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ENG523 Midterm Short Notes BY MUHAMMAD (MAS All Rounder)

linguistics anthropology linguistics anthropology for a group of people who use the same variety of a language and who share specific rules for speaking and for interpreting speech. It includes discourse communities and the range and varieties of languages that members of the speech community use to interact with each other.

Defining a speech community

there are some factors that make easier to define a speech community other than just language. Those are social, geographical, cultural, political and ethnic factors, race, age and gender.

Discourse historical approach

Discourse analysis as a whole is the work of text grammarians, working mostly with written language. Text grammarians see texts as language elements pass into together in relationships with one another that can be defined. Linguists have made a significant impact in this area. Its most important contribution has been to show the links between grammar and discourse.

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Functions of according to Halliday

Michael Halliday, the founder of systemic functional linguistics, calls these three functions the ideational, interpersonal, and textual. The ideational function is further divided into the experiential and logical.

Endophoric referencing divided into anaphoric, cataphoric, and esphoric respectively refers to the previously mentioned (preceding) information in text, information presented later in the text, the same nominal group or phrase following the presupposed item. (Halliday and Hasan 1976). There are also personal, demonstrative, and comparative references referring to speech situation noun pronouns like he, him or possessive determiners like mine and yours, this, here, there, then, same, equal, so, similarly, and otherwise

Anaphoric and cataphoric reference

In this sentence, he refers to Michael which will be treated as an anaphoric reference, and it refers to the bank which will also be treated as an anaphoric reference. In the above given examples, Michael and bank will be treated as cataphoric reference. Hence, an anaphoric reference occurs when a word or phrase refers to something mentioned earlier in the discourse, whereas a cataphoric reference occurs when a word or phrase refers to something mentioned later in the discourse.

The social and cultural context of genres an important stage in genre analysis, formerly, is an examination of the social and cultural context in which the genre is used. In the case of a written text, factors that might be considered Include:

- The setting of the text
- The focus and perspective of the text.
- The purpose of the text
- The intended audience for the text, their role and purpose in reading the text
- The relationship between writers and readers of the text; expectations, conventions and requirements for the text

Function Word

A distinction is often made between grammar words and lexical words in language. This distinction also appears sometimes as function words versus content words, or empty words versus full words.

The communicative purpose of a genre, further, may evolve over time. It may change, it may expand or it may shrink (Swales 2004). Communicative purpose, further, can vary across cultures even when texts belong to the same genre category.

What is EAP?

English for Academic Purposes (EAP) is usually defined as teaching English with the aim of assisting learners' study or research in that language. In this sense it is a broad term, covering all areas of academic communicative practice such as pre tertiary, undergraduate and postgraduate teaching, classroom interactions, academic publishing, and curriculum issues, as well as research, student and instructional genres systems of transitivity.

It has two components of logical and experiential functions.

In traditional grammar, transitivity was developed as the concept of transitive or intransitive verb (Halliday, 1976) whether the verb takes an object or not, but in SFL it functions to link grammar to the meta functions; however, in Halliday's terms, transitivity as a major component in experiential function of the clause deals with the "transmission of ideas "representing 'processes' or 'experiences': actions, events, processes of consciousness and relations" (1985). It is a semantic system to

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analyze representations of reality in a linguistic text and create the same experience through various lexicogrammatical options influenced by different mind styles or authorial ideology.

Fundamental of discursive

The study of discourse and gender is an interdisciplinary endeavor undertaken by scholars in linguistics, anthropology, communications, social psychology, education, literature, and other disciplines.

Discursive psychology is usefully understood as working with three fundamental observations about the nature of discourse

Discourse is:

Oriented to action Situated sequentially, institutionally and rhetorically

Constructed and constructive

The three main approaches to the study of media discourse can be characterized as Discourse analytic

Sociolinguistic

Nonlinguistic

Traditionally, rhythm has been considered an important element in the teaching of spoken English.

This is probably due to two main factors. Firstly, there does seem to be rhythmically in varying degrees in long stretches of speech, especially carefully considered deliveries such as broadcast talks, fluent reading aloud, speeches and monologues, as well as some ordinary conversation. Secondly, the concept of English as a stress-timed language, deeply rooted in theoretical and applied linguistics, has dominated approaches to the teaching of rhythm.

criteria that contribute to the development of a good and workable research topic.

In her book Qualitative Methods in Sociolinguistics, Johnstone (2000) lists a number of criteria that contribute to the development of a good and workable research topic. In her case, she is talking about research in the area of sociolinguistics. What she says, however, applies equally to discourse analysis projects. These criteria include

A well-focused idea about spoken or written discourse that is expressed as a question or a set of closely related questions;

An understanding of how discourse analytic techniques can be used to answer the research question you are asking;

An understanding of why your question about spoken or written discourse are important in a wider context; that is, why answering the question will have practical value and/or be of interest to the world at large;

Familiarity with and access to the location where your discourse analysis project will be carried out;

Ability to get the discourse data that is needed for the research project;

Relationship between beats and rhythm:

When we listen to a stretch of spoken English discourse, we often feel that there is a rhythm or regularity to it, which gives it a characteristic sound, different from other languages and not always well-imitated by foreign learners. The impression of rhythm may arise out of a feeling of alternation between strong and weak 'beats'.

Discourse Analytical approach:

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This paper, however, takes a discourse analytic approach, specifically a critical discourse analytic approach, employing the concept of modality to characterize the political orientation of two sample texts. Within critical discourse analysis, modality is understood as encompassing much more than simply the occurrence of overt modal auxiliaries such as may, might, can, could, will, would, shall, should, must, and ought. Rather, modality concerns the writer's (or speaker's) attitude toward and/or confidence in the proposition being presented. In Halliday's system, modality is primarily located in the interpersonal component of the grammar and choices in this component are independent of grammatical choices in other components, for example, choices of transitivity in the ideational component

In linguistics, the term text refers to:

1. The original words of something written, printed, or spoken, in contrast to a summary or paraphrase.
2. A coherent stretch of language that may be regarded as an object of critical analysis.

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1. The original words of something written, printed, or spoken, in contrast to a summary or paraphrase.
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Text linguistics refers to a form of discourse analysis a method of studying written or spoken

language that is concerned with the description and analysis of extended texts (those beyond the level of the single sentence). A text can be any example of written or spoken language, from something as complex as a book or legal document to something as simple as the body of an email or the words on the back of a cereal box.

The Differences between Reference and Substitution

"It is important to point out differences between reference and ellipsis-substitution. One difference is that reference can reach a long way back in the text whereas ellipsis and substitution are largely limited to the immediately preceding clause. Another key difference is that with reference there is a typical meaning of co-reference. That is, both items typically refer to the same thing. With ellipsis and substitution, this is not the case. There is always some difference between the second instance and the first. If a speaker or writer wants to refer to the same thing, they use reference. If they want to refer to something different, they use ellipsis-substitution.

Developing a Discourse Analysis Project:

Discourse analysis is a useful tool for studying the political meanings that inform written and spoken text. Discourse Analysis is the investigation of knowledge about language beyond the word, clause, phrase and sentence levels. All of them are the basic building blocks of successful communication. In discourse analysis researchers have to infiltrate language as a whole beyond the micro level of words and sentences and look at the entire body of communication produced in a given/particular situation. Discourse analysis refers to attempts to study the organization of language above the sentence or above the clause, and therefore to study larger linguistic units, such as conversational exchanges or written texts (Stubbs 1983). However, Michael Stubbs redefines Discourse in his later work as it is therefore more accurate to say that text and discourse analysis studies language in context: how words and phrases fit into both longer texts, and also social contexts of use.

Interactional sociolinguistics:

(IS) studies the language use of people in face-to-face interaction. It is a theoretical and methodological perspective on language use with eclectic roots in a wide variety of disciplines such as dialectology, ethnomethodology, conversation analysis, pragmatics, linguistic anthropology, micro-ethnography and sociology. Basically,

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Researchers in rhetorical genre studies describe genres as part of the social processes by which knowledge about reality and the world are made. Genres, in this view, both respond to and contribute to the constitution of social contexts, as well as the socialization of individuals. Genres, then, are more than just socially embedded; they are socially constructive.

Traditional pronunciation teaching has found its strength in the ability of linguists to segment the sounds of language into isolated items called phonemes which, when used in the construction of words, produce meaningful contrasts with other words (e.g. the phonemes /p/ and /b/ in English give us contrasts such as pump and bump, pat and bat, .etc.), The position and manner of articulation of phonemes in a language like English are well described and can be presented and practiced in language classes either as isolated sounds, in words, in contrasting pairs of words or in minimal contexts.

Adjacency pairs

An adjacency pair is a unit of conversation that contains an exchange of one turn each by two speakers. The turns are functionally related to each other in such a fashion that the first turn requires a certain type or range of types of second turn.

Big “C” Conversations (Tools of Inquiry)

“Conversations” (with a capital “C”) are debates in society or within specific social groups (over focused issues like smoking, abortion, or school reform) that large numbers of people recognize, both in terms of what “sides” there are to take in such debates and what sorts of people tend to be on each side.

Collocational Patterns

Any pattern of words or grammatical structures (types of words and phrases and clauses) that “hang together” to betoken a particular social language (and the identity associated with it) in the way in which sun hat, swimsuit, sunscreen, a towel, and flip-flops “hang together” to betoken a “sunbather.”

Conversational Analysis

A detailed form of discourse analysis that sees conversation as the basic human communicational form and seeks to explicate how people produce and reproduce social order through talk and orientation to talk and each other in social interaction. The approach is almost always just spelled as “CA” and is a branch of sociology (one that gives up building grand sociological theories in favor of describing the order people actually create and how they create and sustain that order).

Manny Schegloff at the University of California at Los Angeles is the best living practitioner of CA.

Critical Discourse Analysis

Any form of discourse analysis that seeks to engage with politics (see the Glossary entry for “politics”). Critical discourse analysis deals with whose “interests” are represented, helped, or harmed as people speak and write. When “critical discourse analysis” is spelled as “CDA” it often refers to the work of Norman Fairclough and his associates.

Eliciting Exchange

The most common exchange in the classroom is an eliciting exchange (Willis, 1992, pg.113). These exchanges begin with the teacher asking a question (usually one they already know the answer to). **Identity**

A word used for lots of different things. What I mean by it in this book is this: Different ways of being in the world at different times and places for different purposes; for example, ways of being a “good student,” an “avid bird watcher,” a “mainstream

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politician," a "tough cop," a video-game "gamer," a "Native American," and so on and so forth through a nearly endless list. do not mean your core sense of self, who you take yourself "essentially" to be, though that is an important notion as well. I often use the term "socially situated identity" or "social identity" instead of just the word "identity" to make clear I am talking about how we recognize and act out different social roles or different social positions in society.

language Function

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

Minimal Responses

Responses such as mmmm and yeah are known as minimal responses.

Semiotics

A term for the study of sign systems.

Sign

Any word or symbol (which could be an image or object) that has meaning (stands for something else thanks to a given concept, interpretation, and convention which relates to the sign and the thing it stands for).

Textual Pattern

A level of interpretation which we are involved in as we process texts is that of recognizing textual pattern.

Utterance-Token Meaning

It refers to "situated meaning".

1. Pairs of utterances such as greeting-greeting and apology-acceptance are called _____. (adjacency pairs)
2. In the field of research, when did psychologists start using discourse analysis? (1960)
3. Who developed a model for the description of teacher-pupil talk, based on a hierarchy of discourse units? (Sinclair and Coulthard)
4. The usage of linguistic devices to join sentences together, including conjunctions and reference words is called _____. (cohesion)
5. Conversation analysis is an approach to the analysis of _____ discourse. (spoken)
6. Halliday's framework emphasizes on the _____ of speech and writing. (thematic structure, information structure, social-functions, all of the given)

7. Conversation analysis works with the recordings of _____ data and carries out careful and fine-grained analyses. (spoken)
8. What discourse markers are used for? (joining ideas)
9. A/An _____ is a unit of conversation that contains an exchange of one turn each by the two speakers. (adjacency pair)
10. The field of discourse analysis emerged in _____. (1950)
11. A formal way of thinking that uses language is known as _____. (discourse)
12. Right and left carats indicate that the talk between them was _____. (compressed)
13. Discourse analysis is concerned with the study of the relationship between language, context and _____. (culture)
14. An activity in which two or more people take turns to speak is called _____. (conversation)
15. Conversation analysis works with the recordings of _____ data and carries out careful and fine-grained analyses. (spoken)
16. A hyphen indicates an abrupt cut-off or _____ of the sound in progress. (selfinterruption)
17. Discourse markers are used _____. (delaying tactic, all of the given option, the initiate discourse, to mark a boundary)
18. Boundary exchanges contain two moves which are _____. (framing and focusing)
19. Stories are warning others about the dangers or negative consequences surrounding the topic at hand. (cautionary)
20. Context within the discourse, that is, the relationship between the words, phrases, sentences and even paragraphs known as _____ context. (linguistic)
21. A formal way of thinking that uses language is known as _____. (discourse)
22. According to Martin (1993), British discourse analysis was greatly influenced by Halliday's _____ to language. (functional approach)

23. Teaching exchanges in speech language can be further divided into _____ subcategories. (ten)
24. According to Willis Towers Watson, a group of people used _____ in their writing. (symbols)
25. Anecdotes are valuable literary devices because of their diversity in style, tone, and _____ . (utility)
26. 'essay' and 'notice' are part of _____. (text analysis)
27. Zellig Harris was interested in the distribution of _____ in extended texts. (Linguistic elements)
28. A hyphen indicates an abrupt cut-off or _____ of the sound in progress. (selfinterruption)
29. Rhetoric is the _____, practice and study of human communication. (art)
30. Conversation analysis (CA) is an approach to the study of social interaction that emerged in the _____ (1960s)
31. Conversation analysis is an approach is the analysis of _____discourse. (spoken)
32. Conversation analysis works with the recordings of _____. (spoken)
33. Which one is a type of communicative event in which speech is the main component? (speech event)
34. The analysis of language beyond the sentences is called _____. (discourse analysis)
35. Discourse refers to information which can only be interpreted by reference to _____. (context)
36. In speech events, there is enormous _____ in what people say in different circumstances. (likeness)
37. Choose the best suited discourse marker for the given sentence.
Mark heard the news on the radio _____ he was driving home. (while)
38. Who published a paper with the title 'Discourse analysis'? (Zellig Harris)
39. According to Martin (1993), British discourse analysis was greatly influenced by Halliday's _____ to language. (functional approach)

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1. According to H. Pal Grice (1975), the purpose of cooperative principle is to get communication as informative as clearly. (effective)
2. Internal grammatical structure of words and phrases as well as the word are known as language _____. (forms)
3. Language learning refers to the ____ learning of a language in the classroom. (informal)
4. The study of language and political economy emerged during the _____ from parallel currents in several fields. (1980)
5. Speech community is a term in _____ used to describe a group of people who share the same language. (discourse analysis)
6. Linguist _____, argues that it's logical to assume that a shared language like English, which is spoken throughout the world, is a speech community. (Muriel SavilleTroike)
7. An individual who lives and participates in more than one cultural setting is known as _____. (bicultural)
8. Functions represent the active use of _____ for a specific purpose. (language)
9. People who study issues of migration and ethnic identity use _____ theory. (social community)
10. Discourse knowledge relates language preferably to psychological as well as _____ contexts. (social)
11. What a speaker (or writer) assumes is true or known by a listener (or reader). (presupposition)
12. One of the foundational concepts in pragmatics is _____ theory. (speech act)
13. Language ideologies is associated with preferably _____ methods such as ethnography discourse analysis. (qualitative)
14. Functions represent the active use of _____ for a specific purpose. (language)
15. The performance of an utterance and its meaning is called _____. (illocutionary act)
16. Discourse knowledge relates language preferably to psychological as well as _____ contexts. (social)
17. Which of the following is a traditional topic in sociology? (social inequality)

18. As a speaker, we have to tell the truth or something that is provable by adequate evidence is named as maxim of _____. (quality)
19. J.R. Searle suggested that the basic unit of linguistic communication is _____. (speech act)
20. An individual who lives and participates in more than one cultural setting is known as _____. (bicultural)
21. A theory of language is a theory of _____. (action)
22. Language ideologies and language attitudes were created by researchers in the second half of the _____. (20th century)
23. According to H. Paul Grice (1975), the purpose of cooperative principle is to get _____ communication. (effective)
24. Speech act theory was developed by _____, a British philosopher of languages. (J. L. Austin)
25. A famous linguist _____ pioneered research in how personal interaction can influence ways of speaking and interpreting. (John Gumperz)

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