Q 1	8 out of 10 Good attempt
Q 2	9 out of 10 Good attempt
Total	17 out of 20

Assignment No: 2

Course code: Eng 508

Student id: ▮▮▮▮▮▮▮▮

Q1. Conversation analysis looks at the ordinary everyday spoken discourse and aims to understand how people manage their interactions. Study thoroughly about social interaction embracing both verbal and non-verbal conduct in everyday life and answer the following questions.

A) Enlist the distinguishing features of conversation analysis.
Answer:

Features of conversational analysis

Turn taking:

"Turn taking is a term for the manner in which conversation normally takes place (one after the other)".

Example:

P1: Hello!

P2: Hey!

P1: How are you?

P2: I'm fine thanks.

Turn-**taking** is a type of organization in conversation and discourse where participants speak one at a time in alternating **turns**. In many contexts, conversation **turns** are a valuable means to participate in social life and have been subject to competition.

Pause, overlap and Backchannels:

Pause: Silence between turns.

Pauses can be: Simple hesitations or silences.

Overlap both speakers trying to speak at the same time.

With pauses and overlaps: **No flow**, no **smooth Rhythms** to their transitions, **sense** of **distance,**

Absence of familiarity or ease.

When two people attempt to have a conversation and discover that there is no flow or smooth rhythm to their transition much more is being communicated than is said there is sense of distance an absence of familiarity or ease.

Adjacency pairs:

Talk tends to occur in responsive pairs; however, the pairs may be split over a sequence of turns. Adjacency pairs divide utterance types into 'first pair parts' and 'second pair parts' to form a 'pair type'.

Another words All most automatic patterns in the structure of conversation (as given below),e.g., in greetings and good-byes are called adjacency pairs.

Examples:

Anna: Hello!   Bill: Hi!

Anna: How are you?   Bill: Fine.

Anna: See ya!   Bill: Bye!

Preference structure:

Adjacency pairs represent social action, and not all social action are equal when they occur as second parts of some pairs. For example a question a partial answer.

Sequence conversation analysis claim that as are mutually constructing and negotiating their conversation in time, certain sequence , which are mutually constructing .there can be

- **Pre sequence.**
- **Pre invitation.**

(B) How do participants construct their own meanings in a conversation?

Constructivism is basically a theory -- based on observation and scientific study -- about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the students' preexisting conceptions, and guides the activity to address them and then build on them.

The Four Types of Conversations: Debate, Dialogue, Discourse, and Diatribe

Q2. Study thoroughly about the contribution of Austin into Semantics and Pragmatics and then answer the following questions:

    (i)   What are the major features of Austin's speech act theory?

Austin's organized a group of philosophers whose work is known as ordinary language philosophy. The prevailing method was 'linguistics botanizing,; to the distinction made by ordinary language on the assumptions that the way people speak makes many subtle distinictions,worthy of philosophical investigation.

According to strawson, Austin's interest led him to neglect the important point that many speech act are not in this sense social. A more Grecian view is that what is important for successful communication is the recognition n of the intention of the speaker to perform a particular speech act.

For example, if a speaker utters an interrogative sentence. Did she mean what she said as a genuine request for information, or a rhetorical question, or with some other forces?

Austin speech Act theory:

Facets of a speech act are Locutionary Act and Perlocutionary Act.

Speech act is an utterance which "does more than what its pure meaning".

Based on communication.

Recognizes that words often do things besides simply inform

 Or convey information.

Examples of speech act:

- Performing a wedding ("I know pronounce you husband and wife.")
- Blessing ("May the lords bless you and keep you…").

The Terminology he introduced, especially the notions "locutionary act", and "illocutionary act", and "Perlocutionary act", occupied an important role in what was then become the "study of speech acts".

For instance,

(1) I bet you six pence it will rain tomorrow.

(2) I apologize.

(3) I sentence you to ten years of hard labor.

(4) I give my word.

Facets of a speech act are locutionary Act and Perlocutionary Act.

Major features of speech act theory:

- **Locationary act:**
  "The utterance itself".
  Example:
  "It is cold here".

- **Illocutionary act:**
  "The intended result of the speaker"
  Example:
  Request to close the door.

- **Perlocutionary act:**
  The effect of the illocutionary act (outside language).
  E.g.
  The door is closed.

(ii) Differentiate between Locutionary, illocutionary and per illocutionary speech acts.

Locutionary-literal meaning that is to shoot him/her.

- **Locutionary Act:**
  . The first act is lectionary act which is the basic production of meaningful utterance

"Basic act of utterance".

"The utterance itself".
Example:
- "It is cold here".

- "What? (When someone is surprised)".

Illocutionary Act:

In uttering a sentence or word, one must have a certain intention. Most of the time people produce well-formed utterances for a purpose.

Illocutionary force may be ordering, urging or advising the addressee to shoot him/her.

Examples:

- Informing.
- Ordering.
- Warning undertaking.

Perlocutionary Act:

"The result or effect that is produced by the utterance in that given context".

While illocutionary act is the action of making a meaningful utterance and illocutionary act is performing an intentional utterance, per-lectionary act talks about producing the effect of the meaningful, intentional utterance.

Examples:

- Convincing.
- Persuading.
- Deterring.

Perlocutionary force: may be persuading, forcing, frightening, etc.

- Urdu expression: Tum Zara bahir niklo???

Similarly, example:

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

For example:"ok" (an expression of agreement, continuer, pre-closing, etc.)