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Discourse Analysis

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HELLO EVERYONE!Discourse Analysis
Chapter 1

What is Discourse Analysis?

We're just going to go through chapter 1 to introduce discourse analysis. The chapters that are included are:

Chapter 3: Discourse and Pragmatics**Chapter 5: Discourse and Conversation****Chapter 6: Discourse Grammar.**

We are not going to take them all because we have only 13 weeks.

What do you think is **discourse analysis**?

Student: Any word we say has meaning, whether we say it directly or indirectly.

Instructor: For discourse, it's basically just like you said, any word that we say, whether it's **written** or **spoken**. All of these would be considered **discourse**. And it's also about **conversation**. Any **verbal exchange of speech** is also considered discourse. We also have the other meaning of discourse which is more philosophical or more used in theory, but it's good to be familiar with it. It's basically the way that we use language to talk about a certain topic. For example, we say **the discourse of gender**. So, us being women, it's not just biological, it's also **discourse**. It's the way that we construct our identity through discourse. The way that we behave is also done through language.

Discourse analysis is an approach to the analysis of language that looks at patterns of language across texts as well as the social and cultural contexts in which the texts occur.

It's never enough to just look at the patterns of speech themselves or the conversation itself. We also need to be aware of the **social context** that surrounds it. The way that you speak here in a class is going to be really different from the way that we speak outside class. Here it's me and you, right? But here I am the teacher, so I would be considered the authority. But outside the class, it's going to be really different. We're going to be a little bit friendly.

If you look at the next page about what is discourse analysis, this is more of a formal definition:

- Discourse analysis examines patterns of language across texts and considers the relationship between language and the social and cultural contexts in which it is used.

- Because like we said, it's never enough to just look at the words themselves, we always need to look at the context, the social, and the cultural background which surrounds it.

- Discourse analysis also considers the ways that the use of language presents different views of the world and different understandings.

This again has to do with identity. It also has to do with how interactions are done within language. We'll see examples about this.

It examines how the use of language is influenced by relationships between participants as well as the effects the use of language has upon social identities and relations. It also considers how views of the world, and identities, are constructed through the use of discourse.

The way that we behave is done through language. And discourse analysis tries to analyze our words using the background as well the cultural and contextual background in order to understand the text. A text is not always just written, it could be speech or the way that the person presents themselves using discourse.

The examination of language beyond the level of the sentence and the relationship between linguistic and non-linguistic behaviour.

These are also important. So, it's language beyond the level of sentence, beyond the level of the word.

There are, thus, typical ways of using language in particular situations. These discourses, he argued, not only share particular meanings, they also have characteristic linguistic features associated with them. What these meanings are and how they are realized in language is of central interest to the area of discourse analysis.

When you go to a shop, there is a specific language that you use. Here, we're talking about the shared linguistic characteristics that we have. When you go shopping, there's always specific interaction that you have between you and the shop owner. So, analyzing those behaviors or interactions is going to tell us a lot. This is the interest of discourse analysis because the way that it is done. Here in Syria is obviously going

to be very different than the way it is done in Britain. So, there is no one set pattern for speech or for discourse. That's why we do discourse analysis.

The relationship between language and context

By 'the relationship between linguistic and non-linguistic behaviour' Harris means how people know, from the situation that they are in, how to interpret what someone says.

Harris is someone's name. What is the meaning of 'how to interpret what someone says'? Have you ever been in a situation where you had to guess what the other person meant?

Student: Yes, of course.

Instructor: Can you think of a situation where someone has meant more than what they wanted to say through the use of language? If someone wants to ask you for a favor, they didn't want to ask you directly.

Student: It's hot today...I feel stuff here. That means he wants you to open the windows or turn on the AC.

Instructor: Definitely. This is why we do discourse analysis. It's just how language works. For example, in this book, we have a lot of examples about Japanese people. Japanese people are even less direct than us. For me, I can think of an example when my mom would wake up and she would ask, 'have you drunk coffee yet?' She not asking me if I actually drank coffee or not. She's asking me to go and make coffee. Here, I've interpreted what my mom said through a single question into actually going and doing a service for her.

Student: What if she doesn't mean this? Maybe your mother had her coffee and she asked you, 'if you didn't have your coffee yet, maybe I'll go and make your coffee?'

Instructor: That's an interesting interpretation. So, same question, same utterance, completely different meanings in different cultures.

Student: Or for example, 'I have forgotten my pen / I don't have any paper to write'. So, that means, please lend me some pen or paper.

Instructor: Yes. A lot of people do speak indirectly in order for you to understand the meaning between the lines. And you should try to understand it.

He argues that context is a subjective construct that accounts not only for the uniqueness of each text but also for the common ground and shared representations that language users draw on to communicate with each other.

With the same utterance that my mom said, 'have you had your coffee yet?', she is counting on my understanding of language in order to

communicate something with me. So, here we are both in on it. She is saying something and I am understanding her while both of us are aware of the indirect message that is going on between us.

The link between society and discourse is often indirect and depends on how language users themselves define the genre or communicative event in which they engaged. It is not the social situation that influences (or is influenced by) discourse, but the way the participants define the situation in which the discourse occurs.

The user of language, the way participants speak, this is how we define the discourse.

It is the analysis of language in use. Discourse analysis considers the relationship between language and the contexts in which it is used and is concerned with the description and analysis of both spoken and written interactions. Its primary purpose is to provide a deeper understanding and appreciation of texts and how they become meaningful to their users.

This is kind of like a summary of the whole thing.

The discourse structure of texts

Discourse analysts are also interested in how people organize what they say in the sense of what they typically say first, and what they say next and so on in a conversation or in a piece of writing.

Language is never like a single thing. There's always a sequence to how things happen.

❖ Example:

They give us an example about the difference of **email etiquette** between **Britain** and **Japan**. In Japan, they usually don't just send an email, "Dear Mr. ____ I'm sending this email to ask you ..." or something like that. No. They always start with pleasantries or they always start with talking about the weather, for example. So, they're even way, way less direct.

Dear Professor Paltridge something like Greetings! It's such a beautiful day today here in Kyoto .

In English language, they don't really do this. They just go straight, especially if it's an email. They like to keep it short, direct, and simple. But in Japanese culture, no, you have to say a lot before you actually go into you're the purpose of your message. And I've actually had a diagram of Japanese language. It basically works as if you're in a circle and you're

always saying, oh this is what I want. But then you kind of keep rephrasing until you arrive at your point. So you're always trying to count on the other person to understand what you're saying. That's why learning Japanese is difficult because you're not just learning the language itself, you're also learning how the culture functions.

Of course, you went to Al-Hariqa before and when you're walking there, suddenly the owner of the shop asks you, 'you want pajamas?' What are they doing here?

Student: Marketing.

Instructor: Definitely, they're marketing. So, this is the first thing that they say, right? That's the first utterance in the interaction. If you decided to go to the shop to see what they have and then they will tell you a price. This price might be a little bit too high because you know that you're going to negotiate the price as well. There's going to be this negotiation period until you make the deal. We know from experience how this interaction will start. Once you enter a shop, you know what the shop owner is going to say, you know what you want as well, and by the end you know that you're going to negotiate the price.

The ways in which these elements are expressed will vary, further, depending on where the service encounter is taking place; that is whether it is in a supermarket, at the post office or at a travel agent etc.

It depends on the place. In a service encounter or in a supermarket, it is obviously going to be way different than if you're buying something from Al-Hariqa. Even if you wanted to buy something with Al-Hariqa, it's going to be really different if you're buying something from Sha'alan. Just because the people who sell there are different.

It will also vary according to variables such as the age of the people involved in the interaction and whether the service encounter is face-to-face or on the phone, etc.

If it was my mom negotiating the price, it's going to be different. And even the shop owner is going to treat me and going to treat my mom differently.

There is, thus, is no neat one-to-one correspondence between the structural elements of texts and the ways in which they are expressed through language.

There is no neat way to understand discourse analysis. We always deal

with the discourse as it is because every place, everything is different.

Cultural ways of speaking and writing

Different cultures often have different ways of doing things through language.

Again, we've talked about this before.

◆ Examples:

1- If you wanted to buy something from an English shop, usually you say, 'good morning', get the stuff that you want, pay the price, and leave. Most times you will be the one speaking more than the shop owner. However, in Japanese culture, because they have this indirect style and they have a big structure around politeness, oftentimes the person who is at the register says much more than you, as a customer. Because they are always being polite to you, they are always saying the pleasantries. In English, we have formal and informal, but the language doesn't really vary. You can be formal and informal just through the use of style. But for the Japanese language, they have like completely different structures. If you are speaking in a formal or informal way. This would also vary.

And if the Japanese customer don't say anything in the shop, it doesn't mean that they are rude, it just means that it's a different culture, it's a different context, and it's a different way of doing things.

2- Another example is of a business who has a branch in Japan and has a branch in Canada. In Japan, they started with 'the weather today is nice, spring is coming, spring is very seasonal' greeting, like the email. In a Japanese shop, if they offer a brochure to their customer, they will start with these seasonal greetings: However in Canada, it's going to be a very different story because there's no need for that. They just go immediately to the topic.

And he gives us a nice comment from a Japanese server. There's a Japanese shop assistant who says; '**dealing with English customers in a Japanese shop is way easier than dealing with Japanese customers**'. Because with Japanese customers, she has to be always thinking and guessing about what they want her to say. So, this looks good on you, or the color doesn't, do you want a bigger size or do you want a smaller size? But with Japanese people. She always has to guess that. English people are more direct.

Politeness in Japanese is very complicated. It is hard to explain. I always

have to speak from the low to the customer, as the customer is always more important than me.

The customer is stratified.

With English, it's more direct. When an English-speaking customer comes out from the fitting room, I can say, 'Is it okay? Did you like it?', but with the Japanese customer, I can't ask them directly; I have to guess.

If they want the clothes or not, or if they want it in another size

Discourse analysis is a view of language at the level of text. Discourse analysis is also a view of language in use; that is, how people achieve certain communicative goals through the use of language, perform certain communicative acts, participate in certain communicative events and present themselves to others. Discourse analysis considers how people manage interactions with each other, how people communicate within particular groups and societies as well as how they communicate with other groups, and with other cultures. It also focuses on how people do things beyond language, and the ideas and beliefs that they communicate as they use language.

This rephrases everything.

Discourse as the social construction of reality

In this section, they ask, "Do we really exist without language?" It's nearly impossible. We, as humans and the way we are, use language for everything. Without language, we can't communicate. We wouldn't really exist as identities because the way that we think, we always think it in terms of language.

Through the use of language, we construct realities and views of the world.

Without language, we can't do that.

Discourse, then, is both shaped by the world as well as shaping the world.

What do they mean by this? Discourse is shaped by the world i.e. it depends on the context of the world. At the same time, it's shaping the world; it also creates the context. It's effective and defined by the context. And it creates the context at the same time. For example, Japanese people are defined by these strategies, and at the same time, they continue to create those politeness strategies. And because language is evolving all the time, we always say that discourse is shaped by the world. We don't exist in a vacuum. We exist against social and cultural background. That's why

our discourse is shaped by this social background. And at the same time we're creating the next context.

Discourse is shaped by language as well as shaping language. It is shaped by the people who use the language as well as shaping the language that people use. Discourse is shaped, as well, by the discourse that has preceded it and that which might follow it. Discourse is also shaped by the medium in which it occurs as well as it shapes the possibilities for that medium. The purpose of the text also influences the discourse. Discourse also shapes the range of possible purposes of texts.

We're always evolving. For example, the discourse of this class is that you have a lecture and you have a room full of students. That's the discourse and that's the way that I expected the class to be. However, when I came here and I found there's only one student, the discourse that I usually behave with changed. So, the way we continue the class is shaping the discourse in a different way. So, we have the cultural background and how people usually use language and how we're continuing to shape that communication.

❖ Example:

1- You're probably familiar with politics and **Donald Trump**. They gave us an example of how Donald stopped using the term '**fake news**' to describe the media that's not happy with. So, this term is used by Trump to kind of undermine the trust in media. And it started from (being used to refer to **actual fake news**) into (expressing the things that **he doesn't like** even if it's completely correct).

The same as well could be said for the words such as 'migrants' and 'refugee' which in the past have had positive connotations when they've been to seem as contributing to building a country or part of response to a humanitarian crisis.

The words 'refugee' and 'migrants' are used to mean positive things because when you go to another country, they'd expect you that you're building their country. However, nowadays, it has negative connotations especially by the people in the United Kingdom. They don't like people coming to their country. So, they'd use 'refugee' or 'migrants' to describe them in a negative way.

The complete meaning of a word is always contextual. These meanings, however, change over time in relation to particular contexts of use and

changes in the social, cultural and ideological background/s to this use. The use of language, further, shapes our thinking even if we're not aware of it, produces ways of seeing people and the world which, again, changes over time in response to changes in norms and values in particular social and cultural settings.

It's always changing. There's no one-to-one neat way of understanding. We always have to expand our understanding.

Discourse and socially situated identities

When we speak or write we use more than just language to display who we are, and how we want people to see us. The way we dress, the gestures we use and the way/s we act and interact also influence how we display social identity. Other factors which influence this include the ways we display the attitudes we display and the things we value, feel and believe. The ways we make visible and recognizable who we are and what we are doing always involves more than just language. It involves acting, interacting and thinking in certain ways. It also involves valuing and talking (or reading and writing) in appropriate ways with appropriate 'props', at appropriate times and in appropriate places.

We don't exist in isolation. And our identity depends on the discourse which we carry ourselves.

Think of examples of how people recognize your socially-situated identity through your use of language.

What they mean by 'socially-situated identity'? Identity is situated and placed within a social context and setting. We don't exist in isolation. So, can you think of an example of how people would recognize your socially-situated identity? It's how your use of language reflects your age, your social class, your gender, your nationality, and your background. This might be through your use of vocabulary, your accent, or the things that you talk about. So, the language that you use expresses your age and your identity. Can you think of a specific situation of how that might be? Younger generations express themselves by using technology more than older generations. Younger generations are more familiar with the words that are associated with technology. They would know what a VPN is, but maybe their parents don't know that. So, they're creating their identities through using these words that are connected to technology. Maybe that reflects their age and who they are in terms of the context around them.

Summary

Discourse analysis, then, considers the relationship between language and the social and cultural contexts in which it is used. It considers what people mean by what they say, how they work out what people mean and the way language presents different views of the world and different understandings. This includes an examination of how discourse is shaped by relationships between participants, and the effects discourse has upon social identities and relations.

Discourse analysis takes us into the 'bigger picture' of language description that is often left out of more micro-level descriptions of language use.

Syntax is analyzing language on the level of the sentence. Here, they're taking you to the bigger picture.

It takes us into the social and cultural settings of language use to help us understand particular language choices. That is, it takes us beyond description to explanation and helps us understand the 'rules of the game' that language users draw on in their everyday spoken and written interactions.

The rules here are those of interaction and speaking. The way that you'd navigate through language, the way you would behave yourself through language, and the way you speak to your elders would be different. You need to know how they would expect you to talk in class. So, you need to know how language works. Imagine that you travel to Britain, you need to know the rules of their language and their discourse in order to know how to express yourself. It wouldn't work if you kept using Arabic.

There are many ways in which one could (and can) approach discourse analysis. What each of these ways reveals is, in part, a result of the perspective taken in the analysis, and the questions that have been asked. The aim of this book is to provide an introduction to some of these perspectives.

The perspectives that we're going to study with each other are going to be in chapter 3, 5, and 6.

Read the entire chapter which we covered. Read all of it to be familiar with the bigger picture. Obviously, in the exam, you'll be asked about the things that we covered here, and nothing else.

Thank You

...

HELLO EVERYONE!

Chapter 1

What is Discourse Analysis?

What does it mean to analyze something?

Student: Understanding meaning.

Instructor: Yes. Thank you very much. So, if **analysis** is understanding meaning, what is **discourse** then?

Student: Speech.

Instructor: Thank you very much. **Discourse** is **speech**. Is this speech only spoken?

Student: No, written or spoken.

Instructor: Yes. It is spoken or written language. And what's the difference between discourse analysis and syntax? What's the difference between discourse analysis and other types of linguistics? We said with discourse analysis, we go beyond the level of the sentence. What do we mean by 'go beyond the sentence'?

Student: Understanding direct and indirect message.

Instructor: Okay, but we call that **context** (السياق). It's the background behind the text. And we have lots of types of context. If you read a text in English, you need to know the situation it is written in, right? You need to know the cultural context. This is applied to written, spoken, and even ordinary conversations.

Discourse analysis is just to understand what's beyond the level of the sentence and the way that we understand speech, basically. So, it's comprehension.

Open page 16 from the book: They've given us a list of definitions of discourse analysis by different theorists and by different writers. I want you guys to give me the main idea behind it. For the first definition:

- **Discourse analysis examines how stretches of language, considered in their full textual, social, and psychological context, become meaning and unified for their users.**

Can you just rephrase it for me in simpler words? What do they mean by 'stretches of language'?

Student: Expand.

Instructor: Yes. Remember how we said it's beyond the level of the sentence. Basically, we're talking about an amount of language. So, maybe a text that you're reading, maybe a conversation that you're analyzing, etc. That's what we mean by **stretch of language**, a certain amount of language. What do they mean here by '**meaningful and unified**'?

Student: You mean the culture you are in?

Instructor: Yes. We are here all speaking the same language which is English, right? However, in order for my speech to become meaningful, you need to analyze everything that surrounds it. This is what we do in discourse analysis. We are analyzing the **stretches of language** with their context and how they become meaningful to users. Remember the example you gave me last time about 'it's hot in here'? I am not just stating a fact.

Student: I'm delivering a message.

Instructor: Yes. And what is that message?

Student: It's hot, so you have to open the window or turn on the fan.

Instructor: Yes. By saying, 'it's hot in here', perhaps I am suggesting something or requesting something from the other to either open the window, to turn on the fan, like you said, or to turn on the AC. So, you need to understand the context behind the message in order to understand it. It's like an **indirect message**. Let's look at the next one.

- **Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used . . . Discourse analysis is not only concerned with the description and analysis of spoken interaction . . . Discourse analysts are equally interested in the organisation of written interaction.**

What do they mean? **Interaction** means **conversation**. So the way that we interact with each other is the way that we talk with each other. So, they're saying they're not just interested in the description and analysis of that spoken interaction by that conversation. They're also interested in the organization of that. When we speak a **conversation**, it's usually ordered, isn't it? Yes. You come, you say, good morning. You reply, another good morning. And then you have a very ordered manner of speech. So, they're not just interested in the analysis of the meaning. They're also concerned with the, basically, with the organization of that interaction. If you say

something before you say the other, it also means something as well. Yeah.

Student: So, if I say to my friend, 'Why you are late?' before saying good morning, . . .

Instructor: Yes. It means an entirely different thing. So that organization of speech, that organization of interaction is also incredibly important to **discourse analysis**. We said that it is understanding language and context, and it's not specifically spoken interaction. It's not just analysis of the meaning of it, but also that **organization of the conversation** and that organization of interaction.

- **Discourse analysis is the analysis of language in use. Better put, it is the study of language at use in the world, not just to say things, but to do things.**

This one is a little bit different. We will come to understand this a little bit more later on. What do they mean by 'language in use'?

Student: The language we speak.

Instructor: Yes. We can say that perhaps it's not like made-up language or made-up data, right? It's the language that we actually use to speak. It's the real, basically, language. So, we're not interested in fake language or the stuff that are written to be analyzed. No. We go out and record the real texts and interactions. And again, we have the idea of the context behind it. So, 'language in use' means language as it is actually used in the world between speakers.

not just to say things, but to do things

This is the idea, to do things. So, we use language to say things. We also use language to do things. Like what? It's basically when you make a request. You're not saying like a true or a false thing. You're not saying a statement. Just by saying 'sorry', this is also doing things with language. We'll come to understand this a little bit later on when we go to chapter 3. But keep this in mind.

- **While some discourse analysts focus on how meaning and structure are signaled in texts, others, especially since the early 1990s, have used discourse analysis more critically to examine issue relating to power, inequality and ideology.**

This is the thing that we are not really concerned with here. This is really important. So, let's just not concern ourselves with this right now.

- **Discourse is language use relative to social, political and cultural formations – it is language reflecting social order but also language shaping social order, and shaping individuals' interaction with society.**

We said that **discourse is context-shaped and context-shaping**. This is also related to the idea here. By saying every culture is different, we mean the **cultural context** behind it. **Discourse is language use relative to the social and political and cultural formations**. 'Formations' here is another word for structures.

it is language reflecting social order

It's also shaping **individuals' interaction with society**. So, the fact that discourse is context. So, when we say **context-shaped**, it's the way that you speak, the way that you do things with language is dependent on your cultural context, the situational context, and the physical context. We're going to talk about different types of context later.

The fact that us being in a class here, this is a **context**. And the way that we interact is going to be in a certain way. So when we do discourse analysis, maybe someone could be here sitting there and recording our speech, maybe recording how we're behaving with each other, and then a discourse analyst would, like, analyze that. And when they analyze that, they would take into consideration the fact that we are sitting in a class. We're not sitting in a park. If we were sitting in a park, it would be completely different. Maybe if I was a man, not a woman, it would also be different. So, it's context-shaped. The way I'm speaking here is also reflecting the context. Discourse is not just shaped by context. It also shapes context later on as we go. When something that's context shaped, it is shaped by the context. So, discourse is shaping the context that's coming later.

but also language shaping social order,

The way that we speak with each other shapes **social order** e.g. Sir. Madam. It's when you use language to describe people.

Discourse analysis refers to the close reading of actual use of language, along with other multimodal resources for the purpose of dissecting its structure and devising its meaning.

- What do they mean by 'close reading'? When you close read something, it's basically you're trying to understand everything in it. You're analyzing it by closely reading it. It means you're thinking about every

word that is used in this text.

- And by '**actual use of language**', we said this is real language, or language in real situation.
- 'along with other multimodal resources' means that we have other stuff to consider. Not just context, but other things.
- '**for the purpose of dissecting its structure and devising its meaning**'
Dissecting is another word for **analysis**. **Devising** means **understanding**. So, analyzing the structure and understanding the meaning.

Discourse analysis is not just one approach, but a series of interdisciplinary approaches that can be used to explore many different social domains in many different types of studies.

This idea is really important. **Approach** is like a way to understand something, like a **method**. So, discourse analysis is not a single method. It is an **interdisciplinary**. What do I mean by 'interdisciplinary'? Discipline is a field of study. Psychology is a field of study. Translation is a discipline because it's a field of study. So, by saying 'it's a interdisciplinary approach', we're saying it's an **integrated method** of many different fields in order to understand something, and that's what makes it very difficult. You need to understand more than one discipline. What kind of disciplines we can use in discourse analysis? I don't know, maybe psychology, but not just linguistics.

You guys read the entire chapter because all of these ideas are explained in the chapter. Maybe the stuff about power, just don't read it. ~~It's not really that important. Just focus on the important stuff for discourse analysis, for what we said, **context** and everything else.~~

Different Types of Context

This is stuff not really from the book, so just maybe write them down with me.

1- Situational Context

What do I mean by '**situational**'? Can you give me a word for situation?

Student: Time and place.

Instructor: Okay, thank you very much. It's like an environment where the text occurs. So, let's say it's the **physical context**. Can you give me an example of a situational context? Our **situation** here is the **classroom**.

And the way that I speak with you is very different than the way that I speak with my friends. Even with the way I speak to my own professors. It's just that we have here a different situational context. When I go home to my mom, I wouldn't be explaining discourse analysis to her. She would kick me out.

2- Social Context

This refers to the **societal norms**; our norms of society. What do I mean by norms of society?

Student: Standards.

Instructor: Yes, maybe. So, it's the values and the conventions of our societies, and the way that we usually do things in our society. For example, it includes **social identities** of the **participant**. What would a social identity include?

Student: My age. My gender.

Instructor: Yes. And ethnicity. So, I'm Syrian. I'm not American. And perhaps my social status as well. All of these are included in the social identities. For example, in our culture, we like to address the elders with respect. That's the social norm.

3- Cultural Context

This one is the easiest.

The cultural background shapes the discourse, including the shared knowledge, beliefs, customs, and traditions. This cultural context influences themes and references and idioms used in discourse.

Can you give me an idiom?

Student: It costs an arm and a leg.

Instructor: Yes. This is part of the **cultural context** because us as Arabic speakers, if we didn't explain what 'It costs an arm and a leg' means, we couldn't know what that means, right? So, this one is also used in discourse. It helps us understand.

4- Historical Context

They are in our book, but here I just collected them all together.

Student: Historical discourse is explicit in a certain period of time.

Instructor: Yes. If you're doing discourse analysis about the 50s, you need to understand the history of the 50s. This one is easy as well.

5- Institutional Context

What does 'institution' mean?

Student: An establishment like government.

Instructor: Yes, thank you very much. So, an institution like government has a way of how things are done in government. That would be an institutional context. And university is an educational institution. So again, depending on where is the thing happening, in what institution the thing is happening, it would be different.

- It's the specific organizational or institutional setting where the discourse takes place. This context includes the norm, rules, and of that institution.

❖ e.g.

In an educational constitution, a teacher's discourse with the student is influenced by institutional norms, such as curricula, classroom etiquette, and educational objectives.

A teacher cannot just do what they want. No, they are forced to follow that institutional context.

6- Intertextual Context

It involves basically references to other texts, creating a network of meaning.

Intertextual means the relationship between texts. like quotations from other texts or **allusions** to other texts. For example, if you need to understand Shakespeare, he also refers to other older texts as well. As you know, *Hamlet* is based on an older story that he read. So, you need to kind of understand the relationship between those works if you want to do this type of discourse analysis.

❖ e.g.

A news article about climate change might have reference scientific reports, previous news studies, and political statements. These intertextual links provide a richer context for understanding the article's arguments and implication.

If you're reading a news report, and that news report mentions other news reports, understanding that link between them gives you a richer understanding of the discourse.

7- Interactional Context

This one is important for our class. What do we mean by interaction? It's us speaking. Just speaking... We have something that's called speech acts. I don't think that we have time to go over through it today, but keep it

in mind.

◆ e.g.

In a customer service interaction, the representative might use polite and helpful language strategies to address a complaint. The interactional context involves managing the customer frustration and providing solutions.

In a customer service, the employee has to use polite language to it in order to manage the customers' anger.

8- Pragmatic Context

What do we mean by 'pragmatic'?

Student: Hidden

Instructor: Yes. Thank you very much. It is the **intended meaning** behind what we are actually saying, behind the utterance. And this one deals with how context reflects meaning beyond the literal words used. And a perfect example is saying, 'it is hot in here', so I will open the window.

Chapter 3

Discourse and Pragmatics

What is pragmatics? It's the study of meaning in relation to the context.

It includes social, situational, textual context. It also includes background-knowledge context. And that is what people say to each other and what people know about the world.

These are all of the types of context that I kind of explained.

Pragmatics assume that when people communicate with each other, they normally follow a cooperative principle; that is, they have a shared understanding of how they should cooperate in their communications.

This means that when speakers are using language, they have a mutual understanding of the communication, or they have a **shared understanding** of how they should cooperate in a certain exchange or in a certain communication. Principle is not exactly the same meaning as rules. We'll come to understand the difference between principles and rules later on.

It varies from culture to culture; what we know is appropriate or not in a certain situation.

Language, context and discourse

An understanding of how language functions in context is central to an understanding of the relationship between what is said and what is understood in spoken and written discourse.

This is what I've trying to explain.

❖ Example:

When two people speaking in a restaurant, what they are saying is different from someone who is just passing by, perhaps the shop owner or someone who is eavesdropping. All of this would mean something different to the bystander, to the one who is eavesdropping, or to the one who is just standing.

The linguistic context in terms of what has been said and what is yet to be said in the discourse also has an impact on the intended meaning and how someone may interpret this meaning in spoken and written discourse.

Here we have a quote from a discourse analyst. Her name is Thomas. She explains:

meaning is not something that is inherent in the words alone,

Is the meaning only in words?

Student: No.

Instructor: That's what she's saying, that it's not inherent in the words. So, meaning is not only in the words themselves that we're saying.

nor is it produced by the speaker alone or the hearer alone.

The meaning is not just contained with what I'm saying. It's also that relationship with also what you're hearing. So, it is not produced by the speaker alone or the hearer alone

Making meaning is a dynamic process, involving the negotiation of meaning between speaker and hearer,

Let's go back to the example of 'It's hot in here'. If I say, it's hot in here, the meaning that I'm putting in is not just the meaning that I'm putting in the utterance. It's also related to what you're hearing. Like what? And so, how you understand that meaning is also related to the interaction itself. They're saying that it's a dynamic process involving the negotiation of meaning between speaker and hearer. Remember the direct and indirect meaning, Intended and non-intended meaning? Here what we're doing is negotiation-meaning all the time. So, when I can say, it's hot in here, you can say, 'it's hot', or you can say 'take off your jacket'. So, here meaning is

always constructed between speakers.

the context of utterance (physical, social and linguistic), and the meaning potential of an utterance.

All of the contexts that we just explained: Physical, social, linguistic, and the meaning potential of an utterance.

Meaning, thus, is produced in interaction. It is jointly accomplished by both the speaker and the listener, or the writer and their reader.

So, it's spoken or written.

❖ e.g.

1- If a person says "Sorry" it may be that they are apologizing for something they said which may have offended the other person.

2- However, if someone says "Sorry?" with a rising intonation, they could be saying that they didn't understand what the other person said, and wanted them to repeat it.

3- Or "Sorry?" could mean that the person is expressing disbelief at what the other person has just said.

Each of these would be followed by a response which shows how the other person had interpreted the speaker behind "Sorry".

Speech Acts and Discourse

Austin & Searle

Remember when I said that we do things with language? This has to do with speech acts. Two important names that are important to us and I want you to keep these names in mind which are **Austin** and **Searle**. These are important theorists.

Logical Positivism

The idea is that "words only have meanings that are **true or false**" is called **logical positivism**. What does that mean? Basically, they are saying that language can either be true or false. This is the idea that Searle and Austin disagree with. They are saying this is false. So, in the logical positivist's view, they see that media of language can only be true or false. Can't be anything else. For Austin and Searle, they argue that we do things with language. By me saying "I promise you", It's not me physically doing something. My words alone is the promise. It's not I'm doing something in actually physical in real life. It's the language that's doing it.

They argued that language is used to 'do things' other than just refer to

the truth or falseness of particular statements.

Austin and Searle argued that we use language to give orders, to make requests, to give warnings or to give advice; in other words, to do things that go beyond the literal meaning of what we say.

It's the relationship between the literal meaning of what someone says and what the person intends by what he/she says.

Speech acts include three different types. So far, we said language is not only used to say true or false statements. It's that language itself does things. Basically, our speech is the action.

The three acts that are important to speech acts are:

1. Locutionary act	2. Illocutionary act	3. Perlocutionary act
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❖ e.g. (1)

Bus driver:

This bus won't move until you boys move in out of the doorway.

Let's take this example. The bus driver is saying this sentence to a group of boys.

1 → With the **locutionary act**, we are interested in **the truth of the statement**. The locutionary act would be **the literal meaning**. So, on the literal level, he's saying a statement. He's saying, the bus won't move until you boys move in out from the doorway. It could be true or false.

2 → With **the illocutionary act**, we focus on **the indirect meaning**. So, when he tells the boys, the bus won't move until you move away from the doorway, he's actually saying, 'move from the doorway so I can move the bus'. So, the **indirect meaning** is telling them to actually move from the doorway so he can move the bus.

3 → **The perlocutionary act** is the one that follows. So, here, the perlocutionary act would be **the boys moving from the doorway**. This is the actual physical thing that happens later.

Austin is the one who talked about these kinds of acts.

Austin argued that there are three kinds of acts which occur with everything we say. These are the locutionary act, the illocutionary act and the perlocutionary act.

- **The locutionary act refers to the literal meaning of the actual words (such as 'It's hot in here' referring to the temperature).**

- **The illocutionary act refers to the speaker's intention in uttering the words (such as a request for someone to turn on the air conditioning).**

- The perlocutionary act refers to the effect this utterance has on the thoughts or actions of the other person (such as someone getting up and turning on the air conditioning).

❖ e.g. (2)

A: Hello, welcome to Hungry Jack's. Can I take your order please?

B: Can I have a Whopper with egg and bacon . . .

A: Would you like cheese with that?

B: Yes please . . . and a junior Whopper with cheese . . . and large fries please.

A: Would you like any drinks or dessert with that?

B: No thank you.

A: OK . . . that's a Whopper with cheese, egg and bacon, a Whopper junior with cheese and large fries.

B: Yes. Thank you.

A: OK . . . Please drive through.

- Here, it's not always clear in which stage the locutionary act is shown. So, sometimes it's spread out over a stretch of an interaction. It's not always as easy as the previous one. It might be spread over more than one utterance. What would be the **illocutionary act** for this one? This is basically just **ordering food**. If you were a waiter, you would get this indirect meaning that basically is ordering.

❖ e.g. (3)

'What are you doing tonight?'

What does the **locutionary act**? I'm literally asking you what are you doing tonight. What does the **illocutionary act**?

Student: Do you want to go on tonight?

Instructor: Thank you very much. So, it's an invitation here. I'm not literally asking you what are you doing here. It's my invitation to you.

And the **perlocutionary act** is that effect of my utterance on the hearer would be by responding to the invitation and saying 'I'm free'. It means that you accepted my invitation. If you said that I have to work today, I understand that you declined my invitation. You don't want to hang out with me.

Direct Speech Acts & Indirect Speech Acts

- **Direct speech acts:** When we speak we do mean exactly what we say.

• **Indirect speech acts:** When we say things indirectly; we often intend something that is quite different from the literal meaning of what we say.

◆ e.g.

a common expression on an invitation to a party is 'to bring a plate'.

If you don't know the culture, you might bring a literal plate. However, here the illocutionary meaning here to bring some food. Don't bring a physical plate

This may, to someone who is not familiar with this kind of cultural convention, be interpreted as a request to bring an (empty) plate to the party. In fact, it is asking someone to bring food to the party, not necessarily on a plate. Equally, if someone calls someone to ask them to come to their home for dinner and the person being asked says 'Can I bring anything?' in many countries the host will say 'No, just bring yourself' whereas, in fact, they expect the guest to bring wine (or in some countries something such as flowers for the host) with them to the dinner.

This person is intending something behind their literal speech 'Just bring yourself'. But you know that you should bring something.

We haven't finished Chapter 3 yet. It is very long. So far, we have just covered 'What is pragmatics' and speech acts.

Thank You

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