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lecture 7 – DISCOURSE ANALYSIS

### 2.8 Two grammars

1. Each social language has its own distinctive grammar.
   - كل لغة اجتماعية لديها قواعد خاصة ومميزة

2. However, two different sorts of grammars are important to social languages, only one of which we ever think to study formally in school.
   - لكن، اثنين من الأنواع المختلفة من القواعد هي هامة للغات الاجتماعية، فقط

3. One grammar is the traditional set of units like nouns, verbs, inflections, phrases and clauses.
   - أحد القواعد هي مجموعة من الوحدات التقليدية مثل الأسماء، الأفعال، التصرفات، الجمل والشروط.

4. These are real enough, though quite inadequately described in traditional school grammars. Let’s call this “grammar one.”
   - هذه هي حقيقية بما فيه الكفاية، بالرغم وصفها غير كاف تماما في قواعد المدرسة التقليدية. دعونا نسمي هذا "أحد القواعد.”

5. The other – less studied, but more important – grammar is the “rules” by which grammatical units like nouns and verbs, phrases and clauses, are used to create patterns which signal or “index” characteristic whos-doing-whats-within- Discourses.
   - من جهة أخرى - الأقل درسا، ولكن الأهم - القواعد هي "القوانين" التي يتم من خلالها استخدام وحدات نحوية مثل الأسماء والأفعال والجمل والشروط، لخلق أنماط إشارة أو "مؤشر" مميز بالممارسة whats تفعل في خلال whos نقاشاتهم.
• That is, we speakers and writers design our oral or written utterances to have patterns in them in virtue of which interpreters can attribute situated identities and specific activities to us and our utterances. We will call this “grammar two.”

2- Let me give a couple of examples from Gee of social languages at work, beyond the example of the two different social languages in the warning on the aspirin bottle, examples Gee has used over the years as particularly clear instances of different social languages (e.g. Gee 1996).

• Consider, for instance, the following case of an upper-middle-class, Anglo-American young woman named “Jane,” in her twenties, who was attending one of the author (Gee) courses on language and communication.

• Lettımaal علي سبيل المثال، الحالة التالية من الطبقة المتوسطة العليا، امرأة شابة الأنجلو الأمريكية تدعى "جين" في العشرينات من عمرها، أحد التي كانت تحضر للمؤلف (جي) بدورات في اللغة والتواصل.
The course was discussing different social languages and, during the discussion, Jane claimed that she herself did not use different social languages in different contexts, but rather, was consistent from context to context.

In fact, to do otherwise, she said, would be "hypocritical," a failure to "be oneself." In order to support her claim that she did not switch her style of speaking in different contexts and for different conversational partners, Jane decided to record herself talking to her parents and to her boyfriend.

In both cases, she decided to discuss a story the class had discussed earlier, so as to be sure that, in both contexts, she was talking about the same thing.

In the story, a character named Abigail wants to get across a river to see her true love, Gregory.

A river boat captain (Roger) says he will take her only if she consents to sleep with him. In desperation to see Gregory, Abigail agrees to do so.
• But when she arrives and tells Gregory what she has done, he disowns her and sends her away.

• لكن عندما وصولها، يقول غريغوري ما فعلت، وبراء لها وأرسلها بعيدا.

• There is more to the story, but this is enough for our purposes here.

• هناك المزيد لهذه القصة، ولكن هذا هو ما يكفي لأغراضنا هنا.

• Students in my class had been asked to rank order the characters in the story from the most offensive to the least.

• طلب من طلاب الفصل إلى رتبة الشخصيات في القصة من الأكثر هجوما إلى الأقل.

• In explaining to her parents why she thought Gregory was the worst (least moral) character in the story, the young woman said the following:

• في شرح لوالديها لماذا فكرت غريغوري (الأقل الأخلاقي) الأسوأ الشخصية في القصة، قالت المرأة الشابة ما يلي:

• Well, when I thought about it, I don’t know, it seemed to me that Gregory should be the most offensive.

• حسنا، عندما فكرت في ذلك، وأنا لا أعرف، يبدو لي أن غريغوري ينبغي أن يكون الأكثر إساءة.

• He showed no understanding for Abigail, when she told him what she was forced to do.

• أظهر أي تفاهم لأبيجايل، عندما قالت له ما أجبرت على القيام به.

• He was callous.

• كان قاسيا

• He was hypocritical, in the sense that he professed to love her, then acted like that.

• كان منافقا، بمعنى أنه المعلن لحبها، ثم تصرف من هذا القبيل.
Earlier, in her discussion with her boyfriend, in an informal setting, she had also explained why she thought Gregory was the worst character.

In this context she said:

What that guy was, you know, her boyfriend.

I should hope, if I ever did that to see you, you would shoot the guy. He uses her and he says he loves her. Roger never lies, you know what I mean?

It was clear – even to Jane – that she had used two very different forms of language.

The differences between Jane’s two social languages are everywhere apparent in the two texts.

To her parents, she carefully hedges her claims ("I don’t know," "it seemed to me"); to her boyfriend, she makes her claims straight out

"I don’t know," it "seemed to me"
• To her boyfriend, she uses terms like “guy,” while to her parents she uses more formal terms like “offensive,” “understanding,” “callous,” “hypocritical” and “professed.”

• She also uses more formal sentence structure to her parents (“it seemed to me that . . . ,” “He showed no understanding for Abigail, when . . . ,” “He was hypocritical in the sense that . . .”) than she does to her boyfriend (“. . . that guy, you know, her boyfriend,” “Roger never lies, you know what I mean?”).

• Jane repeatedly addresses her boyfriend as “you,” thereby noting his social involvement as a listener, but does not directly address her parents in this way.
• In talking to her boyfriend, she leaves several points to be inferred, points that she spells out more explicitly to her parents (e.g. her boyfriend must infer that Gregory is being accused of being a hypocrite from the information that though Roger is bad, at least he does not lie, which Gregory did in claiming to love Abigail).

• All in all, Jane appears to use more “school-like” language to her parents.

• Her language to them requires less inferencing on their part and distances them as listeners from social and emotional involvement with what she is saying, while stressing, perhaps, their cognitive involvement and their judgment of her and her “intelligence.”

• في التحدث مع صديقها، قالت أنها تترك عدة نقاط إلى أن تستدل، النقطة التي حددت بشكل أكثر وضوحا إلى والديها (مثل صديقها يجب أن نستنتج أن غريغوري يتم اتهامه بأنه منافق للمعلومات أنه بالرغم من روجر سيئ، على الأقل أنه لا يكذب، وهو ما فعله في غريغوري يدعي حب أبيجاي).

• كل شيء جمعاً، يبدو جين أنها استخدمت أكثر لغة "مثل المدرسة" إلى والديها.

• لغتها لهم تتطلب أقل استدلال من جانبهم والمسافات بينها كما مستمعين من المشاركة الاجتماعية والعاطفية مع ما تقوله، مع التأكيد، ربما، مشاركتهم المعرفية وحكمهم لها، ولها "الذكاء".
• Her language to her boyfriend, on the other hand, stresses social and affective involvement, solidarity, and co-participation in meaning making.

• من ناحية أخرى، لغتها لصديقه تؤكد مشاركة اجتماعية ووجودانية وتضامن وتعاون للمشاركة في صنع المعنى

• This young woman is making visible and recognizable two different versions of who she is and what she is doing.

• هذه الفتاة هو عمل مرئي وتعرف لإصدارين مختلفين من من هي وما تفعله.

• In one case she is “a dutiful and intelligent daughter having dinner with her proud parents” and in the other case she is “a girlfriend being intimate with her boyfriend.”

• في حالة واحدة هي "ابنة مطيعة وذكية تتناول وجبة العشاء مع والديها الفخورين" وفي حالة أخرى هي "صديقة حميمة كونها مع صديقها."