

Lecture 1..

Lecture 1..

1. It is to give a simple definition to discourse analysis.
hard
2. Discourse analysis enable us to reveal motives behind a text.
hidden
3. Discourse analysis enables us to reveal
the choice of a particular method of research to interpret it.
4. Discourse analysis is meant to provide a of the hidden motivations in "others and ourselves".
higher awareness
5. It enables us to solve **concrete** problems by asking **ontological and epistemological** question.
discourse analysis.
6. Discourse analysis as perceived as the product of.....
postmodern period.
7. It is a **modern discipline** of **social science** that covers a wide variety of different **sociolinguistic**
discourse analysis.
8. Analysis of discourse looks not only into **the basic level of what is said** but also takes into consideration **the surrounding**
social and historical context.

9. Occupation is a term that brings
negative connotations of evil and damaging.
10. Colonization is a term that brings
positive negative connotation of helping others more favorable.
11. Discourse analysis looks at
anything that communicates a message.
12. Discourse analysis looks at how messages how terms
related to widely used terms.
construct a social reality or view of world

Lecture 2&3..

1. Language has a property.
magical
2. When we speak or write we **craft** what we have to say to **fit**
the situation or context in which we are communicating.
3. How we speak or write **creates**
the situation or context.
4. When we speak alright we **always** and **simultaneously** construct or
build
six areas of reality.
5. I enter a plain square room and speak and act in a certain way, like
someone about to run a meeting, where I sit becomes the **front** of the
room
the meaning and value of aspects of the material world.
6. It is a well known fact that if situations committees meetings didn't
already exist in certain ways would be **nonsense**.
speaking and acting
7. We act and talk in one way and we are **engaged in formally opening
committee meeting** we talk and act in another way if we are engaged in
a chit chat
activities.
8. I talk and act in one moment and I am speaking and acting as chair
of the committee, the next moment I speak in a different way

identities and relationships.

9. I talk and act in a way that the visible angry male in a committee meeting '*standing his ground on principles*'

politics the distributions of social goods.

10. I talk and act so as to make what I am saying here and now connected to or relevant to what I said last week

connections.

11. What and how different symbol systems and different forms of knowledge count

semiotics.

12. I talk and act so as to make the knowledge and language of lawyers relevant privilege or not so over everyday language

Semiotics.

13. There are several tools of inquiry ways of that will help us study how do these building tasks are carried out and with what social and political consequences.

looking at the world of talk and interaction

14. the tools of inquiry are primarily relevant to how we together or with others

build identities are activities or how to recognize the identities and activities build around us.

15. Different identities are social positions we an axe and recognized in different settings

situated identities.

16. The different styles of languages that we use to enact or recognize different identities in different settings

social languages.

17. Social languages allow us to

engage in all the building tasks.

18. Discourses with a capital D as different ways in which we humans **integrate** language with

non-language stuff.

Lecture 4.

Lecture 4.:

1. When you speak or write anything you use **the resources of English** to
 project yourself as a certain kind of a person are engaged in a certain kind of activity.
2. If I have no idea who you are and what you are doing
 I can't make sense of what you have said written or done.
3. You project a at a formal dinner then in a family dinner.
 different identity
4. The fact that people have different identities and activities connected two **different status and social goods as a root source of**.....
 inequality in the society.
5. Since different identities and activities are enacted in and through **language**, the study of language is integrally connected to matters of
 equity and justice.
6. An oral or written **utterance** has meaning only if and when it
 communicates a who and what.
7. A Who is
 a socially situated identity kind of person.

8. What we mean by what is
a socially situated activity that the utterance help to construct.
9. Lots of interesting complications can set in when we
think about identity enacted through language.
10. Who's can be **multiple** and they are
not needed always to be people.
11. The president's secretary can issue on utterance authored and authorized by the president, in this case the utterance communicates
an overlapping and compound who.
12. The press secretary even if she is directly quoting the speech writer, she must
inflect the remark.
13. When a secretary in her own voice, the speech writer is both
mimicking the president's voice and creating an identity for him.
14. Not just individuals but also **institutions through the anonymous** text and products they circulate
can issue or author an utterance
15. An **utterance** can be authored and authorized by a **group or single person** meaning that
the who's and what's are not discrete and separable.
16. The other answers communicate and
integrated often multiple Heteroglossic who doing what.

Lecture 5..

1. To be a particular who to pull off a particular what requires that we **act, value, interact and use language** other people and with various **objects props**.

in sync with or in coordination with

2. To see the wider notion of language as integrated with

.....

other stuff [people, object, values, times and places].

3. Real Indians refer to persons who are **really Indians** with those words with

regularity and standardization.

4. The identities **the who's** we take are

flexibly negotiated an actual context of practice.

5. The term **real Indian** is an, the fact that it is used by Native Americans in enacting their own identity **doesn't license** non-Native Americans to use it.

insider term

6. The problem of **recognition and being recognized** is

..... for Native Americans.

consequential and problematic

7. While in order to be considered a real Indian, one must be able to make some claims to

kinship.

8. Being a real Indian is not something one can simply be, rather it is something
that one becomes.
9. If one does not continue to practice being Ariel Indian one
ceases to be one.
10. being a real Indian also requires appropriate accompanying object
time and place.
11. Real Indians prefer to avoid
conversations with strangers.
12. Any conversation real Indians have with strangers who may turn to be real Indian will establish between the conversational partners just through the fact that they are now no more strangers.
obligations
13. In their search for real Indianness, and for displaying their own Indianness, real Indian get engaged in
verbal sparring razzing.
14. By the engagement and responding of this pairing each participant establishes
cultural competency in the eyes of others.

Lecture 6..

1. The key to discourse is
recognition.
2. If you put language, interactions, values, believes, symbols, object, tools and places together in such a way that other recognize you as a particular person '*who*' in a particular type of '*what*' activity you pulled of a
discourse.
3. The social and political issues are the discourse we present and intact and for which we are
carriers.
4. The discourse we enact exists before us and most of them will
after we have left the scene.
5. This comes through our **words and deeds** carry on **conversations with each others through history** and in doing so we are
forming history.
6. Some studies argue that physics experimental physicists **know** is not in their but rather it is [apparatus, symbolic systems, book, papers, journal, institutions, habits of bodies, routine, practices and other people].
heads
spread out
7. If I freeze a moment of through, talk for you to make sense of this moment you have to recognize

the identities and activities involved in it.

8. People engage in such work when they try to make visible to others and themselves who they are and what they are doing

.....
recognition work.

9. There is another term that is useful in place of the **cumbersome phrase 'who doing what' at least as far as the language aspect of 'who doing what' are concerned, this term is**

social language.

10. All languages are composed ofwhat we learn and what we speak.****

many different social languages

Lecture 7

Lecture 7.:

1. Each social language has its own
distinctive grammar.
2. are important to social languages.
Two different grammars
3. Social language is interested in two grammars, the one formally thought in schools [traditional sets of nouns, verbs, inflection] they real enough but not **adequately describe** the other grammar is
rules by which grammatical units are used to create patterns which signal or index characteristics of who-doing-what within a discourse grammar 2.
4. We speakers and writers **design** our oral or written utterances to have **patterns** in them in the virtue of which interpreters can
attribute situated identities and specific activities.
5. The Anglo-American young woman called Jane claims that
she didn't use different social languages in different context.
6. Jane the Anglo-American woman when talking to her parents she:
* hedged.

- * uses formal terms like offensive - callous.
- * more formal sentences structure.
- * she spills out points more explicitly.
- * she used more school like language.
- * huh language required less inferencing and distanced them as listeners from social and emotional involvement.
- * tracing their cognitive involvement and judgment on her.

7. Jane while talking to her boyfriend she:

- * she makes her claims straight out.
- * she called him you, she involved him as listener too.
- * she leaves points to be inferred.
- * her language stresses social and effectiveness involvement solidity and Co-participation in meaning-making.

8. Jane the Anglo American woman is

making visible and recognizable two different versions of who she is and what she is doing, in one case she is a dutiful and intelligent daughter and a girlfriend being intimate to her boyfriend.

Lecture 8

Lecture 8.:

1. Conversations with big C are viewed as
conversations between and among discourses **historic**.
2. In conversation
more than people on more than language are involved.
3. Conversation involves at least
3 non-verbal things [controversy - value - symbolic value of the institution].
4. Sites we can identify as constituents a debate
controversy.
5. Non-verbal participants in conversation
the symbolic.
6. It is fashionable now for business companies to announce **mission statements** their core value innate attempt to
create a particular company culture.
7. The warning on the aspirin bottle is
Heteroglossic: there are two who doing what in this warning and they are interleaved.
8. The two *who doing what's* on the aspirin bottle are **authorized and issued** by two different voices for different purposes and effects, the

first speaks with the second with
 of a caring but authoritatively knowledgeable
 company to avoid "**thinking that this product is harmful**" >> "**they
 contradict**".

lawyerly voice

official voice

**9. The warning like all utterances reflects the company it has kept or it
 reflects**

a history that have given rise to.

Lecture 9..

1. A meaning or **pattern** that we assemble **on the spot** as we communicate in a given context
situated meaning.
2. Situated meanings don't simply reside in individual's **they are negotiated between people in and through communicative social interaction.**
mind
3. Words like work and coffee has
general meanings.
4. Meaning of words is also associated with
cultural models.
5. Storylines, families of connected images or theories shaped by people belonging to specific social or cultural group
cultural models.
6. As conversations and relationships develop participants continually **revise** their
situated meanings.

Lecture 10.

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1. when we think about how meaning is situated actual context we face the property of

reflexivity.

2. Which comes first the situation or the language this question reflects an important between **language and reality**.

reciprocity

3. Language reflect **reality** and constructed to be a certain way.

simultaneously

4. Language simultaneously reflect and construct

.....

the situation or the context.

5. Situations involves aspects [**semiotics - activity - material - political - socioculture**].

five

6. That is the [**sign system**] such as language, gestures, images or other symbolic systems and the forms of knowledge that are operative and important here and now

semantics.

7. They are made up of sequences of actions

activities.

8. The place and time, bodies and objects present during the interaction

.....

material aspect.

9. The distribution of **social goods** in the interaction

political aspect.

10. The personal social or cultural knowledge, feelings, values, relationships relevant to the interaction

sociocultural aspect.

11. When all the components or the aspects of a situation simultaneously gives meaning to all of the others and gets meaning from them, we get another form of reflexivity called

situation Network.

12. Situation are never completely **they are repeated.**

novel

13. Such repetition of situation elements tend to

ritualized, hapitualize are freeze situations.

14. Such repetition is the life blood out of which institutions are

.....

created.

15. Institutions create **[laws - disciplinary procedures].**

forces

16. Institutions create forces that ensure

.....

the repetition and ritualization of the institutions that sustain them.

Lecture 11..

Lecture 11..

1. Discourse analysis usually focuses on
semiotics aspects.
2. All aspects of the situation at work are
integrally intertwined.
3. What gives the room **material thing** a front and back **meaning / values**
sociocultural activity
4. The front-back dimensions of the room reflects the **traditional political alignment** teachers as and students as
authorities
subservient
5. In a room; the room, the talk, sociocultural identities, political relations all means together
.....
giving and taking meaning from each other.

Lecture 12..

Lecture 12..

1. Cultural models are distributed across different sorts of
expertise and viewpoint found in the group.
2. Different types of coffee drunk in different ways have different
social and cultures implications.
3. Cultural models linked to each other to create bigger and bigger
storylines.
4. Link networks of cultural model help **organize** the
thinking and social practices of socio cultural groups
5. Cultural models which integrates models for children helps parents explain
their children behavior in terms of value the groups holds
6. Cultural models are continually **revised and developed** in interaction with others in the group and through
the exposure to various books and other media.

Lecture 13..

Lecture 13..

1. Discourse analysis focuses on the
threads of language and related semiotic systems.
2. Any piece of language written or oral is composed of a set of
grammatical cues and clues that help in negotiation.
3. Utterances are made up of
cues and clues as how to move back and forth between language and context.
4. Utterances cues and clues are linked to and part of
grammar one and grammar two.
5. The 6 building tasks are
carried out all at once and together.
6. Even when we are silent reading the 6 building tasks are **carried out and negotiating and collaborating** when the writers in various **guises** such as
actual writer, assumes writer and the narrator as well as collaboration with other texts we read before.
7. The 6 building tasks can be seen simultaneously as
cognitive achievements, interactional achievements and intertextual Achievements.

Lecture 14..

Lecture 14..

1. The tasks through which we use language to construct and/or the situation network at a given time and place in a certain way
the 6 building tasks.

2. Using cues or clues to assemble situated meanings about what semiotic **communicative** systems of knowledge and ways of knowing relevant and **activated**
semiotic Building.

3. Using cues or clues to assemble situated meaning about what is here and now taken as **reality** present and absent concrete or abstract real and unreal probable or impossible
world building.

4. Using cues or clues to assemble situated meaning about what **activities are going on composed of what specific actions**
activity building.

5. That is, using cues or clues to assemble the situated meaning about
what identity and relationship is relevant to the interaction
[socioculturally - situated identity or relationship building].

6. Using cues or clues to construct the nature & **relevance of various social goods** such as power and anything taken as social goods here and now [**beauty, humor, verbalness, specialist knowledge, a fancy car, etc..**]
political building.

7. Using cues and clues to make assumptions about the past and future of an interaction verbally and non verbally are connected to the present moment and to each other

connection building.

8. Interactions always have some degree of

continuous coherence.

9. Different grammatical devices contribute differently to

.....

the 6 building tasks.

10. The 6 building tasks Spell out the word of

semiotic aspects of the situation network with special reference to language.