

11:29

BC200407624. HINA ZAHID

ENG523 - Discourse Analysis (Quiz II)

Quiz Start Time: 11:21

Question # 10 of 10 (Start time: 11:28:24 AM, 24 December 2022)

We have to avoid ambiguity or obscurity; we should be direct and straightforward is named as maxim of _____

Select the correct option

☒ manner

☐ relation

☐ quantity

☐ quality

Click to Save Answer & Move to Next Question

← should be dire | 1 of 1 < >

Discourse Analysis (ENG523)

VU

- **Maxim of relation:** Our response has to be relevant to the topic of discussion.
- **Maxim of manner:** We have to avoid ambiguity or obscurity; we **should be direct** and straightforward.

Example

Yet, successful communication does not only depend on **WHAT** we are saying but also on **HOW** we are saying something!

Flouting the co-operative principle

Differences between flouting and violating maxims

Thomas (1995) and Cutting (2008) discuss differences between flouting and violating maxims. A speaker is flouting a maxim if they do not observe a maxim but has no intention of deceiving or misleading the other person. A person is 'violating' a maxim if there is likelihood that they are liable to mislead the other person. For example, 'Mummy's gone on a little holiday because she needs a rest' meaning 'Mummy's gone away to decide if she wants a divorce or not' violates, rather than flouts, the maxim of manner (39). Here, the speaker intends the hearer to understand something other than the truth, on purpose.

A speaker may also 'infringe' a maxim when they fail to observe a maxim with no intention to deceive, such as where a speaker does not have the linguistic capacity to answer a question. A speaker may also decide to 'opt out' of a maxim such as where a speaker may, for ethical or legal reasons, refuse to say something that breaches a confidentiality agreement they have with



framework

C. work at accepting the actions and practices in local cultural and social contexts

D. always judge others using your own cultural framework

34. Individualism is a belief system that emphasizes:

A. self-expression

B. group harmony

C. interdependent relationships

D. sensitivity to others

35. In individualism, the self is viewed as:

A. interconnected

B. bounded and distinct

C. interdependent

D. a conformist

36. Which of the following **IS TRUE** about the comparison dimension, individualism-collectivism?

A. cultural orientation is an all or none phenomenon

B. all forms of collectivism are similar

C. all members will exhibit the same level of individualism or collectivism

D. members in some individualistic communities display individualistic qualities

37. Which of the following forces **IS NOT** a reason to study culture?

A. ethnocentrism

B. modernization



10:49

0 B/s 90



language learning ref...



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Definition of Second Language Acquisition and Learning

07-May-2010 — Language learning refers to the formal learning of a language in the classroom. On the other hand, language acquisition means...

Second Language Acquisition

Definition

Second



Discover



Search



Collections



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You

3 minutes ago



Question # 3 of 10 (Start time: 12:30:18 PM, 23 December 2022)

Language learning refers to the _____ learning of a language in the classroom.

Select the correct option

- ☐ formal
- ☐ Ideational
- ☐ none of the given options
- ☐ informal



10:41

0 B/s 91



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9 minutes ago



34. Individualism is a belief system that emphasizes:

- A. self-expression
- B. group harmony
- C. interdependent relationships
- D. sensitivity to others



AI Gallery

Dec 24, 2022
AM 10:35



ENG523 - Discourse Analysis (Quiz II)

Question # 2 of 10 (Start time: 10:02:42 AM, 24 December 2022)

Individualism is a belief system that emphasizes _____

Select the correct option

☐ interdependent relationships

☒ group harmony

Question # 4 of 10 (Start time: 09:41:40 AM, 24 December 2022)

It is performed as an act of saying something or as an act of opposed to saying something.

Select the correct option

☐	Perlocutionary act
☐	Locutionary act
☐	All the given options
☒	Illocutionary act



as an act

1 of 3



mmmmmm". Here the utterances of Olivia describe the event in part of answering her teacher whether the situation was true or false.

The performative utterances are something which does not describe anything at all. The utterances in the sentences or in the part of sentences are normally considered as having a meaning of its own. The feelings, attitudes, emotions and thoughts of the person performing linguistic act are much of a principal unit here.

Further Austin divides speech act into three different categories: They are,

1. **Locutionary act:** This is the act of saying something. It has a meaning and it creates an understandable utterance to convey or express.
2. **Illocutionary act:** It is performed **as an act** of saying something or **as an act** of opposed to saying something. The illocutionary utterance has a certain force of it. It is well-versed with certain tones, attitudes, feelings, or emotions. There will be an intention of the speaker or others in illocutionary utterance. It is often used as a tone of warning in day-to-day life.

3. **Perlocutionary act** – It normally creates a sense of consequential effects on the audiences. The effects may be in the form of thoughts, imaginations, feelings or emotions. The effect upon the addressee is the main characteristic of perlocutionary utterances.

Example: The locutionary act describes a dangerous situation, the illocutionary act acts as a



Question # 3 of 10 (Start time: 10:03:30 AM, 24 December 2022)

Discourse knowledge relates language preferably to psychological as well as _____ contexts.

Select the correct option

☐	philosophical
☐	cultural
☒	social
☐	cognitive

Click to S



psychological as

1 of 1



range of linguistics structures which can use to ask for thing's particular social circumstances.

Discourse knowledge relates language to **psychological as** well as social contexts. Competent language users vary language according to their perception of cognitive states of interlocutors. Every language has linguistic structures which elicit others' attention (or heighten attention to something expressed) and which distinguish old from new information (information interlocutors presume their addresses do not know). Address terms, emphatic particles, pitch, voice quality and repetition are attention getting devices. Similarly, certain determiners, pronouns and word order mark old and new information.

Psychological context includes perceived emotion. Language throughout the world has linguistic resources for converting emotion. In Thai and Japanese, for example, passive voice indicates negative affect towards a proposition. In other languages, affixes, particles, quantifiers, tense aspect marking, word order and intonation carry emotional meaning. Competent language users know which structures convey affective meaning and norms, preferences and expectations otherwise surrounding their use.



Question # 6 of 10 (Start time: 10:05:41 AM, 24 December 2022)

Who said that, people interpret language and derive meaning from what they see and hear?

Select the correct option

☐	Zdenek Salzmänn
☒	Noam Chomsky
☐	Muriel Saville-Troike
☐	John Gumperz

Click t



what they see

1 of 1



Speech and Identity the concept of speech as a means of identifying with a community first emerged in 1960s academia alongside other new fields of research like ethnic and gender studies. Linguists like John Gumperz pioneered research in how personal interaction can influence ways of speaking and interpreting, while Noam Chomsky studied how people interpret language and derive meaning from **what they see** and hear.

Types of Communities

Speech communities can be large or small, although linguists don't agree. Some, like linguist Muriel Saville-Troike, argue that it's logical to assume that a shared language like English, which is spoken throughout the world, is a speech community. But she differentiates between "hard-shelled" communities, which tend to be narrow-minded and friendly, like a family or religious sect, and "soft-shelled" communities where there is a lot of interaction. But other linguists say a common language is too vague to be considered a true speech community.

The linguistic anthropologist Zdenek Salzmänn describes it this way:

"People who speak the same language are not always members of the same speech community. On the one hand, speakers of South Asian English in India and Pakistan share a language with citizens of the U.S., but the respective varieties of English and the rules for speaking them are sufficiently distinct to assign the two populations to different speech communities." Instead, Salzman and others say, speech communities should be more narrowly defined based on characteristics such as pronunciation, grammar, vocabulary, and manner of speaking.

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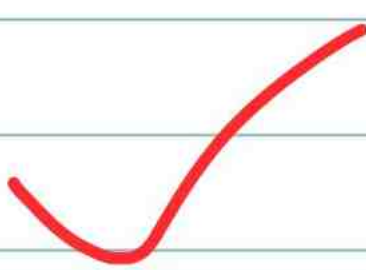
ENG523 - Discourse Analysis (Quiz II)

Question # 8 of 10 (Start time: 10:07:02 AM, 24 December 2022)

Functions represent the active use of _____ for a specific purpose.

Select the correct option

☐	action
☐	behavior
☐	productive rules
☒	language




active use

2 of 2



Discourse Analysis (ENG523)

VC

THE ACQUISITION OF DISCOURSE

Language function

A **language function** refers to what students do with **language** as they engage with content and interact with others. **Functions** represent the **active use** of **language** for a specific purpose. **Language** forms deal with the internal grammatical structure of words and phrases as well as the word them. Students use language functions in order to express ideas, communicate with others, and show understanding of content in an academic setting.

In oral language some common functions may include:

- Giving instructions
- Making requests
- Defending an argument

In academic writing we use a range of specific functions in order to communicate ideas clearly. These include:

- Describing processes
- Comparing or contrasting things or ideas
- Classifying objects or ideas

Language forms deal with the internal grammatical structure of words and phrases as well as the word them. When one compares boy and boys, for example, or man and men, he or she is considering the relationship between different language forms or structures. Language forms also include cross curricular academic vocabulary - words or phrases frequently used across different content areas. Cross curricular academic vocabulary words typically describe or are related to academic processes and may include:

- Verbs (e.g., hypothesize, analyze)



The concept of speech as a means of identifying with a community first emerged in _____

Select the correct option

☒	1960s
☐	1980s
☐	1950s
☐	1970s



first

10 of 60



community members and identity (or minority) barriers.

The concept of speech community plays a role in a number of social sciences, namely sociology, anthropology, linguistics, even psychology. People who study issues of migration and ethnic identity use social community theory to study things like how immigrants assimilate into larger societies, for instance. Academics who focus on racial, ethnic, sexual or gender issues apply social community theory when they study issues of personal identity and politics. It also plays a role in data collection. By being aware of how communities are defined, researchers can adjust their subject pools in order to obtain representative sample populations.

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In individualism, the self is viewed as _____

Select the correct option

☐	conformist
☐	interconnected
☒	interdependent
☐	bounded and distinct



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22



D. sensitivity to others

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A. cultural orientation is an all or none phenomenon

B. all forms of collectivism are similar

C. all members will exhibit the same level of individualism or collectivism

Which of the following is a traditional topic in sociology?

Select the correct option

☐	Language
☐	None of the given options
☐	Emotion
☐	Social Inequality correct

problems

C. the study of psychic unity

D. the study of the content and context in which human activity occurs

25. Which of the following is a traditional topic in sociology?

A. social inequality

B. emotion

C. language

D. marriage

26. The view that humans think, act, and feel the same way across cultural contexts aligns with which of the following positions?

A. absolutism

B. cultural relativism

C. universalism

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While locutionary act is the action of making a meaningful utterance and **illocutionary act is performing an intentional utterance**, perlocutionary act talks about producing the effect of the



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ENG523:Quiz II

Question # 8 of 10 (Start time: 10:48:35 AM, 23 June 2022)

The performance of an utterance and its meaning is called ____

Select the correct option



locutionary act



illocutionary act



perlocutionary act



all of the given options

51 / 82





locutionary

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One of the foundational concepts in pragmatics is *speech act* theory, which is the idea that words *do things* in the world. Words have a literal meaning that can be analyzed for its truth or falsehood. But words also can be used to effect change in the world, to perform actions. Searle distinguished between these two types of acts as **locutionary** and **illocutionary** acts. And the actual action that is caused by the words is the **perlocutionary** act.

One practical example of this is the act of saying "I do" in a marriage ceremony. The words have a literal meaning, and perform the action of becoming legally married. They are also tied to the social situation in which they occur, the marriage ceremony, their partner's speech and the speech of the marriage official. This example also highlights how various conditions can influence whether a specific speech act works or not. Austin called these felicity conditions, which Searle interpreted somewhat rigidly as *rules*.

Cutting (2002) believes that pragmatics and discourse analysis have much in common in the sense that both investigate context, text and function. Both fields concentrate on the significance of words in communication and how interlocutors convey more than the words they utilized. Additionally, both of them study discourse and text focusing on how pieces of language become significant and integrated for their users. Furthermore, the two fields are interested in function. For instance, in order to interpret a piece of discourse such as we are not amusing, pragmatics and discourse analysis will take into consideration the fact that Queen Victoria had been in a long depression, resulted from the death of her husband. Her words were a reply to a joke which

←

You

Question # 8 of 10 (Start time: 02:59:18 PM, 23 June 2022)

5 photos

Who distinguished between locutionary and illocutionary acts?

Select the correct option

☒	John Rogers Searle		26 / 82	⋮
☐	Ludwig Wittgenstein			
☐	John Rawls			

☰
○
◀

Question # 4 of 10 (Start time: 11:02:06 AM, 23 June 2022)

Speech community is a term in _____ used to describe a group of people who share the same language.

Select the correct option

- ☒ sociolinguistics correct
- ☐ discourse analysis
- ☐ psycholinguistics
- ☐ computational linguistics



share the same la

1 of 1



CODE SWITCHING, IDENTITY AND GLOBALIZATION

Speech Community Identities

Speech community is a term in sociolinguistics and linguistic anthropology used to describe a group of people who **share the same language**, speech characteristics, and ways of interpreting communication. Speech communities may be large regions like an urban area with a common, distinct accent (think of Boston with its dropped r's) or small units like families and friends (think of a nickname for a sibling). They help people define themselves as individuals and community members and identify (or misidentify) others.

The concept of speech community plays a role in a number of social sciences, namely sociology, anthropology, linguistics, even psychology. People who study issues of migration and ethnic identity use social community theory to study things like how immigrants assimilate into larger societies, for instance. Academics who focus on racial, ethnic, sexual or gender issues apply social community theory when they study issues of personal identity and politics. It also plays a role in data collection. By being aware of how communities are defined, researchers can adjust their subject pools in order to obtain representative sample populations.

Speech and Identity the concept of speech as a means of identifying with a community first emerged in 1960s academia alongside other new fields of research like ethnic and gender studies. Linguists like John Gumperz pioneered research in how personal interaction can influence ways of speaking and interpreting, while Noam Chomsky studied how people interpret language and derive meaning from what they see and hear.

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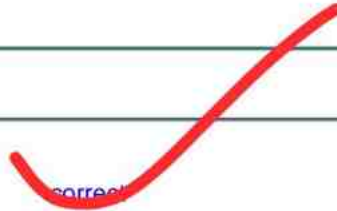


Question # 3 of 10 (Start time: 11:01:27 AM, 23 June 2022)

A _____ refers to what students do with language as they engage with content and interact with others.

Select the correct option

☐	language function
☐	language disorder
☐	language group
☐	language barrier



as they

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THE ACQUISITION OF DISCOURSE

Language function

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- Making requests
- Defending an argument

In academic writing we use a range of specific functions in order to communicate ideas clearly. These include:

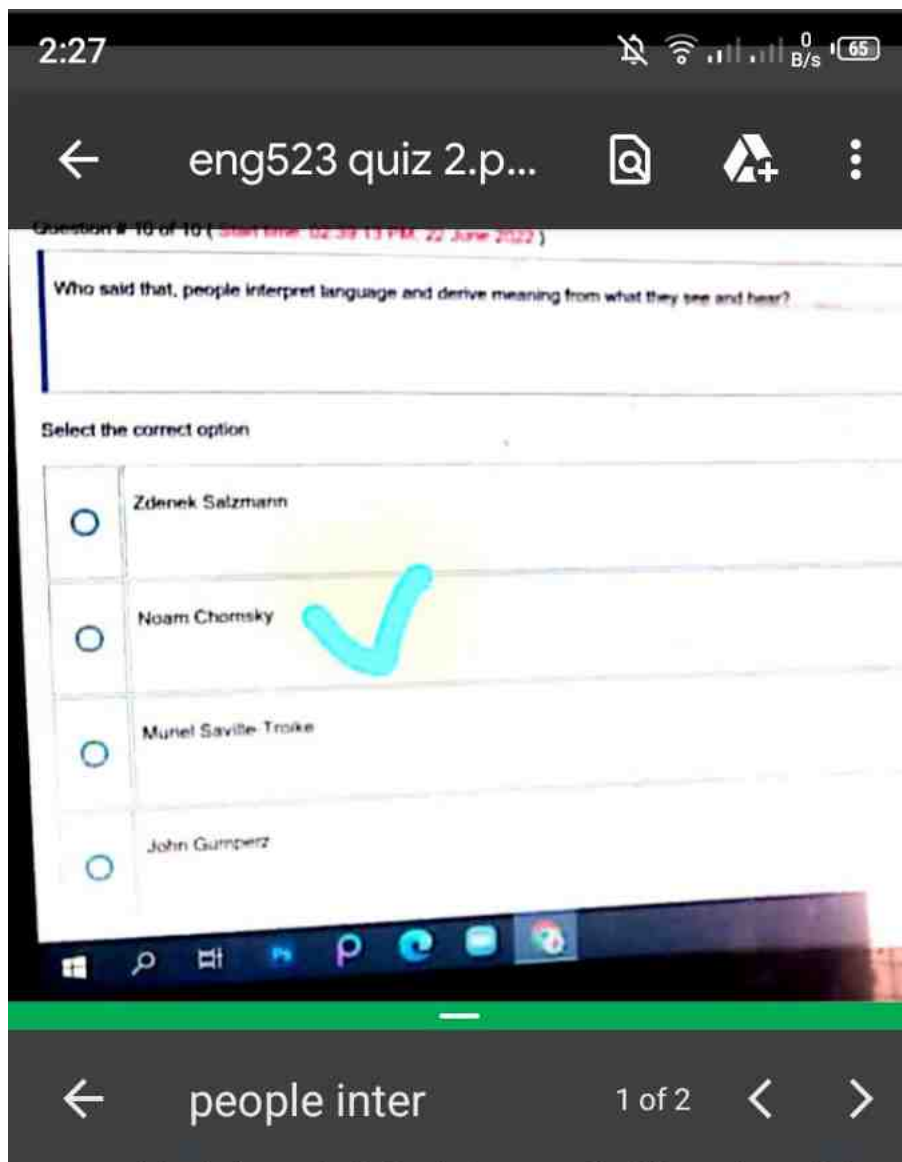
- Describing processes
- Comparing or contrasting things or ideas
- Classifying objects or ideas

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- Verbs (e.g., hypothesize, analyze)
- Complex prepositions, (e.g., in contrast to, as well as)

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societies, for instance. Academics who focus on racial, ethnic, sexual or gender issues use social community theory when they study issues of personal identity and politics. It also plays a role in data collection. By being aware of how communities are defined, researchers can select their subject pools in order to obtain representative sample populations.

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The linguistic anthropologist Zdenek Salzmann describes it this way:

"People who speak the same language are not always members of the same speech community. On the one hand, speakers of South Asian English in India and Pakistan share a language with citizens of the U.S., but the respective varieties of English and the rules for speaking them are sufficiently distinct to assign the two populations to different speech communities." In contrast, Salzmann and others say, speech communities should be more narrowly defined based on characteristics such as pronunciation, grammar, vocabulary, and manner of speaking.

Question # 5 of 10 (Start time: 11:02:33 AM, 23 June 2022)

Who states that the two domains, pragmatics and discourse analysis, move behind the formal description of phrases?

Select the correct option

☐	J. L. Austin
☐	H. A. Prichard
☐	J. R. Searle
☐	M. B. Puig

correct



move behind

1 of 1



her courtiers had just made. Analysts will infer that her intention was to stop them attempting to make her laugh and lift her out of the depression (ibid: 1)

Similarly, Puig (2003) states that the two domains, pragmatics and discourse analysis, **move behind** the formal description of phrases and concentrate on upper components, for instance, speech acts and conversational turns. Moreover, both approaches investigate context and its structuring. Nevertheless, pragmatics exerts more effort to the identification of the speaker's intention in addition to the recovering of the covert ingredients which the hearer needs to acc

As for the divergence of pragmatics and discourse analysis, Coulthard (1997) states that discourse analysis examines how stretches above the sentence level are knitted together. Moreover, discourse analysis has to depict the construction of suprasentential text or social transaction through forcing a certain apparatus on the data either overtly or covertly.

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. The *context of situation* means what someone says is, therefore, crucial to understanding and interpreting the meaning of what is being said. This includes the physical context, the social context and the mental worlds and roles of the people involved in the interaction. Each of these impacts on what we say and how other people interpret what we say in spoken and written discourse.

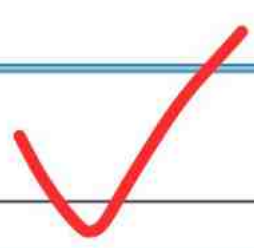
A conversation between two people in a restaurant may mean different things to the actual people speaking, something different to a 'side participant' in the conversation (such as someone

Question # 1 of 10 (Start time: 02:56:18 PM, 23 June 2022)

Speech act theory is often used in the field of _____ of languages.

Select the correct option

☐	philology
☐	psychology
☐	sociology
☒	philosophy




often used in the

1 of 1



express thoughts. The contemporary **Speech act** theory developed by J. L. Austin a British philosopher of languages; he introduced this theory in 1975 in his well-known book of 'How do things with words'. Later John Searle brought the aspects of theory into much higher dimensions. This theory is **often used in the** field of philosophy of languages. Austin is the one who came up with the findings that people not only use that language to assert things but also to do things. And people who followed him went to greater depths based on this point.

Theory: All sort of linguist communication is comprised of linguistic actions. Previously it was conceived that the very basic unit of communication is words, symbols, sentences or some kind of token of all of these, but it was speech act theory which suggested that production or issuances of words, symbols are the basic units of communication. This issuance happens during the process of performance of speech act. The meaning of these basic units was considered as the building blocks of mutual understanding between the people intend to communicate.

"A theory of language is a theory of action"- Greig E. Henderson and Christopher Brown.

The theory emphasis that the utterances have a different or specific meaning to its user and listener other than its meaning according to the language. The theory further identifies that there are two kinds of utterances, they are called constative and performative utterances. In his book of 'How do things with words' Austin clearly talks about the disparities between the constative and performative utterances. A **constative utterance** is something which describes or denotes the situation, in relation with the fact of true or false.

Example: The teacher asked Olivia whether she had stolen the candy. Olivia replies "mmmmmm". Here the utterances of Olivia describe the event in part of answering her teacher whether the situation was true or false.

The performative utterances are something which does not describes anything at all. The utterances in the sentences or in the part of sentences are normally considered as having a meaning of its own. The feelings, attitudes, emotions and thoughts of the person performing



Question # 3 of 10 (Start time: 02:57:22 PM, 23 June 2022)

According to H. Paul Grice (1975), the purpose of cooperative principle is to get _____.

Select the correct option

☐	authentic
☐	visual
☐	verbal
☒	effective



cooperative principle is t 1 of 1



deceive, such as where a speaker does not have the linguistic capacity to answer a question. A speaker may also decide to 'opt out' of a maxim such as where a speaker may, for ethical or legal reasons, refuse to say something that breaches a confidentiality agreement they have with someone or is likely to incriminate them in some way (Thomas 1995; Cutting 2008).

According to Grice (1975), the purpose of **cooperative principle** is to get effective communication as informative as clearly. In a conversation a speaker and a hearer are supposed to respond to each other in their turn with the needed information that benefits both of them. By giving the required information, they can understand each other's utterances. By conforming to cooperative principle and its maxims, the speaker allows the hearer to understand the speaker's intentions. Thereafter, cooperative principle is widely applied in written and spoken texts. Nevertheless, people sometimes may not fulfill these maxims and seek to disobey them in a certain context. Grice (cited in Cutting, 2002, p. 40) says that when the speaker does not fulfill the maxims, the speaker is said to "violate" them.

Violation is a condition where the speaker does not purposefully fulfill certain maxims for some other purposes. Grice notices that violation of his maxims takes place when the speaker intentionally refrains from applying maxims in their conversation. Scholars have fully discussed diverse reasons of violation of maxims. Grice (1975: 49) underlines that when the speaker refrains from applying his maxims, the speaker is "liable to mislead" their counterparts in conversation. Goffman (2008: 17) says that the speaker does not abide by Gricean maxims in order to save face. Chirstoffersen (2005) also argues that in real life situation, people violate the



Question # 5 of 10 (Start time: 02:57:58 PM, 23 June 2022)

Linguist _____, argues that it's logical to assume that a shared language like English, which is spoken throughout the

Select the correct option

- ☒ Muriel Saville-Troike
- ☐ Zdenek Salzmman
- ☐ Noam Chomsky
- ☐ John Gumperz

Click to Save Ans



that a shared

1 of 1



Speech communities can be large or small, although linguists don't agree on how they're defined. Some, like linguist Muriel Saville-Troike, argue that it's logical to assume **that a shared** language like English, which is spoken throughout the world, is a speech community. But she differentiates between "hard-shelled" communities, which tend to be narrow-minded and friendly, like a family or religious sect, and "soft-shelled" communities where there is a lot of interaction. But other linguists say a common language is too vague to be considered a true speech community.

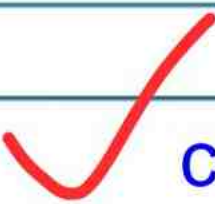
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Speech act theory is a subfield of _____.

Select the correct option

☐	pragmatics	 correct
☐	linguistics	
☐	semantics	
☐	stylistics	



subfi

2 of 2



Speech Act and Society

Speech-act theory is a **subfield** of pragmatics concerned with the ways in which language is used not only to present information but also to carry out actions. As introduced by philosopher J.L. Austin (*How to Do Things With Words*, 1962) and further developed by American philosopher J.R. Searle, speech-act theory considers the levels of action that utterances are said to perform:

- Locutionary acts
- Illocutionary acts
- Perlocutionary acts

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Speakers can mean to communicate more than they say. It is never possible to convey all the means in so many words, speakers require hearer to work to a greater or lesser degree to get their message from the words uttered. A special and interesting type of communication is explored by the Philosopher Paul Grice under the label of conversational implicature because what is implied is implicated by virtue of the fact that the speaker is cooperatively contributing to a conversation (Akmajian et al, 1995).

Searle's Five Illocutionary Points

"In the past three decades, **speech act theory** has become an important contemporary theory of language thanks mainly to the influence of [J.R.] Searle and [H.P.] Grice (1975) whose ideas on meaning and communication have stimulated research in philosophy and in human and cognitive sciences. From Searle's view, there are five illocutionary points that speakers can achieve on propositions in an utterance: the *assertive*, *commissive*, *directive*, *declaratory* and *expressive illocutionary*



ENG523:Quiz II

Question # 9 of 10 (Start time: 04:13:44 PM, 23 June 2022)

Speech act theory was introduced in _____.

Select the correct option

☒	1960
☐	1955
☐	1950
☐	1975

✓

correct

Click to Save Answer & Move to Next Question



speech act th

3 of 14



The **speech act theory** considers language as a sort of action rather than a medium to convey and express thoughts. The contemporary **Speech act theory** developed by J. L. Austin a British philosopher of languages; he introduced this theory in 1975 in his well-known book of 'How do things with words'. Later John Searle brought the aspects of theory into much higher dimensions. This theory is often used in the field of philosophy of languages. Austin is the one who came up with the findings that people not only use that language to assert things but also to do things. And people who followed him went to greater depths based on this point.

Theory: All sort of linguist communication is comprised of linguistic actions. Previously it was conceived that the very basic unit of communication is words, symbols, sentences or some kind of token of all of these, but it was **speech act theory** which suggested that production or issuances of words, symbols are the basic units of communication. This issuance happens during the process of performance of speech act. The meaning of these basic units was considered as the building blocks of mutual understanding between the people intend to communicate.

"A theory of language is a theory of action"- Greig E. Henderson and Christopher Brown.

The theory emphasis that the utterances have a different or specific meaning to its user and listener other than its meaning according to the language. The theory further identifies that there are two kinds of utterances, they are called constative and performative utterances. In his book of 'How do things with words' Austin clearly talks about the disparities between the constative and performative utterances. A **constative utterance** is something which describes or denotes the situation, in relation with the fact of true or false.

Example: The teacher asked Olivia whether she had stolen the candy. Olivia replies "mmmmmm". Here the utterances of Olivia describe the event in pact of answering her teacher whether the situation was true or false.

The performative utterances are something which does not describes anything at all. The utterances in the sentences or in the part of sentences are normally considered as having a meaning of its own. The feelings, attitudes, emotions and thoughts of the person performing linguistic act are much of a principal unit here.

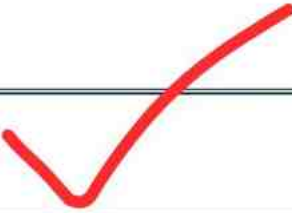


Question # 2 of 10 (Start time: 04:06:06 PM, 23 June 2022)

Ervin-Tripp and Mitchell-Kernan published the first book on _____ discourse.

Select the correct option

☐	political
☐	cultural
☒	child
☐	religious

[Click to Save Answer & Move to Next Question](#)

Ervin

2 of 9



Placing Child Discourse in a Tradition

In the years since **Ervin-Tripp** and Mitchell-Kernan published the first book on child discourse (**Ervin-Tripp** and Mitchell-Kernan 1977), the field has moved through a series of changes. By turning to a discourse-centered approach, researchers have been able to shift focus, placing the child's learning process and productive pragmatic use at the center of their concern.

The early discourse approach developed as a counter to traditional language acquisition studies, which centered on discovering how children could overcome the limitations of their incomplete grammatical system. Such studies made judgments of the child's ability to approximate to the adult norm based on direct elicitation in experimental settings. The impact of *Child Discourse* (**Ervin-Tripp** and Mitchell-Kernan 1977), along with *Developmental Pragmatics* (Ochs and Schieffelin 1979), began a movement toward situationally embedded activities as the domain of child language studies. Researchers' interests began to turn away from exclusively psycholinguistic concerns with factors underlying the development of formal structures to concentrate on contextually situated learning.³

The discourse focus looked at children in naturally occurring settings and activities, and paid attention to their speech and communicative practice in everyday situations (Cook-Gumperz and Gumperz 1976). This research went beyond linguistic competence to what became known as the child's acquisition of communicative competence, which is seen as the knowledge that underlies socially appropriate speech. This approach was influenced by ethnography of communication (which saw communicative competence as a contrastive concept to the Chomskyan notion of linguistic competence), and involved theories of sociolinguistics, speech act usage, and conversational analysis. Although little conversational analytic work was done at that time, by the late 1970s and 1980s there was a growing interest in children's conversational competence (McTear 1985; Ochs and Schieffelin 1979).

The ethnographic approach to acquisition served to refocus studies of children's acquisition to the problem of how language learners are able to be participating members of a social group by acquiring social and linguistic skills necessary for interaction. The term *language socialization* came to represent this new focus. As Schieffelin and Ochs (1986), who provided one of the first collections to address these concerns, commented: language socialization involves "both socialization through language and socialization to use language" (1986: 2). The focus on



It normally creates a sense of consequential effects on the audiences.

Select the correct option

☐	All the given options
☐	Locutionary act
☐	Illocutionary act
☐	Perlocutionary act

19 / 82

correct



a sense

1 of 1



Discourse Analysis (ENG523)

VU

3. **Perlocutionary act** – It normally creates **a sense** of consequential effects on the audiences. The effects may be in the form of thoughts, imaginations, feelings or emotions.

The effect upon the addressee is the main character ship of perlocutionary utterances.

Example: The locutionary act describes a dangerous situation, the illocutionary act acts as a force of the warning and perlocutionary acts frighten the addressee. Austin himself admits that these three components of utterances are not altogether separable. "We must consider the total situation in which the utterance is issued- the total speech act – if we are to see the parallel between statements and performative utterance, and how each can go wrong. Perhaps indeed there is no great distinction between statements and performative utterances." Austin.

Searle suggested that the basic unit of linguistic communication is speech act. It can be a word, a phrase, a sentence or a sound; it should fulfill the task of expressing the intention of the user. Understanding the user's intention can lead to complete understanding of the speech act.

Kinds of Speech Acts

Types of Speech Acts

There are various kinds of speech acts, yet the following, classified by John Searle, have received particular attention:

Representatives commit a speaker to the truth of an expressed proposition.

- Paradigm cases: asserting, stating, concluding, boasting, describing, suggesting.
 - *I am a great singer.*
 - *Bill was an accountant.*

Commissive commit a speaker to some future action.

- Paradigm cases: promising, pledging, threatening, vowing, offering.
 - *I am going to leave you.*



Question # 10 of 10 (Start time: 04:14:58 PM, 23 June 2022)

This is the act of saying something.

Select the correct option

- | | |
|----------------------------------|---|
| ☒ | Locutionary act correct |
| ☐ | Perlocutionary act |
| ☐ | All the given options |
| ☐ | Illocutionary act |

Click to Save Answer & Move to Next Question



act of say

1 of 3



The performative utterances are something which does not describes anything at all. The utterances in the sentences or in the part of sentences are normally considered as having a meaning of its own. The feelings, attitudes, emotions and thoughts of the person performing linguistic act are much of a principal unit here.

Further Austin divides speech act into three different categories: They are,

1. **Locutionary act:** This is the act of saying something. It has a meaning and it creates an understandable utterly to convey or express.
2. **Illocutionary act:** It is performed as an act of saying something or as an act of opposed to saying something. The illocutionary utterance has a certain force of it. It well well-versed with certain tones, attitudes, feelings, or emotions. There will be an intention of the speaker or others in illocutionary utterance. It is often used as a tone of warning in day today life.

3. **Perlocutionary act** – It normally creates a sense of consequential effects on the audiences. The effects may be in the form of thoughts, imaginations, feelings or emotions. The effect upon the addressee is the main character ship of perlocutionary utterances.

Example: The locutionary act describes a dangerous situation, the illocutionary act acts as a force of the warning and perlocutionary acts frighten the addressee. Austin himself admits that these three components of utterances are not altogether separable. "We must consider the total situation in which the utterance is issued- the total speech act – if we are to see the parallel between statements and performative utterance, and how each can go wrong. Perhaps, indeed



Question # 4 of 10 (Start time: 04:07:37 PM, 23 June 2022)

Context refers to the particular _____ situation in which discourse takes place.

Select the correct option

☐	cordial
☒	social
☐	reclusive
☐	collective



social si

1 of 5



may be a culturally appropriate way of saying or doing something in one culture may not be the same in another culture. The study of this use of language across cultures is called *cross-cultural pragmatics*.

Paltridge (2012) defines pragmatics as the study of how the meaning of spoken and written discourse is related to the context in which that speech and writing occurs. Context here is taken to be the particular **social** situation that the discourse takes place in, the other text or speech it is situated with, and any background knowledge that it relies upon.

One of the foundational concepts in pragmatics is *speech act* theory, which is the idea that words *do things* in the world. Words have a literal meaning that can be analyzed for its truth or falsehood. But words also can be used to effect change in the world, to perform actions. Searle distinguished between these two types of acts as *locutionary* and *illocutionary* acts. And the actual action that is caused by the words is the *perlocutionary* act.

One practical example of this is the act of saying "I do" in a marriage ceremony. The words have a literal meaning, and perform the action of becoming legally married. They are also tied to the **social** situation in which they occur, the marriage ceremony, their partner's speech and the speech of the marriage official. This example also highlights how various conditions can influence whether a specific speech act works or not. Austin called these felicity conditions, which Searle interpreted somewhat rigidly as *rules*.

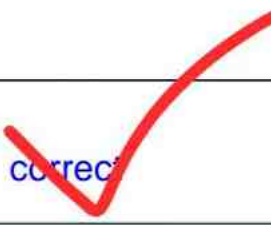
Cutting (2002) believes that pragmatics and discourse analysis have much in common in the sense that both investigate context, text and function. Both fields concentrate on the significance of words in communication and how interlocutors convey more than the words they utilized. Additionally, both of them study discourse and text focusing on how pieces of language become significant and integrated for their users. Furthermore, the two fields are interested in function. For instance, in order to interpret a piece of discourse such as we are not amusing, pragmatics and discourse analysis will take into consideration the fact that Queen Victoria had been in a **long depression**, **resulted from the death of her husband**. Her guards were a **reply to a joke** which



Question # 6 of 10 (Start time: 04:10:29 PM, 23 June 2022)

Functions represent the active use of _____ for a specific purpose.

Select the correct option

☐	language	
☐	behavior	
☐	action	
☐	productive rules	



represent th

1 of 2...



THE ACQUISITION OF DISCOURSE

Language function

A **language function** refers to what students do with **language** as they engage with content and interact with others. **Functions represent the active use of language** for a specific purpose. **Language forms** deal with the internal grammatical structure of words and phrases as well as the word them. Students use language functions in order to express ideas, communicate with others, and show understanding of content in an academic setting.

In oral language some common functions may include:

- Giving instructions
- Making requests
- Defending an argument

In academic writing we use a range of specific functions in order to communicate ideas clearly. These include:

- Describing processes
- Comparing or contrasting things or ideas
- Classifying objects or ideas

Language forms deal with the internal grammatical structure of words and phrases as well as the word them. When one compares boy and boys, for example, or man and men, he or she is considering the relationship between different language forms or structures. Language forms also include cross curricular academic vocabulary - words or phrases frequently used across different content areas. Cross curricular academic vocabulary words typically describe or are related to academic processes and may include:

- Verbs (e.g., hypothesize, analyze)
- Complex prepositions, (e.g., in contrast to, as well as)
- Nouns (e.g., comparison, conclusion, analysis)

(4) While functions address what we do with language, forms are the language structures and

74 / 193



Question # 7 of 10 (Start time: 04:11:33 PM, 23 June 2022)

Speech community is a term in _____ used to describe a group of people who share the same language.

Select the correct option

- | | |
|-----------------------|---------------------------|
| ☐ | psycholinguistics |
| ☐ | discourse analysis |
| ☐ | computational linguistics |
| ☐ | sociolinguistics |

correct

Click to Save Answer & Move to Next Question



used to describe a

1 of 1



CODE SWITCHING, IDENTITY AND GLOBALIZATION

Speech Community Identities

Speech community is a term in sociolinguistics and linguistic anthropology **used to describe a** group of people who share the same language, speech characteristics, and ways of interpreting communication. Speech communities may be large regions like an urban area with a common, distinct accent (think of Boston with its dropped r's) or small units like families and friends (think of a nickname for a sibling). They help people define themselves as individuals and community members and identify (or misidentify) others.

The concept of speech community plays a role in a number of social sciences, namely sociology, anthropology, linguistics, even psychology. People who study issues of migration and ethnic identity use social community theory to study things like how immigrants assimilate into larger societies, for instance. Academics who focus on racial, ethnic, sexual or gender issues apply social community theory when they study issues of personal identity and politics. It also plays a role in data collection. By being aware of how communities are defined, researchers can adjust their subject pools in order to obtain representative sample populations.

Speech and Identity the concept of speech as a means of identifying with a community first emerged in 1960s academia alongside other new fields of research like ethnic and gender studies. Linguists like John Gumperz pioneered research in how personal interaction can influence ways of speaking and interpreting, while Noam Chomsky studied how people interpret language and derive meaning from what they see and hear.



Question # 2 of 10 (Start time: 05:04:13 PM, 23 June 2022)

We have to be as informative as required, we should not say more or less is named as maxim of _____

Select the correct option

☐	relation
☐	quality
☐	manner
☒	quantity




should not say

1 of 1



accepted purpose or direction of the talk exchange in which you are engaged (Grice 1975:45)

Grice's cooperative principle is a set of norms that are expected in conversations. It consists of four maxims; we have to follow in order to be cooperative and understood:

- **Maxim of quality:** As speaker we have to tell the truth or something that is provable by adequate evidence.
- **Maxim of quantity:** We have to be as informative as required, we **should not say** more or less.



Discourse Analysis (ENG523)

VU

- **Maxim of relation:** Our response has to be relevant to the topic of discussion.
- **Maxim of manner:** We have to avoid ambiguity or obscurity; we should be direct and straightforward.

Example

Yet, successful communication does not only depend on **WHAT** we are saying but also on **HOW** we are saying something!

Flouting the co-operative principle

Differences between flouting and violating maxims

Thomas (1995) and Cutting (2008) discuss differences between flouting and violating maxims. A speaker is flouting a maxim if they do not observe a maxim but has no intention of deceiving or misleading the other person. A person is 'violating' a maxim if there is likelihood that they are



Question # 8 of 10 (Start time: 04:12:48 PM, 23 June 2022)

The actual action that is caused by the words is the _____ act.

Select the correct option

☐	perlocutionary	 correct	12 / 82	
☐	locutionary			
☐	illocutionary			
☐	all the given options			

Click to Expand/Hide Question

← actual a

1 of 2

raisecood. But words also can be used to effect change in the world, to perform actions. Searle distinguished between these two types of acts as *locutionary* and *illocutionary* acts. And the **actual** action that is caused by the words is the *perlocutionary* act.

One practical example of this is the act of saying "I do" in a marriage ceremony. The words have a literal meaning, and perform the action of becoming legally married. They are also tied to the social situation in which they occur, the marriage ceremony, their partner's speech and the speech of the marriage official. This example also highlights how various conditions can influence whether a specific speech act works or not. Austin called these felicity conditions, which Searle interpreted somewhat rigidly as *rules*.

Cutting (2002) believes that pragmatics and discourse analysis have much in common in the sense that both investigate context, text and function. Both fields concentrate on the significance of words in communication and how interlocutors convey more than the words they utilized. Additionally, both of them study discourse and text focusing on how pieces of language become significant and integrated for their users. Furthermore, the two fields are interested in function. For instance, in order to interpret a piece of discourse such as we are not amusing, pragmatics and discourse analysis will take into consideration the fact that Queen Victoria had been in a long depression, resulted from the death of her husband. Her words were a reply to a joke which

Question # 5 of 10 (Start time: 05:05:12 PM, 23 June 2022)

Our response has to be relevant to the topic of discussion is called maxim of _____.

Select the correct option

☐	manner
☒	relation
☐	quality
☐	quantity



relevant to the to

1 of 1



- **Maxim of relation:** Our response has to be relevant to the topic of discussion.
- **Maxim of manner:** We have to avoid ambiguity or obscurity; we should be direct and straightforward.

Example

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Thomas (1995) and Cutting (2008) discuss differences between flouting and violating maxims. A speaker is flouting a maxim if they do not observe a maxim but has no intention of deceiving or misleading the other person. A person is 'violating' a maxim if there is likelihood that they are liable to mislead the other person. For example, 'Mummy's gone on a little holiday because she needs a rest' meaning 'Mummy's gone away to decide if she wants a divorce or not' violates, rather than flouts, the maxim of manner (39). Here, the speaker intends the hearer to understand something other than the truth, on purpose.

A speaker may also 'infringe' a maxim when they fail to observe a maxim with no intention to deceive, such as where a speaker does not have the linguistic capacity to answer a question. A speaker may also decide to 'opt out' of a maxim such as where a speaker may, for ethical or legal reasons, refuse to say something that breaches a confidentiality agreement they have with someone or is likely to incriminate them in some way (Thomas 1995; Cutting 2008).



Question # 6 of 10 (Start time: 05:05:30 PM, 23 June 2022)

According to _____, the act of thanking is an expression of indebtedness in both English and Japanese.

Select the correct option

☐	William Alston
☒	Deborah Cameron
☐	P. F. Strawson
☐	Elizabeth Anscombe

Click to Save



an expression

3 of 4



leading to a completely different interpretation of what they mean, from what they intend to mean (Ide 1998). As Cameron (2001: 74) explains, the act of thanking is **an expression** of

indebtedness in both English and Japanese. In the case of Japanese, however, 'a debt not yet repaid calls for an apology from the debtor'. Apologizing, thus, for a Japanese speaker is one way of expressing indebtedness, and thanking someone.

Kim (2008) shows how the term *mainhada* can mean both *sorry* and *thanks* in Korean. *Mainhada* is used less often than *sorry* in English, however, as South Koreans often express an apology implicitly or nonverbally. Also, *mainhada* is not the only way of thanking in Korean. If the speaker thinks they are not able to return the benefit they have received from the person they are thanking, they will say *mainhada*. If they think they can return the benefit, however, they will say *gamsahada*. *Mainhada* is also used for requesting in Korean. It is used within a group when the speaker thinks fulfilling the request will be difficult. It is also used with people outside the group to incorporate them into the group but an honorific will be added to the word (i.e. *mainhabnida*) to show particular respect to that person.



Question # 7 of 10 (Start time: 05:05:54 PM, 23 June 2022)

One of the foundational concepts in pragmatics is _____ theory.

Select the correct option

5 / 82

- ☒ speech act
- ☐ locutionary act
- ☐ illocutionary act
- ☐ perlocutionary act



one of the four

1 of 1...



assumes that when people communicate with each other they normally follow some kind of cooperative principle; that is, they have a shared understanding of how they should cooperate their communications. The ways in which people do this, however, varies across cultures. What may be a culturally appropriate way of saying or doing something in one culture may not be the same in another culture. The study of this use of language across cultures is called *cross-cultural pragmatics*.

Paltridge (2012) defines pragmatics as the study of how the meaning of spoken and written discourse is related to the context in which that speech and writing occurs. Context here is taken to be the particular social situation that the discourse takes place in, the other text or speech it is situated with, and any background knowledge that it relies upon.

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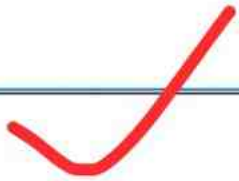


Question # 8 of 10 (Start time: 05:06:19 PM, 23 June 2022)

An individual who lives and participates in more than one cultural setting is known as _____.

Select the correct option

☐	bisect
☐	byline
☒	bicultural
☐	bigamy



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20



C. a person's ethnic identity

D. the country to which a person emigrates

13. An individual who lives and participates in more than one cultural setting is:

A. bilingual

B. bicultural

C. biathletic

D. bisymbolic

14. Ethnicity refers to:

A. a person's place of birth

B. group members who share beliefs, customs, practices, language, and ancestry

ENG523: Quiz II

Question # 9 of 10 (Start time: 05:07:03 PM, 23 June 2022)

J. R. Searle suggested that the basic unit of linguistic communication is _____.

Select the correct option

☒	speech act
☐	locutionary act
☐	illocutionary act
☐	perlocutionary act



basic unit of I

1 of 1



situation in which the utterance is issued- the total speech act – if we are to see the parallel between statements and performative utterance, and how each can go wrong. Perhaps indeed there is no great distinction between statements and performative utterances.” Austin. Searle suggested that the **basic unit of linguistic communication** is speech act. It can be a word, a phrase, a sentence or a sound; it should fulfill the task of expressing the intention of the user. Understanding the user’s intention can lead to complete understanding of the speech act.

Kinds of Speech Acts**Types of Speech Acts**

There are various kinds of speech acts, yet the following, classified by John Searle, have received particular attention:

Representatives commit a speaker to the truth of an expressed proposition.

- Paradigm cases: asserting, stating, concluding, boasting, describing, suggesting.
 - *I am a great singer.*
 - *Bill was an accountant.*

Commissive commit a speaker to some future action.

- Paradigm cases: promising, pledging, threatening, vowing, offering.
 - *I am going to leave you.*
 - *I'll call you tonight.*

(9) **Directives** are used by a speaker who attempts to get the addressee to carry out an action.

- Paradigm cases: requesting, advising, commanding, challenging, inviting, daring, and entreating.
 - *You'd better tidy up that mess.*
 - *Sit down.*

Declarations affect an immediate change of affairs.

- Paradigm cases: declaring, baptizing, resigning, firing from employment, hiring, arresting.
 - *We find the defendant guilty.*
 - *I resign.*

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Question # 3 of 10 (Start time: 05:04:42 PM, 23 June 2022)

Functions represent the active use of _____ for a specific purpose.

Select the correct option

☒	language
☐	action
☐	productive rules
☐	behavior



the active

2 of 3



DISCOURSE ANALYSIS (2020/2021)

PL

THE ACQUISITION OF DISCOURSE

Language function

A **language function** refers to what students do with **language** as they engage with content and interact with others. **Functions** represent **the active** use of **language** for a specific purpose. **Language** forms deal with the internal grammatical structure of words and phrases as well as the word them. Students use language functions in order to express ideas, communicate with others, and show understanding of content in an academic setting.

In oral language some common functions may include:

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- Making requests
- Defending an argument

In academic writing we use a range of specific functions in order to communicate ideas clearly. These include:

- Describing processes
- Comparing or contrasting things or ideas
- Classifying objects or ideas

Language forms deal with the internal grammatical structure of words and phrases as well as the word them. When one compares boy and boys, for example, or man and men, he or she is considering the relationship between different language forms or structures. Language forms also include cross curricular academic vocabulary - words or phrases frequently used across different content areas. Cross curricular academic vocabulary words typically describe or are related to academic processes and may include:

- Verbs (e.g., hypothesize, analyze)
- Complex prepositions, (e.g., in contrast to, as well as)
- Nouns (e.g., comparison, conclusion, analysis)

(4) While functions address what one does with language, forms are the language structure and



BC2004019E2: HIRA KALSOOM Time Left

ENG523 - Discourse Analysis (Quiz II) Quiz Start Time: 12:26 PM, 23 December

Question # 1 of 10 (Start time: 12:27:00 PM, 23 December 2022) Total M

People who speak the same language are not always members of the same _____.

Select the correct option 

☐	intercommunity
☐	group harmony
☐	speech association
☐	speech community

← not always mem 1 of 1 < >

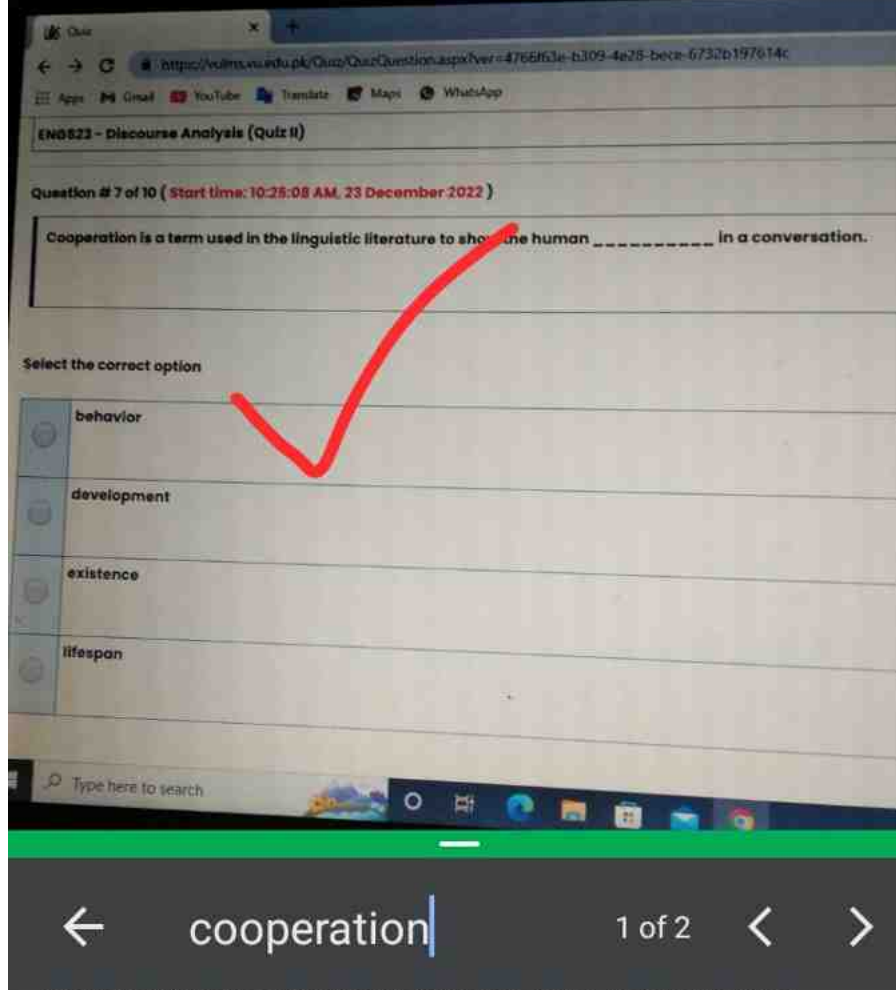
of speaking and interpreting, while Noam Chomsky studied how people interpret language and derive meaning from what they see and hear.

Types of Communities

Speech communities can be large or small, although linguists don't agree on how they're defined. Some, like linguist Muriel Saville-Troike, argue that it's logical to assume that a shared language like English, which is spoken throughout the world, is a speech community. But she differentiates between "hard-shelled" communities, which tend to be narrow-minded and friendly, like a family or religious sect, and "soft-shelled" communities where there is a lot of interaction. But other linguists say a common language is too vague to be considered a true speech community.

The linguistic anthropologist Zdenek Salzmänn describes it this way:

"People who speak the same language are **not always members** of the same speech community. On the one hand, speakers of South Asian English in India and Pakistan share a language with citizens of the U.S., but the respective varieties of English and the rules for speaking them are sufficiently distinct to assign the two populations to different speech communities." Instead, Salzman and others say, speech communities should be more narrowly defined based on characteristics such as pronunciation, grammar, vocabulary, and manner of speaking.



consider the function played by utterances in driving conversation is, therefore, insufficient in accounting for what actually happens in conversation.

The cooperative principle and discourse

Cooperation is a term used in the linguistic literature to show the human behavior in a conversation (Davies, 2007). Pragmatics cannot work without realizing the figurative or hidden meaning in the conversational exchange. The conversational exchange works when we have the addresser and the addressee. If we have X and Y and they are participating in a conversation, X asks Y about something and he or she expects Y to be cooperative with him or her and answer his or her question or statement, which should be relevant to what X asks or says. Consequently, they attempt to communicate to each other. In other words, they cooperate with each other, but it generates what it is called by Grice; implicatures.

As humans we are social beings and when we talk, we usually talk with or to others (unless we do a monologue). Paul Grice, an English language philosopher, argues that speakers intend to be cooperative when they talk. For Grice, *cooperative* means that the speaker knows that each utterance is a potential interference in the personal rights, autonomy and wishes (a potential face-threatening act) of the other. That is why we have to shape our utterances in a certain way.

(9) Grice formulated the principle of **cooperation** that underlies conversation, as follows:

Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged (Grice 1975:45)

Grice's cooperative principle is a set of norms that are expected in conversations. It consists of four maxims; we have to follow in order to be cooperative and understood:

- **Maxim of quality:** As speaker we have to tell the truth or something that is provable by adequate evidence.
- **Maxim of quantity:** We have to be as informative as required, we should not say more or less.

12:17



Question # 10 of 10 (Start time: 10:28:46 AM, 23 December 2022)

Language ideologies and language attitudes were created by researchers in the second half of the ____

Select the correct option

☐	18 th century
☒	20 th century
☐	19 th century
☐	21 st century



were created |

1 of 1



As conceptual tools, *language ideologies and language attitudes* were created by researchers in the second half of the 20th century to provide a means of treating speakers' feelings and ideas about various languages and linguistic forms as a critical factor in understanding processes of language change, language and identity, and language in its socioeconomic context. But even though each of these concepts can be viewed as related to a common effort to bring linguistic subjectivity into research once exclusively dominated by objectivist frameworks that attempted to explain linguistic phenomena, without recourse to speakers' apparent understandings, the two concepts have complementary histories of development.

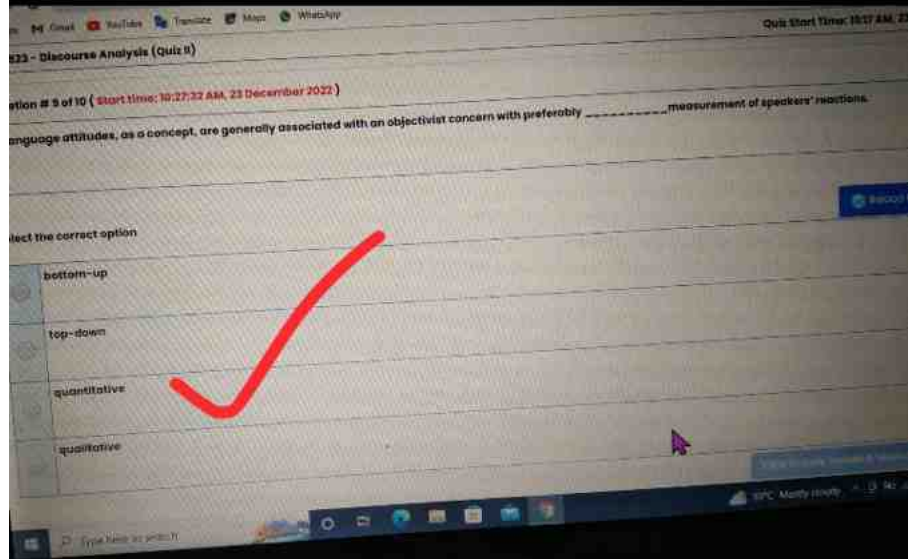
Definitions of both these concepts typically invoke speakers' feelings and beliefs about language structure or language use. But a close analysis of their distinctive histories and patterned distribution reveals that they have not only very different origins but also significant differences in the way they encourage researchers to focus on distinctive aspects of similar phenomena. In addition to their different histories and fields of focal concern, the two concepts are typically associated with very different kinds of methodologies.

Language attitudes, as a concept, are generally associated with an objectivist concern with quantitative measurement of speakers' reactions. This concern is surely related to its conceptual origins in social psychology, quantitative sociolinguistics, and educational linguistics. In contrast, the concept of language ideologies is associated with qualitative methods such as ethnography, conversational analysis, and discourse analysis, as will be exemplified in the various sections of this article. This methodological reliance on qualitative methods is certainly related to its association with linguistic anthropology, interpretive sociology, and systemic functional linguistics. Also, in contrast to the history of application for the concept of language attitudes, language ideologies in harmony with its anthropological origins has tended to emphasize how speakers' beliefs and feelings about language are constructed from their experience as social actors in a political economic system, and how speakers' often partial awareness of the form and function of their semiotic resources is critically important.

While students of language ideologies read them both from speakers' articulate explanations



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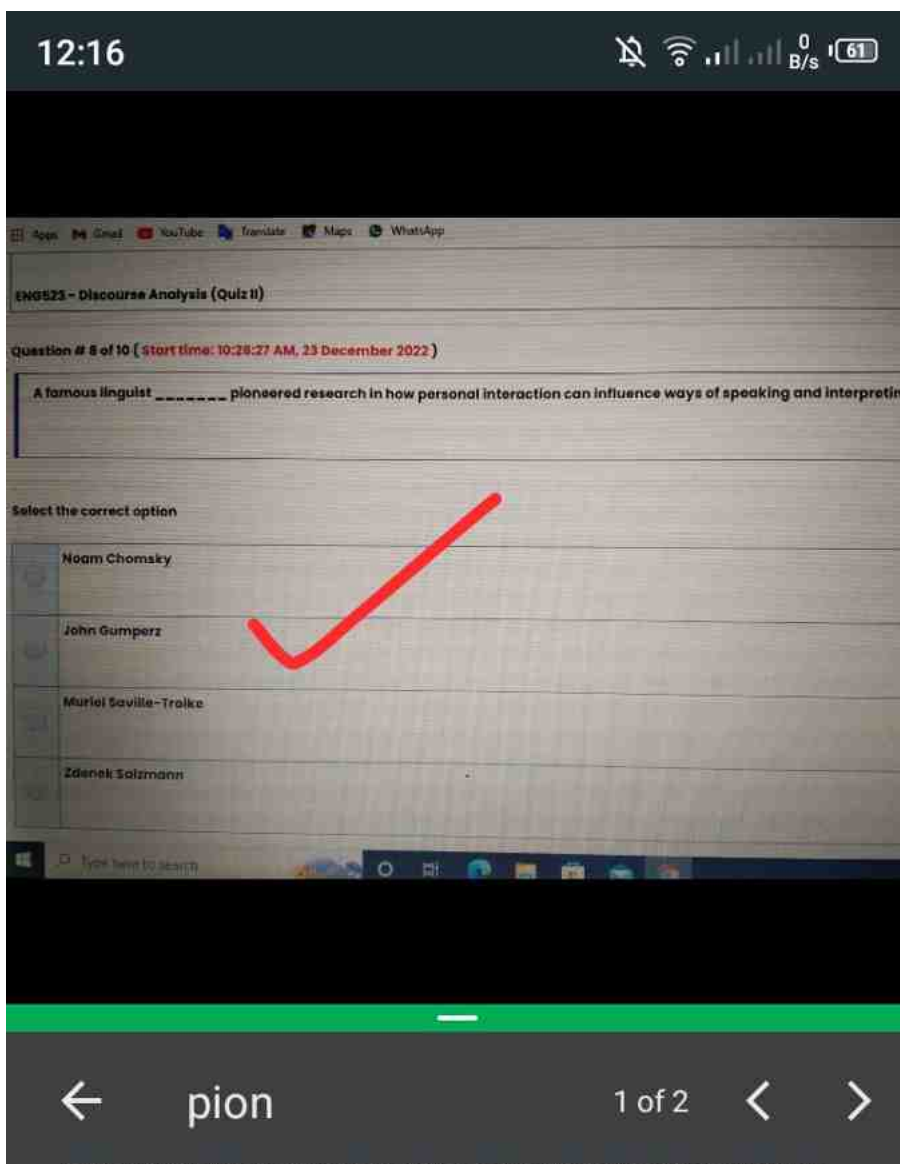
about various languages and linguistic forms is a critical factor in understanding processes of language change, language and identity, and language in its socioeconomic context. But even though each of these concepts can be viewed as related to a common effort to bring linguistic subjectivity into research once exclusively dominated by objectivist frameworks that attempted to explain linguistic phenomena, without recourse to speakers' apparent understandings, the two concepts have complementary histories of development.

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While students of language ideologies read them both from speakers' articulate explanations (e.g., in interviews or conversational interaction) and from comparatively unreflecting, habitual discursive practice, students of language attitudes tend to measure reactions through more standardized and objective forms of data collection (survey, extended interview, matched guise





social community theory when they study issues of personal identity and politics. It also plays a role in data collection. By being aware of how communities are defined, researchers can adjust their subject pools in order to obtain representative sample populations.

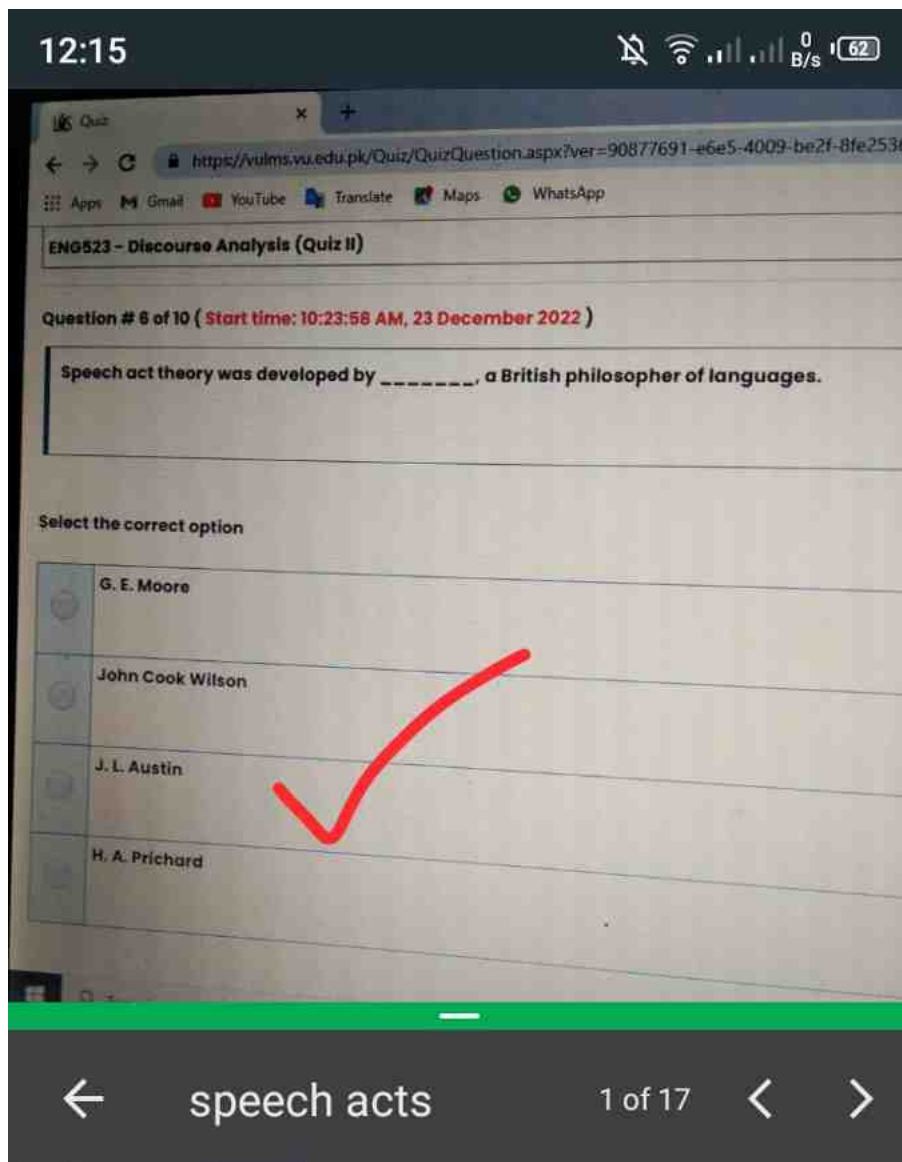
Speech and Identity the concept of speech as a means of identifying with a community first emerged in 1960s academia alongside other new fields of research like ethnic and gender studies. Linguists like John Gumperz pioneered research in how personal interaction can influence ways of speaking and interpreting, while Noam Chomsky studied how people interpret language and derive meaning from what they see and hear.

Types of Communities

Speech communities can be large or small, although linguists don't agree on how they're defined. Some, like linguist Muriel Saville-Troike, argue that it's logical to assume that a shared language like English, which is spoken throughout the world, is a speech community. But she differentiates between "hard-shelled" communities, which tend to be narrow-minded and friendly, like a family or religious sect, and "soft-shelled" communities where there is a lot of interaction. But other linguists say a common language is too vague to be considered a true speech community.

The linguistic anthropologist Zdenek Salzmam describes it this way:

"People who speak the same language are not always members of the same speech community. On the one hand, speakers of South Asian English in India and Pakistan share a language with citizens of the U.S., but the respective varieties of English and the rules for speaking them are sufficiently distinct to assign the two populations to different speech communities." Instead, Salzman and others say, speech communities should be more narrowly defined based on characteristics such as pronunciation, grammar, vocabulary, and manner of speaking.



The **speech act** theory considers language as a sort of action rather than a medium to convey and express thoughts. The contemporary **Speech act** theory developed by J. L. Austin a British philosopher of languages; he introduced this theory in 1975 in his well-known book of 'How do things with words'. Later John Searle brought the aspects of theory into much higher dimensions. This theory is often used in the field of philosophy of languages. Austin is the one who came up with the findings that people not only use that language to assert things but also to do things. And people who followed him went to greater depths based on this point.

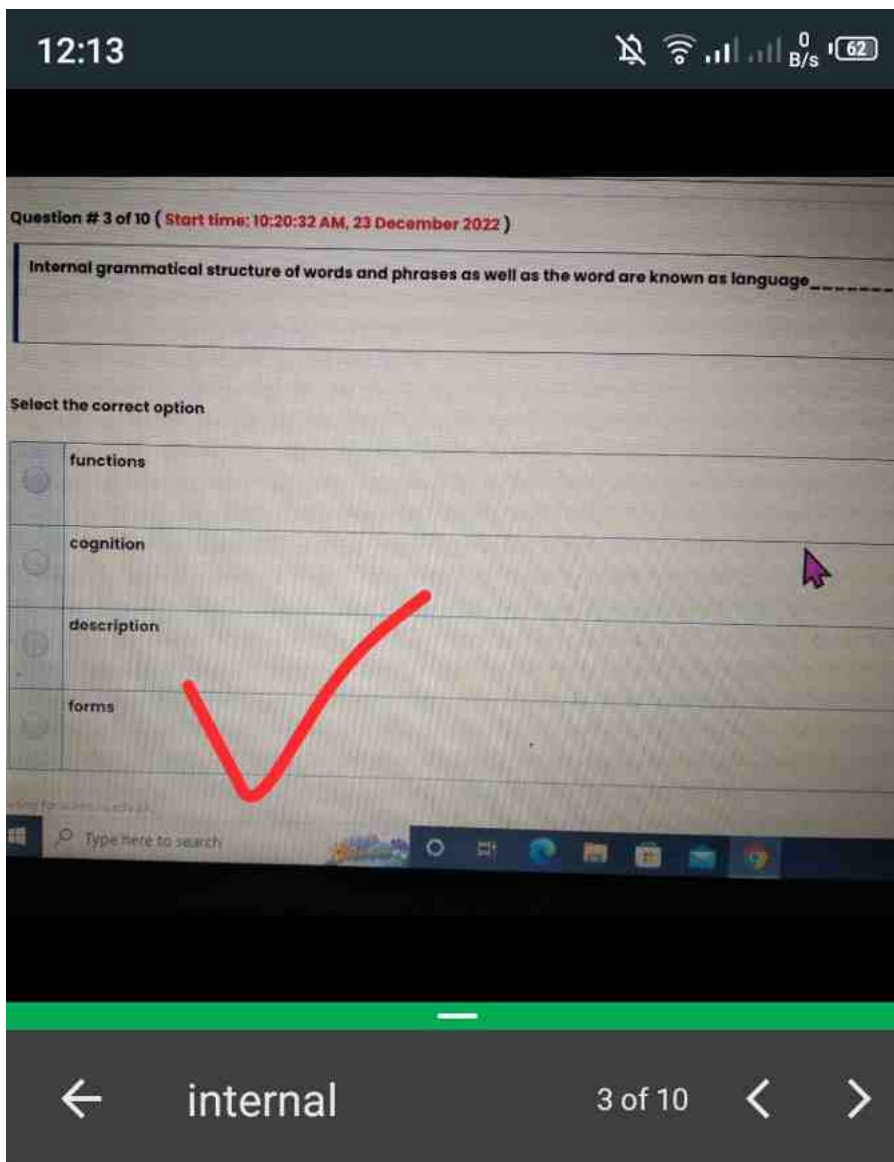
Theory: All sort of linguist communication is comprised of linguistic actions. Previously it was conceived that the very basic unit of communication is words, symbols, sentences or some kind of token of all of these, but it was speech act theory which suggested that production or issuances of words, symbols are the basic units of communication. This issuance happens during the process of performance of speech act. The meaning of these basic units was considered as the building blocks of mutual understanding between the people intend to communicate.

"A theory of language is a theory of action"- Greig E. Henderson and Christopher Brown.

The theory emphasis that the utterances have a different or specific meaning to its user and listener other than its meaning according to the language. The theory further identifies that there are two kinds of utterances, they are called constative and performative utterances. In his book of 'How do things with words' Austin clearly talks about the disparities between the constative and performative utterances. A **constative utterance** is something which describes or denotes the situation, in relation with the fact of true or false.

Example: The teacher asked Olivia whether she had stolen the candy. Olivia replies "mmmmmm". Here the utterances of Olivia describe the event in pact of answering her teacher whether the situation was true or false.

The performative utterances are something which does not describes anything at all. The utterances in the sentences or in the part of sentences are normally considered as having a meaning of its own. The feelings, attitudes, emotions and thoughts of the person performing linguistic act are much of a principal unit here.



THE ACQUISITION OF DISCOURSE

Language function

A **language function** refers to what students do with **language** as they engage with content and interact with others. **Functions** represent the active use of **language** for a specific purpose. **Language forms** deal with the **internal** grammatical structure of words and phrases as well as the word them. Students use language functions in order to express ideas, communicate with others, and show understanding of content in an academic setting.

In oral language some common functions may include:

- Giving instructions
- Making requests
- Defending an argument

In academic writing we use a range of specific functions in order to communicate ideas clearly. These include:

- Describing processes
- Comparing or contrasting things or ideas
- Classifying objects or ideas

Language forms deal with the **internal** grammatical structure of words and phrases as well as the word them. When one compares boy and boys, for example, or man and men, he or she is considering the relationship between different language forms or structures. Language forms also include cross curricular academic vocabulary - words or phrases frequently used across different content areas. Cross curricular academic vocabulary words typically describe or are related to academic processes and may include:

- Verbs (e.g., hypothesize, analyze)
- Complex prepositions, (e.g., in contrast to, as well as)
- Nouns (e.g., comparison, conclusion, analysis)

(4) While functions address what we do with language, forms are the language structures and

ENG523 – Discourse Analysis (Quiz II)

Question # 4 of 10 (Start time: 10:22:21 AM, 23 December 2022)

Cross-cultural use of speech acts is commonly referred to as _____

Select the correct option

- ☒ cross-cultural pragmatics
- ☐ sociolinguistics
- ☐ discourse studies
- ☐ context pragmatics



cross-cult

5 of 7



This did not mean for him, however, that the builder would be taking responsibility for the unsatisfactory work, or that, having apologized, he would then be obliged to do anything about it. In English, he discovered, the apology, for the builder, would mean that he was both taking responsibility for the faulty work and agreeing to do something about it a situation the builder was most likely keen to avoid given the financial, and other, implications this might have had for him. In Japan, the apology would not necessarily have had these implications.

Cross-cultural use of speech acts is commonly referred to as **cross-cultural pragmatics**. As Wierzbicka (2003) points out, different pragmatic norms reflect different cultural values which are, in turn, reflected in what people say and what they intend by what they say in different cultural settings. Wierzbicka gives the example of thanking in Japanese and English. The concepts encoded in the English word *thanks*, she argues, do not really fit Japanese culture. In English, she says, to thank someone means, roughly, to say we feel something good towards them because of something good they have done and we want them to feel good in return. But in Japanese culture with its stress on social hierarchy, moral duty and the repayment of favours, this situation is somewhat different.

Japanese speakers of English, further, may frequently say *sorry* when they mean *thank you*, leading to a completely different interpretation of what they mean, from what they intend to mean (Ide 1998). As Cameron (2001: 74) explains, the act of thanking is an expression of



12:14



ENGS23 - Discourse Analysis (Quiz II)

Question # 5 of 10 (Start time: 10:23:13 AM, 23 December 2022)

The study of language and political economy emerged during the _____ from parallel currents in several fields.

Select the correct option:

- ☒ 1980s
- ☐ 1990s
- ☐ 1960s
- ☐ 1950s



language and poli

2 of 3



the nineteenth century. In modern times nation is recognized as the political community that ensures the legitimacy of the state over its territory, and transforms the state into the state of all its citizens. The notion of 'nation-state' emphasizes this new alliance between nation and state. Nationality is supposed to bind the citizen to the state, a bond that will be increasingly tied to the advantages of a social policy in as much as the Welfare State will develop.

The study of language and political economy emerged during the 1980s from parallel currents in several fields. Neo-Marxist scholars across the social sciences were increasingly interested in the symbolic and linguistic aspects of unequally distributed economic and political power. Where philosophers during the eighteenth century had posited an essential unity between language, nationality, and the state, twentieth-century studies viewed this unity as a product of ideology propagated by state institutions, among them publishing (Anderson 1983) and education (Bourdieu 1977).

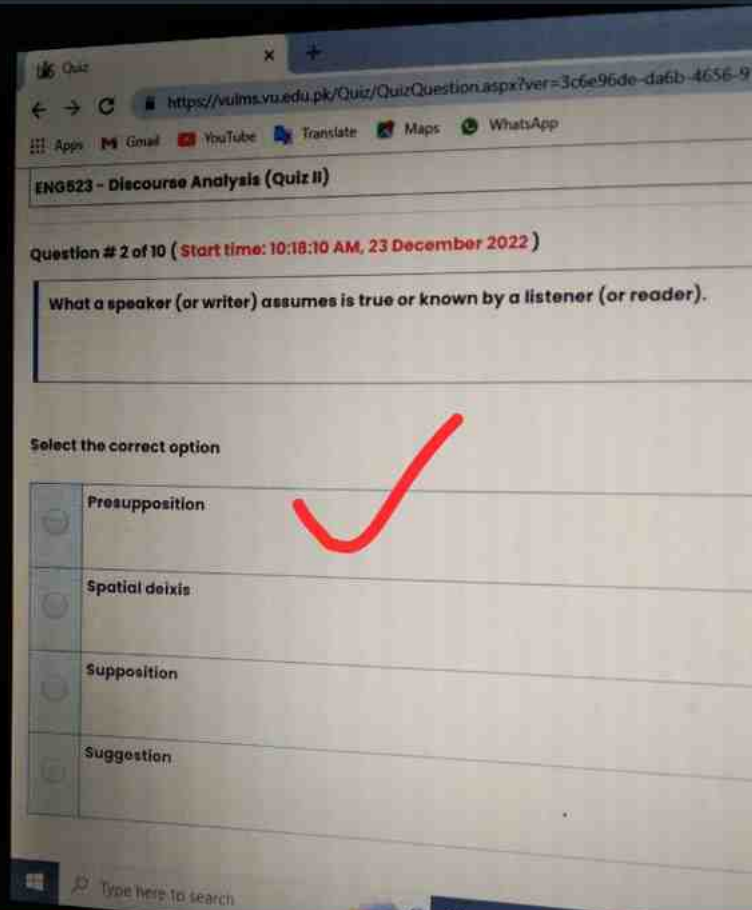
These theoretical discussions of inequality resonated with empirical sociolinguistic research on the stratification of privileged linguistic forms along class, gender, or ethnic lines. Inspired by these connections, a new generation of scholars took as their subject the investigation of boundaries between linguistic and social groupings within the nation-state. According to Gal (1988), code-switching served in these analyses as a clear example of "systematic, linguistically striking, and socially meaningful linguistic variation" (245). Scholars in this tradition did not simply affirm the theoretical arguments advanced in social theory; rather, they viewed sociolinguistic research as providing an important corrective to some of the more grandiose claims circulating across academia. The strength of this tradition lies in its combined use of sociopolitical theory, conversational data, and detailed ethnography to understand language choice as an ideologically motivated and historically situated response to the state's prioritization of certain language varieties over others.

Scholars of language and political economy seek to explain the ways that languages function in diverse settings both as markers and as constitutive elements of social structures. Identity is viewed as emerging within the stratifying systems of standardization associated with European-



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0 B/s 62



what are the speaker...



reader

What a speaker (or writer) assumes is true or known by a listener (or reader) can be described as **a presupposition**. - If someone tells you "Your brother is waiting outside", there is an obvious presupposition that you have a brother.



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Question # 1 of 10 (Start time: 10:17:15 AM, 23 December 2022)

A theory of language is a theory of _____.

Select the correct option

- ☒ action
- ☐ repose
- ☐ indolence
- ☐ force



Find...

The **speech act** theory considers language as a sort of action rather than a medium to convey and express thoughts. The contemporary **Speech act** theory developed by J. L. Austin a British philosopher of languages; he introduced this theory in 1975 in his well-known book of 'How do things with words'. Later John Searle brought the aspects of theory into much higher dimensions. This theory is often used in the field of philosophy of languages. Austin is the one who came up with the findings that people not only use that language to assert things but also to do things. And people who followed him went to greater depths based on this point.

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Further Austin divides speech act into three different categories: They are,

1. **Locutionary act:** This is the act of saying something. It has a meaning and it creates an understandable utterly to convey or express.
2. **Illocutionary act:** It is performed as an act of saying something or as an act of opposed to saying something. The illocutionary utterance has a certain force of it. It well well-versed with certain tones, attitudes, feelings, or emotions. There will be an intention of the speaker