1-5.4 Six building tasks

- Discourse analysis focuses on the thread of language (and related semiotic systems) used in the situation network.

- Any piece of language, oral or written, is composed of a set of grammatical cues or clues (Gumperz 1982) that help listeners or readers (in negotiation and collaboration with others in an interaction) to build six things (in one sense of the word, these six things are interlinked representations,” that is, “re-presenting's”).

2- I want to stress that utterances are made up of cues or clues as to how to move back and forth between language and context (situations), not signals of fixed and decontextualized meanings.
These cues or clues are part and parcel of what we called, in Chapter 2, "grammar one" and "grammar two" (p. 29). These cues or clues are part and parcel of what we called, in Chapter 2, "grammar one" and "grammar two" (p. 29).

Language, then, always contains cues or clues that guide us (either as interpreters on the scene or as analysts) in the six sorts of building tasks listed below (these were briefly discussed in Chapter 2). Language, then, always contains cues or clues that guide us (either as interpreters on the scene or as analysts) in the six sorts of building tasks listed below (these were briefly discussed in Chapter 2).

3- These building tasks involve us in using language (and other semiotic systems) to construe the situation network in certain ways and not others. These building tasks involve us in using language (and other semiotic systems) to construe the situation network in certain ways and not others.

They are carried out all at once and together. They are carried out all at once and together.

And, they are carried out in negotiation and collaboration with others in interaction, with due regard for other related oral and written texts and situations we have encountered before. And, they are carried out in negotiation and collaboration with others in interaction, with due regard for other related oral and written texts and situations we have encountered before.

و هؤلاء الأدلة أو الأشارات هي جزء لا يتجزأ من ما يسمى في الفصل 2، "ال نحو واحد" و "ال نحو اثنين " (29 ص).

ثم تحتوي اللغة دائما العظمة أو القرائن كدليل لنا (إما كمترجمين على الساحة أو محللين) في ستة أنواع من مهام البناء المسرودة أدناه (نوقشت هذه لفترة وجيزة في الفصل 2).

تلك مهام البناء تنطوي لنا في استخدام اللغة (ونظم السيميائي أخرى) لتفصير شبكة الوضع بطرق معينة دون غيرها.

يتم تنفيذها دفعة واحدة ومعا.

و التي تنفذ فيها في التفاوض والتعاون مع الآخرين في تفاعل، مع إيلاء اهتمار الواجب للنصوص الأخرى ذات صلة شفوية وخطية وحالات واجهتها قبل
4-Even when we are silently reading, these building tasks are carried out in negotiation and collaboration with the writer in various guises such as the “actual writer,” “assumed writer,” and the narrator, as well as in collaboration with other, related texts we have read, sociocultural knowledge we bring to the text, and discussions we have had with other people.

- That is, these building tasks can be seen simultaneously as cognitive achievements, interactional achievements, and inter-textual achievements.

- هذا هو، هذه مهام البناء يمكن أن ننظر إليها في وقت واحد كما الإنجازات المعرفية والإنجازات التفاعلية، والإنجازات المشتركة بين النصية.