know some of the signs or symbols.

Let us see the following pictures.



The left image indicates 'Caution, animals are crossing the street after /15/ km.'

We here in Syria do not have Kangaroos, but the road signs are **universal**. That is why we can understand them.

So, *why it is a text and the previous one is not?*

You can see signs and symbols; some of them are understandable and others are not, *why?*

The information you get from some signs and symbols is coming from your culture and background information.

Sometimes we can understand symbols separately, but we cannot connect them together or understand the message behind them.

Other cases, you can see a text in a strange language you do not know, such as ancient Egyptian (Hieroglyph), but people at that time could understand this language. It may be from the lack of conscious and sub-conscious knowledge.

The text must convey meaning and message to be a text; otherwise, it is not a text, it could be coherent but we do not understand the words.

How do you know if a text is coherent or not if you do not understand the words?

There should be a shared or common code between the writer and the audience. You cannot just come and talk to me in Japanese; I do not know Japanese. We have to agree about the rules, structure, style, etc. and how to put

these signs together to make sense to us at least as a community or society.

Now I will read a definition of (the text) from "*The Language of Speech and Writing*" by Cornbleet and Carter.

"TEXT can be used for both written and spoken language. It usually refers to a stretch, an extract or complete piece of writing or speech. Texts generally adhere to broad conventions and rules which determine the language and structure used in particular text types."

We have text types, and each text has its own style, message, and conventional rules. These rules are not just words and sentences, they can be signs, pictures, symbols, etc.

Can you think of elements that determine the structure of a text?

Student: Face expressions and body gestures.

Professor: good.

The word text derives from the Latin *texere*, which means (to weave).

- (To weave): to knit a piece of clothes: (ينسج/ يخبك)

Depending on this discussion that we had.

What determines the structure of a text?

Student: The language, grammar, semantic, syntax, order of words in a sentence, phonetics, morphology, pragmatics, etc.

Professor: Ok.

What form does this structure take?

Student: Rhyme, oral, etc.

Professor: Ok.

Is this the same for all texts?

Student: No!

Professor: Ok.

Texts in general are:

- Self-contained.
- Well-formed.
- Hang together (cohesive).
- Make sense (coherent).
- Have a clear communicative purpose.
- Are recognizable text types, such as any rhyme text.
- Are appropriate to their contexts of use.

What types of written texts we have?

Literary, political, scientific. Prose, history, etc.

Let us read this phrase:

1- No unauthorized photocopying.

Is it a text? What does it mean?

Student: Something might be confidential, or a formal document.

Professor: It has different meanings: If you are a professional photographer, you are not allowed to take photos, or you are not allowed to photocopy any documents

What is the purpose of the text? It is warning not to do a certain type of behavior.

So, it is a text because it has a communicative purpose.

2- So easy to use, no wonder we are the World's No. 1

Student: It is some kind of advertisement.

Professor: Very good. It is a kind of commercial; they are selling a product.

What is the purpose of the text? Advertising, persuading the customers to buy the product.

So, it is a text because we understand it.

3- Brown 'treating people as fools'.

Here, someone is showing off.

Is it a text? Do we understand the meaning behind the text? What do you understand?

Student: somebody describes Brown, and this somebody does not like Brown because Brown looks down to people.

Professor: We do not know who is speaking, and we do not understand the context. It is not coherent (does not make sense), it does not hang together as a text, there is something missing, it is not a recognizable text type.

It is a fragment from a text, or from a sentence. So, it is not a text. It cannot stand by itself, and I said it is kind out of context, so I would not define it as a text because it is part of speech.

4- Is it my turn?

What type of text we have? It can be a discussion or question. It can be in an audition, or a part of game (playing cards).

It is not a text, and it cannot stand by its own because we do not know who the speaker is. It could be me or someone else, and who they are talking to? We do not know in which context, *can we guess the context?* It could be a game, or in somewhere at waiting line.

So basically, when we talk about what determine the structure, and what determines the structure of a text; we think of so many elements not only just words, sentences, signs and universal symbols, but there are also the context, and the speaker and addressee (or the writer and reader).

5- KEEP AWAY FROM CHILDREN.

It could be written on the box or package of a medicine/ cleaning product. So, *what is the purpose of the text?* Caution and warning because it is capitalized.

Is it a text? Is it recognizable as a text type? It is written on a certain box.

We do not know what the product is; this is what is missing. However, we know the purpose of the text; it is understandable. The target is adults, asking adults to keep this product away from children. So, it is a text.

6- Energizer.

It is a type of batteries and an energy drink.

It is one word. *Can a word be identified as a text?*

Student: Yes, sometimes. Here it is a product.

Professor: Yes, it is a text.

Student: And other substances help us to understand the meaning.

Professor: Yes, of course.

Who is the addresser? It could be a company.

Where can we find the text? As we said, on batteries or an energy drink.

How do we know that it can be a battery or an energy drink? Where did you get this information from?

Student: it depends on the context.

Professor: Yes, it depends on the context of situation.

So, this one word can stand on its own, and it is a text, but it might be means differently for different people.

It is signifier but we do not know what the signified is, based on our knowledge and subconscious.

7- RECHARGEABLE.

It is definitely a battery.

Is it a text? Can it stand by its own? Does it have a purpose? Yes, and the purpose is describing this kind of battery.

This word gives us information and instructions to do certain type of things with this battery. So, it is a text.

8- Advanced.

It is not clear what is *advanced*.

Why is 'RECHARGEABLE' clear and 'Advanced' is not? Because the first one has an independent meaning.

So, it is not a text because it does not convey a meaning.

9- Lasts up to 4X Longer in Digital Cameras.

It is a text; why?

What is the target here? It is advertising; it gives us instructions or extra information about the digital cameras that we have, in order for the costumers can buy it.

It was generally evident whenever they met, that he *did* admire her; and to her it was equally evident that was yielding to the preference which she had begun to entertain for him from the first, and was in a way to be very much in love; but she considered with pleasure that it was not likely to be discovered by the world in general, since Jane united with great strength of feeling a

composure of temper and a uniform cheerfulness of manner, which would guard her from the suspicions of the impertinent.

- (Composure): the steadiness mind under stress.
- (Impertinent): characterized by gaiety and ease of manner.

What type of text do we have? Written or spoken?

Student: It is a written text.

Professor: Yes. This written text can be a story? Can you guess what type of written text do we have?

Student: I think it is literary.

Professor: *Is it a literary text? How do you know?* Yes, by the choice of words (suspicious and delicate), and high register.

"The suspicion of the impertinent", "composure of temper and a uniform cheerfulness of manner", and "she had begun to entertain for him from the first", these expressions are very properly.

Also, the very long sentence written here, and it be described as a paragraph, but it is one long ongoing sentence, and these are no full stops. So, this paragraph is made of one sentence.

Does the text make sense? Are the sentences coherent? Yes.

What is the text about, since it makes sense?

Student: The feelings between Jane and her beloved.

Professor: *What do we know about the man and woman in the text, and the relationship between them?*

The man admires the women, and she begins to consider his feelings. There is something ambiguous about the woman; she is trying to hide something. So, she has some kind of *manner*, which does not show that she is in love, in a way that hides her feelings from the people.

It is a long sentence, and this is common in novels and short stories; but if you write an essay, you should never write like this.

Was it easy to understand?

Student: Generally, yes.

Professor: *Is it a formal text? How do you know?* Yes, by the vocabulary, structure.

Now we will move to another idea.

"Formal vs. Informal"
"Literary vs. Non-literary"

- What makes a text formal?

It can be register, structures, and relation between text producer and recipients (we said text producer not writer because the text may be oral).

- What makes a text informal?

Slang, and relation between text producer and recipients.
In informal, we are talking about contractions.

- Do formal texts only use formal language?

No, in most cases.

Can a formal text use contractions (A formal text such as a novel or short story)?

We can use contractions in both types; if the text is an essay or academic writing, we cannot use contractions. If it is a novel, we can.

- What makes a text literary?

Figurative language, narration, the type of sentences used, vocabulary, topic, and figures of speech.

What is a literary text?

Student: It has verses most of times (in poetry).

Professor: Right, but the text can be a novel or drama. *So what else?*

A literary text can have different text types: poetry, drama, novel, novella, etc. *What else?* It has figurative language, it explores the emotions and feelings.

- Are literary texts formal or informal?

Formal.

Text and sentences:

- Are all texts organized in sentences?

No, we can have symbols, signs, etc.

- Are sentences necessary for a stretch of language to be considered a text?

No! A word can be, such as "stop".

- What kinds of texts are organized in sentences?

Articles, literature (novels, stories, novella, but not poetry because it is written in verses), newspapers, books, etc.

Now,

Text (النص) or discourse (الخطاب)?

- Are they the same?

- If not what is the difference between text analysis and discourse analysis?

No, text is more specific, while discourse is wider than text, and discourse analysis is wider than text analysis because in the discourse one we look at extra levels and information.

- "Knowing what a sentence means is one thing, but knowing what is meant by an utterance is another". H.G. Widdowson, Discourse Analysis.

What is an utterance? What is the difference between a sentence and an utterance?

The utterance is spoken; it could be a syllable, one word, sound, or a noise we are making. While sentence is something written, and it consists of certain

DA 4.P1

components (subject, verb, etc.).

Knowing what a sentence mean is one thing, but knowing what is meant by utterance is another thing.

- "Discourse can be anything from a grunt or single expletive, through short conversations and scribbled notes right up to Tolstoy's novel, War and Peace, or a lengthy legal case." Guy Cook, Discourse.

- (Grunt): noise.

- (Single expletive): it can be a swear word.

- (Scribbled): to write or draw something carelessly; (خربشة).

Discourse can be an utterance, sound, one word, or short conversation, scribbled notes, or lengthy legal case.

(Energizer, RECHARGABLE, Advanced) are all discourse, and the fact that we recognize them is because we have sub-conscious kind of information that leads us to the meaning.

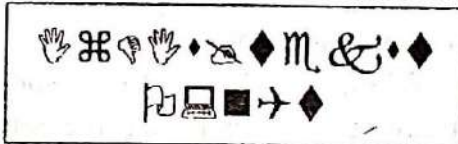
Even the instructions that we have on a product or the instructions on a medicine, regardless of the context they are discourse because we do not know the text/ context but we can recognize them from common information and background. So, I will call this example *Discourse*.

What is discourse analysis concerned with?

Discourse analysis is concerned with "how the encoded resources available in a language are put to communicative use",

The keyword here is (*encoded*), we saw before the following symbols:

They are all encoded resources available in a language are put to communicative use, in addition to the ancient Egyptian. They need a special expert to understand it, but they have a communicative purpose.



The focus is on the language as a means to an end, an instrument at the service of communication.

End means here the purpose, communication reason.

Discourse analysis is also concerned with meanings, which are: "socio-cultural constructs of reality: they represent particular beliefs and values that define ways of thinking about the world".

So, there are two elements so far that discourse analysis is concerned with; how does language communicate, how do we communicate using language or using an utterance, how if I say such to understand what I mean, how does all work. And the other thing is discourse analysis concerns with meaning; how meanings are social constructed representing certain set of beliefs and values.

In other words, the focus is on how texts are socially constructed and are to a certain extent a form of social practice.

This is what resort to our earlier discussion as we talked about the common

knowledge; we know it is a text from society.

So, Discourse analysis is wider than a text analysis, and involves: meanings, grammar, expletive, communication, and encoded.

- "The latter kind of language – language in use, for communication – is called discourse; and the search for what gives discourse coherence is discourse analysis." Guy Cook, *Discourse*.

According to Guy Cook, discourse is language in use for communication.

"What matters is not its conformity to rules, but the fact that it communicates and is recognized by its receivers as coherent."

Conformity to rules is not really a must, but the fact that it communicates something to a group of people this is what matters for discourse analysts.

If we want to invent a new language for us, it has to be something for us; we have to understand the meanings of the codes that we are inventing.

Spoken texts:

Spoken texts in particular are governed by the social context, which determines the shape of the discourse and the language used. This is thanks not only to knowledge of language but of knowledge of social conventions, and/ or the ability to make assumptions regarding the situational context, and draw inferences.

When we hear a spoken text, *what I mean by "a spoken text"?* Speech, conversation, interview, etc.

When we listen to a spoken text, we have the ability to make assumptions, regarding the situational context and draw inferences; we make assumptions.

What we mean by situational context?

We make certain assumptions when we are in a conversation, depending on the subject, the situation we are in, time, place, culture, the actual speaker and listener. So, it is the *immediate perceptual context and conceptual context as well as social context.*

Context

What are the main kinds of contexts?

Political, medical, science, literary, history, religious, sport, etc.

How do they differ from each other?

Each context has its own syntax, semantic, vocabulary, style, collocations, structure, meaning, subject, register, target, etc.

What implications (effects) does the context have on the kind of language used?

We said earlier that they differ from each other in terms of vocabulary, style, structure, etc.

When you think about a certain context (the text spoken or written), you think about the target, audience you are writing to.

How would the following interlocutors (speakers) express the fact someone had died?

- **Mother to toddler.**

They traveled, they went to the sky/ heaven, or they are sleep.

- **Student to teacher.**

He passed away; he died.

- **Male teenager to male friend.**

(It depends on if you hate them or if you like them, and there are a lot of emotions involved in the connections of relationships).

- **Female teenager to female friend.**

(It is the same as the previous one).

- **Female teenager to male friend.**

(Female has more emotions; she will be more polite).

- **Adult woman to male colleague.**

He passed away, or we lost a dear friend.

- **Lawyer to judge in murder case.**

Desist, victimized, or killed (It depends on the context).

- **Newspaper death column.**

(It is very formal, there is a template that must be followed, and it has to be short and brief, gives information and delivers the message right away); (It provides us with the location, time, the person who died, contact details, and the relatives).

Here are two samples from newspapers:

**DAVIES
ESME**

Peacefully on 12th July 2021, aged 89 years.
Esme, formerly of Belgrove Circle,
Gorseinon, beloved wife of the late Tatydi,
dearly loved mother of Katrina and Sara,
adored mother in law of David and John, proud
and cherished Nani of Sara, Emyr, Alloch,
Owen, Eilon and her great grandson Mia.

Funeral service at Llanelli Crematorium on
Monday 2nd August, strictly by invitation only.

Family flowers only please, may be sent to

David Hinchings & Sons
Independent Funeral Directors,
34 Frampton Hill, Gorseinon, Swansea,
SA4 4XY. Tel 01792 697323.

Following the funeral you are invited to
join the family at Loughor Bowling Club.

PICKERING Pauline (Cloughton)
sadly passed away at home on
November 16th, 2020. Much
loved mum to Kate and precious
nana to Lily and Freddie. Private
cremation to follow. All enquiries
please to J G Fielder and Son
01347 666505.

*Published in the York Press on
26th November 2020*

- (Cremation): burning the body.

So, you can see that depending on these examples, the way and the

means of telling somebody that they lost someone is very different depending on the context you are in: if you are talking to your teacher is very different from when you are talking to a toddler or teenager friend. Talking about death in a legal or murder case at court between a lawyer and judge is very different from death column in a newspaper. So, all of this has to do with the **situational context**.

How would the following interlocutors express their need to urinate (go to bathroom)?

- **Toddler to mother.**

(Maybe crying, sue certain sounds, saying "be be").

- **Student to teacher.**

I need to go to bathroom.

- **Male teenager to male friend.**

Having the call of nature.

- **Female teenager to female friend.**

(It is the same as the previous one).

- **Female teenager to male colleague.**

I want to fix my makeup, or wash my hands.

- **Adult woman to male colleague.**

Excuse me for a moment.

- **Lawyer to judge regarding the defendant.**

(It is a very formal context) Time out or break.

So, based on our discussion, *what are the factors/ characteristics that define a context?*

Situation, setting (time and place), speaker and listener, participants, formal and informal, public and private, subject, expectations, level of personal reference (colleagues, friends, etc.), medium (the means of communication), repertoire of scripts (our knowledge of previous texts, common knowledge), and ritualized language (specific terminology).

In addition, we have the style, which is different (from euphemism to dysphemism), dysphemism is the opposite of euphemism. (Euphemism: when you change something rude and not polite into something polite; the best example here is when someone died, instead of say he/ she died we say he/ she passed away. Dysphemism: it is the opposite; it is when you change something polite into something not polite).

Also, loaded language (words with hiding meanings, it is chosen because the speaker-writer believes it is to be more persuasive than

alternate neutral word).

Examples: Bony vs. slim

Agony vs. discomfort

Dreadful vs. bad

Eliminate vs. remove

Exploit vs. take advantages of

slim is nicer.

agony is the loaded word.

dreadful is stronger.

eliminate is stronger.

exploit is stronger.

Loaded words are a persuasive technique that has also been called "Emotive language", "High-inference language", or "Loaded terms". It is often use to:

1- Gain support.

2- Sway opinions.

3- Degrade others (especially in a political campaign).

4- Gain a political foothold.

5- Push an agenda.

So, mainly they are used in the political context.

While loaded language may have a tendency toward brainwashing (or persuasion), it is not always intended to sway the audience. Sometimes, the speaker or writer is merely trying to inform or motivate an audience. This is known as "Rhetoric".

Now, I will talk about the following idea.

What is the Purpose of a context?

1- Persuade.

2- Instructor advice.

3- Entertain.

4- Inform.

5- Threaten.

6- Request or invite.

7- Social function.

8- Promise.

9- Mixed purposes.

10- Warn.

11- Describe.

I will give you texts, and you should give me their purpose.

- **Bus ticket.**

Someone is requesting your bus ticket.

- **List of jobs to do around the house.**

Reminder, asking for help.

- **An employment contract.**

It is agreements between two teams. It is legal and to inform.

- **"c_u_l8r@gmail.com".**

It is contact details to stay in touch.

- **Birthday card.**

Invitation or greetings.

- **"Nokia - Connecting people".**

Persuading, or advertisement.

- "My other car's a Porsche". (Sticker in the back of an old banger)

It is showing off.

- Cat needs feeding. (Note left on kitchen table)

It is a reminder, or request.

Planning

Which kinds of text involve most planning?

Schedule, process, lecture, etc.

Are spoken texts ever planned?

Yes, such as speech, interview, etc.

What things are taken into account when planning a text?

Ideas, the listener and receiver, subject, words, style, audience, body language, body gesture, etc.

Features involved in planning:

1- Target. (also multiple)

2- Setting or, Register.

3- Time spent.

4- Medium used.

5- Longevity (is to be aware of the length/ space).

6- Conformity (to conform).

7- Pre-existing "scripts". For example, the references, when I write an article to publish I should mention the previous studies; even if I am writing a novel or poetry. (conscious: such as common knowledge and our awareness of history, politics, economics, culture; and subconscious planning)

8- Use of lexical phrases/ set phrases.

9- Complexity of syntax; if I am writing a short story for children it is totally different from adults.

10- Style.

Now we have the following text.

Jobs to do

As there has been a lot of rain just recently along with a rise in temperatures, it would be advisable if you found enough time to weed the vegetable patch, if not the carrots, the lettuce will be choked, and we will not have any produce later on in the year.

How did you find the style used?

It is not an order or imperative, it would be advisable this is very polite. It is not kind of everyday language; it is formal because the subject matter is

vegetables and weather.

What kind/ type of text we have? It could be a note on the fridge.

What it intends? What is the purpose? Why they are using this sophisticated literary language?

If it is a note, the language should be simple and short, but they used a formal literary language.

The purpose is that it is a reminder, or request. They used this language for humorous.

Continue with the second paragraph.

I have been very busy recently and therefore have not found time to Hoover the bedrooms for at least two weeks. Rather than go for a walk on Saturday afternoon I think I should stay at home and remedy this situation.

It is a note. The writer is talking to themselves to remind themselves for the daily tasks.

How different is the style between the two paragraphs?

The second one is very simple, informal, and not literary.

The writer feels guilty, and they used the word (remedy) to indicate the situation is very bad.

Now, what is the best lead plan?

The best lead plan is the one that you keep in your mind, or check.

1- Perception of the reader. (Audience)

2- The power roles. (Relation)

3- Unintended direction (when the conversation goes in a different direction that it is not planned for).

Types of Spoken texts:

A lecture, conversation, interviews, speech, radio, TV, requests, greetings, orders, instructions, sweet nothing (lovers' language).

How many of these spoken kinds are scripted?

A lecture, speech, radio, TV, songs, instructions, complains.

Which of the above is Ephemeral (مؤقت) (≠ permanent)?

Advice, request, greetings, warning, sweet nothing.

Do we have a Hybrid form?

Hybrid means that it can be both *ephemeral* and *permanent*. We have advice, songs, conversations, warning (but not the warning signs). So, it is depending on context.

A certain spoken text type can be changed from ephemeral to permanent, depending on the context.

How do we analyze spoken text?

I am going to quote Carter:

"Spoken discourse should not be judged using the rules of written English:"

terms such as 'word', 'sentence' and 'paragraph' ... come from the study of writing."

When we analyze spoken speech, it is totally different from analyze written text, because a spoken text does not applied or adhere to the same rules and conventions of a written text.

Let us discuss the following spoken texts.

What a fuss! I for one do not want an election in November - it would be the worst possible month. As for Cameron talking about running scared and cowardice - how utterly childish can you get? This is playground stuff. What would he do given the same circumstances I wonder? Give Brown a chance I say.

What kind of texts is it? Spoken or written? It is spoken because it lacks cohesion.

What kind of spoken text is it? It could be an interview, and the speaker is angry.

What is the purpose of this text? It is a complaining, giving an opinion, or persuading others.

What is the tone? Frustration.

The second text.

hope you are all ok. i have holidayitis and am very excited!!! everyone is fine here. we went to see pirates of the caribbean today but i cant tell u what it was like because i fell asleep- much to the disgust of robin who thought it was fab!!

What kind of texts is it? Spoken or written? It written because the speaker is not speaking directly. It a type of letter, or chat.

What kind of language used? It is informal because it does not adhere to grammar or accuracy. For example, the word (**holidayitis**) it is written like one word. In addition, the writer uses the word (you).

What is the purpose of this text? It is informing.

What is the level of personal reference between the writer and audience? It is a familiar situation. There is no power role or status; they could be relatives or friends, so they are familiar with each other. This is why the writer used slang language.

Speech

I am going to quote someone called Brazil, from "A Grammar of Speech":

"Speech is characteristically used in pursuit of a purpose... The practice of inventing a sentence... is a practice of the sentence grammarian, not the user"

The purpose is what matters in spoken text, what matters is the end product, the communication.

When it comes to spoken text, what matters is fluency over accuracy.

When you think about spoken language, there are certain elements that we need to keep in mind. Remember when we talked about a text, there are certain factors and characteristics. Also, when we think about the context, there are certain elements that we need to keep in mind.

I said earlier that contexts are defined by factors and characteristics, which are: Situation, setting, speaker and listener, participants, formal and informal, public and private, subject, expectations, level of personal reference, medium, repertoire of scripts, ritualized language, style, and loaded language.

Factors/ characteristics of spoken language:

Spoken language is defined by the following:

1- Context:

This means the speaker, gender, states, background, relationship between speaker and listener, familiarity of situation, prior knowledge, subject, meaning, etc.

All are called "*Conceptual context*", which is related to your familiarity with concepts, notions, ideas and purpose, or the topic you want to write or speak about.

2- Setting:

Place, time (when/ where), paralanguage, visual contact, gesture, etc. All are called "*Perceptual context*", which is related to the senses: thinking, hearing, listening, or feeling.

How, What, and Where we take in and store information, it is human universal, but how we see, hear, smell, taste is culturally determined.

When we communicate, we start from a perceptual frame of reference, a subjective frame of reference.

Some objects can be preserved differently as a result of cultural values and beliefs. For example, for Hindus in India, the cow is holy, while for Americans it is just a cow. (Culture differences)

When I say perceptual, I mean mental interpretation.

What are the perceptual filters?

They can be: *physiological* (our senses), *sociological* (which defined by our society, culture, and background, political views, geography, etc.), and *psychological* (attitudes and beliefs).

When you communicate, all these filters are active, and they shape our conversations and actions in our life.

3- Pragmatics:

Deep meaning, shared knowledge, conventions, turn taking, purpose.

4- Prosodics:

Intonation, stress, tone, emotion, degree of formality, connected speech.

5- Incompleteness:

Why do we have incompleteness in connection to spoken language? Why is it a factor or characteristic that defines spoken language? Why is spoken language sometimes defined by incompleteness?

The lack of knowledge, it can be stopped/ interrupted.

It not always depends on text and situation.

When I say incompleteness, I am talking about overlapping, hesitation, incoherence, incomplete utterance, interruption, misunderstanding, etc.

Incompleteness also involves False starts, which are words and sentences that are cut off, they are mid-utterance phrases that are restarted or repeated, they can be repeated syllables. It is common in conversation.

There are different types of false starts: *Fillers* (non-lexical utterances), and *repaired utterances*.

- *Fillers*: such as noise or sound. For example: you are talking on the phone and two people near you are talking, and then I say "um", "huh", "well", "so". This non-lexical utterance does not have a purpose of function.

- *Repaired utterances*: are instances where the speaker corrects their own slips of tongue or mispronunciations, before others do it.

6- Ephemeral:

It a characteristic of spoken language because spoken language changes. For example, Arabic language before 30 years is different from Arabic nowadays.

Temporary ≠ permanent.

Spoken texts sometimes can be junky constructed this only happens in publish letters between corresponding. Written texts are more planned than spoken texts; they are more structured, grammatically correct, and they have clearly out unlike the spoken texts.

Two or more people can share spoken texts, while written texts however are shaped only by the author or editor.

Let us see the following text.

A: Wouldn't take it so far, but there was definitely a fluttering of the eyelashes. But after listening to D on the phone to his one and only today, I'm pretty sure there's no risk of him straying. He was positively sweet with E. She's in Berlin and was obviously saying sweet nothings to him which he was answering as neutrally as he could with me listening in.

Ahhhhh!

You still haven't told me whether you're coming tomorrow. Not that it matters. If you haven't turned up by a certain time I'll drink the wine on my own!

B: Ute...no-one can truly love a German-speaker... please don't quote me. (Ha ha ha.)

- (Straying): to roam about without fixed direction or purpose (يشرد).

Do you think it is a spoken text or written text?

Student: It is a spoken text.

Professor: *How do you know?*

Student: I think because it is too long to be written, and the word (Ahhhhh) represent False start.

Professor: Ok because (Ahhhhh) represent False start. So, we have a false start and other utterances that only be in spoken language. We have (A) and (B) are speaking to each other.

What kind of language is used, formal or informal? It is defiantly informal.

Student: It is a request; (A) is requesting (B) to come with him tomorrow.

Professor: Yes, there is a request.

Student: It is also entertainment or gossiping; when you are talking about other lives, you are entertaining the others.

Professor: (A) is talking about several topics; he is changing the direction of the conversation.

What is the context? It is social; it could be friends or relatives.

We do not know anything about the place, the setting.

Now, the second slide. We have the same texts, but with different words.

**First things first: I, Poppa, freaks all the honeys
Dummies, Playboy bunnies, those wanting money
Those the ones I like cause they don't get nathan but penetration
Unless it smells like sanitation
Gar-bage
I turn like doorknobs
Heart throb never, Black and ugly as ever
However, I stay Coogi down to the socks
Rings and watch filled with rocks**

As a general rule, I perform deviant sexual acts with women of all kinds, including but not limited to those with limited intellect, nude magazine models, and whores. I particularly enjoy sexual encounters with the latter group as they are generally disappointed in the fact, that they only receive penile intercourse and nothing more, unless of course, they douche on a consistent basis.

Although I am extremely unattractive, I am able to engage in these types of sexual acts with some regularity. Perhaps my sexuality is somehow related to my fancy and expensive jewelery.

How do you describe the first text? It is very informal and uses a lot of slang. I can understand the words but I do not understand the meaning. The writer capitalizes the (G) in (Garbage) because the speaker wants make emphasis.

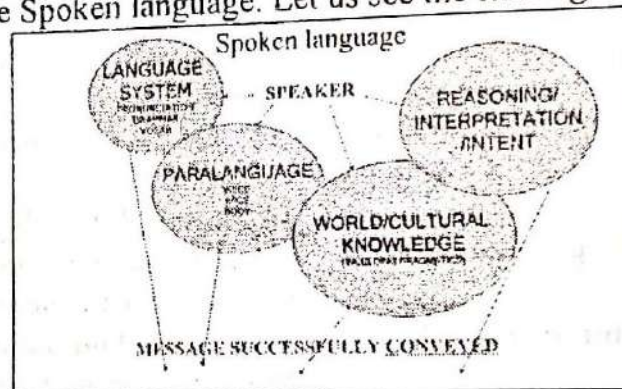
So, the first text is characterized by informality, slang, lack of grammatical structure, and speaking to a friend.

The next text, *how different is from the first one?*
 The number of lines, it is grammatically correct, very formal, and it is related to psychology.

What is the topic? It is about sexuality or sexual behavior.
What kind of relationship with the audience or subject it is? *What about the power relationships in the second text?* The person who is speaking or writing definitely has more power because at the end they say that they are "related to my fancy and expensive jewelery"; and this person is associated with women who sell sex. He can pay for this kind of activity, and he is showing that he is more powerful.

So, we know so much about the speaker in the second text, unlike in the first one that we have big difficulty to understand.

I will sum up the Spoken language. Let us see the first figure.



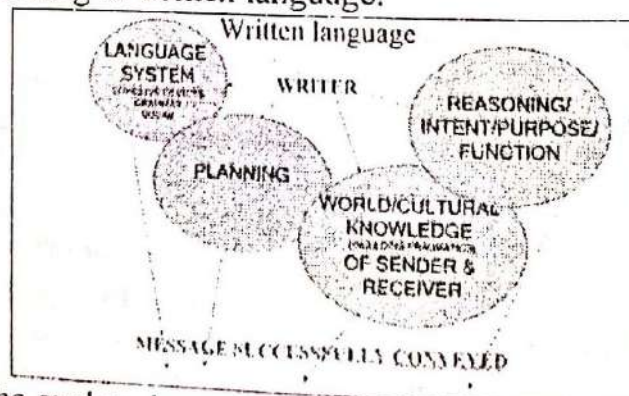
What do you understand from these bubbles?

Student: The elements of spoken language.

Professor: *Is this correct?* No, these are what determine the spoken language.

Finally, when we have all these elements combined; the message is successfully conveyed.

The next slide, writing or written language.



Notice that in the spoken language, the relationship is between the speaker and audience. While in written language, the relationship is between the writer and audience.

DA

How different is the second figure from the first one?

- In the first one does not have to be cohesive at all because we have interruptions, overlapping, etc.

The first one also does not have to be grammatically correct; sometimes it has to be, like in the speech delivered by a president.

- In written language, the vocabulary and cohesive devices are important.

- In spoken language, the speaker uses paralanguage to convey their message. While in written language, the writer uses planning.

- In written language, the writer has to keep in mind the relationship between the sender and receiver (himself and the audience they are writing to), are they writing to university students, to other authors, or even to children.

- Finally, when get the message successfully conveyed.

HOWEVER...

How can we guarantee a text is interpreted how it is intended?

i.e. does the discourse achieve its purpose?

Is this possible with written language?

No, we cannot. When we analyze a poem, short story, or novel, I always teach my students that is not really possible to know what the writer actually means, we are guessing depending on the text.

A written text is an open text because I read it in a way is different from yours, from the others. We will end analyzing the text differently.

Purpose and Achievement:

Which kinds of text, spoken or Written do you think have more chance of being interpreted as intended, i.e. of achieving their purpose?

Spoken or written? Spoken because the facial language, body gestures, tone, and you can simply ask the speaker "what do you mean?"

Now, let us see the following pictures and discuss them.

Look at the first picture and think about the purpose, context, message, medium, style, and language.

What do you think the first picture is about? It is a commercial on TV maybe.

What they are trying to sell us?

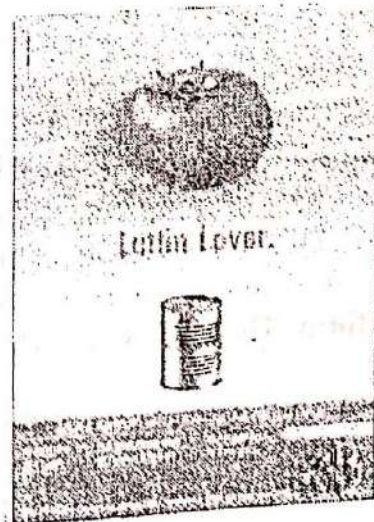
It is an advertisement for "Lattin Lover.", which is tomato sauce.

The purposes of this advertisement are to entertain and persuade.

So, we know that the context is about a relationship between the manufacturers and buyers.

What is the medium? TV, newspaper, advertisement in the streets, or anything visual.

Can you describe the text for me? It could be the



name of product.

Do we know anything about the culture of the country from the label? The commercial could be in Latin America (Brazil, Argentina, etc.).

What do you understand by "Lattin Lover."? We know about the culture that could be Latin America.

What else do we know? You will love it a lot when you eat it.

We have here a pun (when we play on words); it is a figure of speech (when you have a word that has multiple meanings). "Lattin Lover." Could mean actually that it is as Latin America hot and sexy, so it is as good as Latin America. Or it could mean that this product is for Latin lover.

So, their purpose is to entertain and persuade because you want the customer to buy the product.

The label is loaded because the word (*Lattin*) has double (t) which means it is refers to the Latin American people, and in the same time (tin) refers to the can.

The choice of the word (*Lover*) is also a loaded term because it refers to the product itself, meaning this product is very tempted, and you must buy it.

The second picture.

We see a truck.

Can you explain what do you see? What is the medium? It is a truck.

What do you see on the truck? Can you define the text?

Is the language formal or informal? It is very informal. How do you know? Because they wrote the numbers as numbers, and there is (U), and (gonna).

What kind of company do we have? What is the product? Is there a product that the company is selling? What they are talking about?

What do they offer? This truck is a sewage truck (people who clean wastewater and excrement conveyed in sewers). That is why the language is informal. They are addressing everybody in the community (educated or not).

They are not using only numbers, but also utterances. The language used is entertaining, while the subject is disgusting.

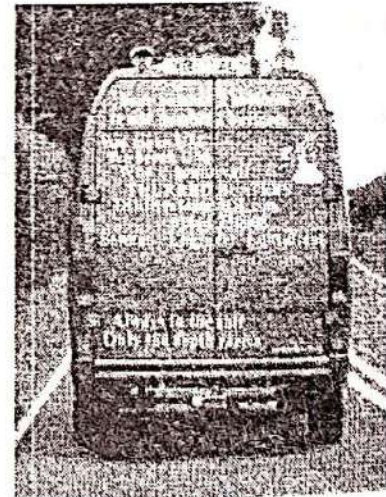
So, *what is the message or purpose here? It is a promotion, persuade, and inform. The style is clearly informal.*

Let us move to the following question:

What is discourse to the discourse analyst?

The term discourse is taken here to refer both to what a text producer meant by a text and what a text means to the receiver.

DA 4.P1



So, discourse is what the speaker or writer meant by what they had said or wrote, and what the text means to us as the audience.

In discourse analysis, especially in the advertisement we looked at "Lattin Lover.", there is a relationship when we are analyzing the discourse of this product, we are actually looking at a relationship between the text producer and the receiver or the audience.

Can you identify the purpose of these texts and the context they might have occurred in?

As I think is made perfectly clear in your contract of employment, staff are expected to be fully dressed at all times.

What is the purpose?

Student: Warning, or safety.

Professor: Ok, also to inform, or a command or an order.

What is the context in which has occurred?

Student: Employment contract.

Professor: Very good, it is a legal context, and the language is formal.

The next paragraph.

2pkts Emmential cheese slices
14 cold new potatoes
2 Bloody Marys (count as food as contain Worcester sauce and tomatoes)
1/3 Ciabatta loaf with Brie coriander leaves - 1/2 packet
12 Milk Tray (best to get rid of all Christmas confectionery in one go and make fresh start tomorrow)
13 cocktail sticks securing chees and pineapple
Portion [...] turkey curry, peas and bananas
Portion [...] Raspberry Surprise made with Bourbon biscuits, tinned raspberries, eight gallons of whipped cream, decorated with glacé cherries and angelica.

What is the purpose of this text and what is the context?

Students: List of goods to buy, or a recipe.

Professor: I think it is a recipe, so the purpose is informing, instructing, or requesting.

What is the context? It is very social, it could be a note on mobile, fridge, or the kitchen table; and the language is informal.

The relationship is informal; it could be between two relatives or friends.

So, what is Discourse?

Most of the available definitions of discourse fall into three central categories (Schiffrin, Tannen, & Hamilton, 2001, p. 1):

(1) Anything beyond the sentence.

(2) Language use - The study of discourse refers to the study of the different aspects of language use (Fasold, 1990, p. 65).

AYDI 2022/ T2

(3) A social practice that includes nonlinguistic instances of language.

Such as false starts (um, huh, well, so), tone, etc.

What are the types of discourse?

The term 'discourse' covers different types of discourses such as Written, spoken, visual languages as Well as multimodal/ multimedia forms of communication (Merry, 1990, p. 110).

When I say multimodal forms of communication, it could be a lecture, or PowerPoint presentation.

In the PowerPoint files "What is a text", there are more examples we did not look at; please have a look at them later and study them.

Language and situation:

Language and situation occur together, they are not separated.

The situation often dictates the language used if it is a social situation or formal or political, but the language used can shape the situation leading to an outcome/ upshot.

- **(Outcome/ upshot)** means *getting things done*.

We are forging learners the language or forging English learners, *how do you describe our relationship as forging language learners and discourse? Is it different from native speakers?* Of course, we find the formal languages are easier for us to understand than informal or slang language.

So, our relationship with discourse is very different from the relationship of native speakers.

What are some of problems that we face as forging language learners when we study or analyze discourse?

Culture, background information (history, culture, politics, society, etc.), language itself (slang), paralinguistic (body gestures), sensitivity to social, and communicative strategies (way people communicate in Syria are different from other countries).

Conclusion:

Just a simple reminder of where we started — with identifying what a text is. And to go back even further, we might mention that the very word text derives from the Latin *texere*, which means 'to weave'. Indeed texts have to take into account a whole variety of things if they are to achieve a purpose. If the text is to be at all beautiful we need a degree of linguistic competence. However, if the text is to be considered 'successful' it should not only be well woven, but also serve its purpose.

This relationship between form and function, text and context, is the main focus of discourse analysis.



025686

DA 4.P1

Thank You