

# ENG523\_Finals\_Solved\_Spring2024

## Objective

1. The study of phoneme and their articulation is called (segmental)
2. Apposition and clarification are two types of \_\_\_\_\_. (elaboration)
3. A \_\_\_\_\_ corpus is a corpus of texts of a particular type, such as newspaper editorials, geography textbooks, academic articles in a particular subject. (specialized)
4. The term \_\_\_\_\_ has generated substantial controversy in the field of general and applied linguistics. (competence)
5. a collection of spoken or written authentic texts that is representative of a particular area of language use is termed as \_\_\_\_\_. (Corpus)
6. words that typically occur together are called \_\_\_\_\_. (collocation)
7. Systematic qualitative analysis in the discourse-historical approach (DHA) takes layers of context. (four)
8. the most exciting developments in the analysis of discourse have been in studies. (intonation)
9. What does EAP stands for? (English for Academic Purposes)
10. A representative corpus must enable analysis of the features. (all of the given, across text types, within text, across texts)
11. Who studied the language of personal ads on the World Wide Web? (Vincent B.Y. Ooi)
12. Which conjunctions includes replative, subtractive, and alternative types? (Extension)
13. The unit of sounds in a language that differentiate one word from another are called (Phoneme)
14. Corpus studies draw on collections of texts that are usually stored and analyzed \_\_\_\_\_. (electronically).
15. When did English with academic purposes (EAP) emerged in the academic discipline? (1980s)
16. The references to assume shared words outside the text are called \_\_\_\_\_. (exophoric)

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17. Who divided modalities into those that contain an element of will and those who contain no element of will? (Otto Jespersen)
18. Generally, intonation units \_\_\_\_\_ with a pitch boundary. (end)
19. Genre analysis sees texts as representative of wider practices. (rhetorical)
20. \_\_\_\_\_ qualifying a clause some circumstantial feature of time, place, cause or condition is called its (enhancement)
21. \_\_\_\_\_ discourse historical approach distinguishes between three dimensions that are (topics that are spoken, discursive strategies, all of the given, textual meanings)
22. English for Academic Purposes (EAP) is usually defined as \_\_\_\_\_ English with the aim of assisting learners. (teaching)
23. The stress on a syllable within a word is called stress. (lexical)
24. The general words that correspond to major classes of lexical items, are very commonly used with \_\_\_\_\_ force. (cohesive)
25. \_\_\_\_\_ who introduced the concept of discourse-organizing words? (McCarthy and Carter)
26. \_\_\_\_\_ syllables which stand out in the flow of talk are uttered with a relatively intensity. (greater)
27. English is often called a/an \_\_\_\_\_ language. (VOS)
28. Henry's bought himself a new Jaguar. He practically lives in the car. Here, the car is a \_\_\_\_\_. (superordinate)
29. George Von Wright was a \_\_\_\_\_ (Philosopher)
30. Who proposed that the logical treatment of modalities is too narrow, because it is centered on truth values of propositions? (Sulkunen and Törrönen)
31. Rose is a \_\_\_\_\_ of flower (hyponym)
32. A general corpus is also called \_\_\_\_\_. (reference corpus)
33. When we listen to stretch of spoken English discourse, we often feel there is a/an \_\_\_\_\_ to it. (rhythm)
34. The study of phoneme and their articulation is called level. (segmental)
35. Stress on a word, phrase or sentence is called level stress. (sentence)
36. Prosodic stress is also called \_\_\_\_\_ (word level)

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37. Syllables which stand out in the flow of talk will be referred to as syllables (prominent)
38. Genre analysis can be seen as a more specific form of (discourse analysis)
39. Brown and Yule (1983) see the nature of reference in text and in discourse as an action on the part of a/an (speaker/writer)
40. Discourse analysis is looking at texts in relation to the contexts in which they are used. (social)
41. reference to assumed shared worlds outside the text are called (exophoric)

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## Subjective

### Q. what is Text?

Text is the exact, original words written by an author. Text is also a specific work as written by the original author. Text is also commonly used to refer to a text message or to send a text message. Text has several other senses as a noun.

### Q. systems of Transitivity

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 analyze representations of reality in a linguistic text and create the same experience through various lexico-grammatical options influenced by different mind styles or authorial ideology. (Fowler, 1986).

### Q. Define the term (Discursive Psychology) or fundamental of discursive

Discursive psychology is an approach that addresses psychological matters in terms of how they figure in discourse in conversations over family mealtimes, in therapy sessions, in witness statements. It begins with psychology, as it confronts people as they live their lives. 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

These observations' structure analytic work in DP. We will take them in turn.

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## Q. Differentiate between Cataphoric and anaphoric references with example.

those which look back in the text for their interpretation (anaphoric relations) and those which look forward to the text for their interpretation (cataphoric relations).

## Q. Three approached for media discourse

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

- ✚ Discourse analytic
- ✚ Sociolinguistic
- ✚ Nonlinguistic

## Q. Why rhythm is considered as an important element in spoken English?

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.

## Q. What is the 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'.

## Q. Discourse analytic approach

Discourse analytic approach is the primary focus of scholars in the study of media discourse. Discourse analytic approaches that underlie a great deal of the research on media can be characterized as hybrids of existing frameworks of pragmatics, conversation analysis, variation, narrative analysis and interactional sociolinguistics optionally interlaced with sociological content analysis. For example, the approach can be “critical” in the sense of looking at social impact or inequality or concern political economy in the sense of the social value of language without necessarily bring into line with a major tradition, such as discourse analysis or media studies.

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## Q. 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 post-graduate teaching, classroom interactions, academic publishing and curriculum issues, as well as research, student and instructional genres (e.g., Hyland, 2009a). The emergence of EAP in the 1980s, as a response to growing numbers of second language (L2) students in university courses and in a framework informed by English for specific purposes, originally produced an agenda concerned with curriculum and instruction rather than with theory and analysis. EAP was then largely a materials and teaching-led movement focusing on texts and on the search for generic study skills, which could be integrated into language courses to make students more efficient learners. EAP has emphasized the rich diversity of text, contexts and practices in which students must now operate. While it continues to be heavily involved in syllabus design and it needs analysis and materials development, EAP has moved away from purely pedagogic considerations to become a much more theoretically grounded and research informed innovativeness. The role of EAP has therefore changed in response to changing conditions in the academy. The huge expansion of university places in many countries, together with an increase in full fee-paying international students to compensate for cuts in government support, has resulted in a more culturally, socially and linguistically diverse student population than ever before.

## Q. Discourse Historical Approach

DHA provides a vehicle for looking at latent power dynamics and the range of potential in agents, because it integrates and triangulates knowledge about historical, inter-textual sources and the background of the social and political fields within which discursive events are embedded. Moreover, the DHA distinguishes between three dimensions that constitute textual meanings and structures: the topics that are spoken/ written about; the discursive strategies employed; and the linguistic means that are drawn upon to realize both topics and strategies (e.g. argumentative strategies, topoi, presuppositions – see below for an extensive discussion).

## Q. Endophoric referencing

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Endophoric reference is the general name for within the text. Endophora is a term that means an expression which refers to something intra-linguistics i.e. in the same text. For example, in the sentence: I saw sally yesterday, she was lying on the beach Here, she is an endophoric expression because it refers to something already mentioned in the text i.e., sally. By contrast she was lying on the beach if it appeared by itself, has an exophoric expression; she' refers to something that the reader is not told about. Without further information, there is no way of knowing the exact meaning of an exophoric term where endophoric expression lies within the text

## Q. 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
- ✚ The background knowledge, values and understandings it is assumed the writer shares with their readers, including what is important to the reader and what is not
- ✚ The relationship of the text has with other texts.

## Q. What is the difference 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 coreference. 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 (Halliday 1985)."

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## Q. Criteria of Discourse analysis Project or How John listed the good and workable research topics?

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

## Q. Interactional sociolinguistics

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, IS starts from the finding that, when people talk, they are unable to say explicitly enough everything they mean. As a result, to appreciate what is meant, they cannot simply rely on the words that are used but must also depend on background knowledge, to discover what others assumed the relevant context was for producing words in.

## Q. CDA

Critical Discourse Analysis (CDA) is a research approach that primarily focuses on the way language relates to power, dominance, and social inequality. It critically examines how language use contributes to the creation, maintenance, and

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transformation of power relationships in society. CDA aims to uncover hidden power dynamics and ideologies in texts and spoken language, with the goal of promoting social justice and equality by making these dynamics explicit and subject to critique. For example examining political speeches to identify how language is used to construct national identity, legitimize policies, or marginalize certain groups.

## Q. Relationship of discourse analysis and EAP

- ✚ Discourse analysis helps in understanding the structure and function of academic texts and genres.
- ✚ It examines the social contexts in which academic texts are produced and interpreted, providing insights into academic practices and conventions.
- ✚ By identifying typical patterns and rhetorical features in academic discourse, it informs the development of EAP materials and teaching strategies.

## Q. what is the main concept of discourse analysis paradigm?

Discourse Analysis (DA) is a collection of methods for studying language in use, focusing on the relationship between language and the social contexts in which it is used.

- ✚ Language is viewed as a form of social practice that both reflects and shapes social realities.
- ✚ Emphasis on the importance of context in interpreting and understanding language.
- ✚ Analysis can involve both written texts and spoken language.

## Q. Define corpus?

A corpus is a large, structured collection of authentic texts (written or spoken) that is used for linguistic analysis.

- ✚ Texts in a corpus are real-life examples of language use.
- ✚ A well-constructed corpus aims to represent a particular language or language variety as accurately as possible.
- ✚ Typically stored and accessed electronically for ease of analysis.

## Q. enlist three fundamentals observation of discursive psychology.

- ✚ Oriented to action

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- ✚ Situated sequentially, institutionally and rhetorically
- ✚ Constructed and constructive

## Q. According to Winter, how can relationship between clause be signaled.

Winter (1977) shows that the relationship between clauses can be signaled by three types of vocabulary: Vocabulary 1 such as subordination; Vocabulary 2 such as sentence connectors; and Vocabulary 3 such as lexical items.

## Q. According to Michael, how many types of social making are drawn in use of language.

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. For this reason, systemic linguists analyze a clause from three perspectives. In Halliday's SFL, language as a social phenomenon is functional .i.e. it is concerned with the mechanism of text structure, function and meaning of language. It begins an analysis of language in social context where a particular lexico-grammatical choice is constructed under the influence of the social and cultural context.

## Q. Modality

The term modality“ subsumes a range of concepts within the fields of philosophy, morphology, syntax, semantics, and discourse analysis. Philosophy deals with modality primarily as it applies to categories of logic and to logical reasoning, and while some of the terminology used in philosophical studies of modality is borrowed into other disciplines, these terms are not always used in the same ways or for the same purposes in other disciplines. As Sulkunen and Törrönen explain, for linguists, the logical treatment of modalities is too narrow, because it is centered on truth values of propositions. Linguistic analysis of modalities presents much more diversity in its problematic and approaches“ (1997). For their part, linguistic studies of modality can be located in a variety of linguistic sub-disciplines.

## Q. 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

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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 (Halliday 1985)."

## Q. Phonemes

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

## Q. Differentiate between fast and slow speaker with the help of intonation?

Individual speakers alter the number of intonation units they use. Some of this is based on individual patterns and habits, but speakers also alter intonation units based on emotion. A faster speaker will generally use fewer intonation units and may be seen as being more urgent, frantic, excited, and anxious. A slower speaker may have more intonation units and may be perceived as being more emphatic, determined, and insistent. Of course, these are the extremes, and most people normally speak somewhere in the middle range.

## Q. Define media discourse?

Media discourse refers to interactions that take place through a broadcast platform, whether spoken or written, in which the discourse is oriented to a non-present reader, listener or viewer. Though the discourse is oriented towards these recipients, they very often cannot make instantaneous responses to the producer of the discourse, though increasingly this is changing with the advent of new media technology, as we shall explore. Crucially, the written or spoken discourse itself is oriented to the readership or listening/viewing audience, respectively. In other words, media discourse is a public, manufactured, on-record, form of interaction. It is not ad hoc

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or spontaneous (in the same way as casual speaking or writing is); it is neither private nor off the record. Obvious as these basic characteristics may sound, they are crucial to the investigation, description and understanding of media discourse.

## Q. Fairclough Principles

Fairclough and Wodak (1997), however, describe a number of principles for critical discourse analysis which underlie many of the studies done in this area. These include

- ✚ Social and political issues are constructed and reflected in discourse
- ✚ Power relations are negotiated and performed through discourse
- ✚ Discourse both reflects and reproduces social relations
- ✚ Ideologies are produced and reflected in the use of discourse

## Q. Social Acts

All children come to know that language is a tool for not only representing the world but constituting and changing the world as well. Children use linguistic structures as resources for carrying out a range of tasks such as asking questions and making requests, offers and promises. They also develop understandings of what others are trying to accomplish with their words and adjust their subsequent linguistic acts accordingly, e.g. accepting/rejecting offers, assessing announcements, agreeing/disagreeing, with assertions, satisfying/dissatisfying requests, and answering questions.

## Q. Affect

Affect is expressed emotion, including displays of moods attitudes, dispositions and feelings. As noted earlier early in their development, children display affect and interpret the affective displays of others. Before using words, children vary intonational contours and voice quality to indicate affect. At the single word stage, children perform a variety of affect loaded speech acts, such greetings, begging, teasing, cursing and refusing; and in certain speech communities, use affect- marked pronouns and affixes, morphological particles and respect vocabulary to display sympathy and anger.

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**Q. John Du Bois (1996) identified some of the features of Religious language:**

- ✚ Use of rituals
- ✚ Archaic elements
- ✚ Euphemism and metaphor
- ✚ Semantic opacity
- ✚ Unusual fluency
- ✚ Magic words

**Q. What is intonation?**

**Intonation:** for instance, a drop in pitch or in loudness.

Intonation units are an important component of American English pronunciation and speech. An intonation unit is a segment of speech. It can be as small as a single word, or as long as a sentence. Two sentences with identical grammatical structure may be comprised of differing numbers of intonation units when spoken, based on the intent or emotional state of the speaker. It's important to learn to distinguish these units because they give subtle meanings and help organize a conversation. There is no single determiner as to where intonation units begin and end or how many a single sentence contains, but there are clues.

**Generally, intonation units:**

- ✚ begin with faster speech, and end with slower speech
- ✚ include a single pitch word
- ✚ end with a pitch boundary

**Q. Write few things that needs to be done while deciding a topic?**

- ✚ brainstorm for ideas
- ✚ make a list of key words
- ✚ be flexible
- ✚ define your topic as a focused research question
- ✚ research and read more about your topic

**Q. Subject verb agreement and the rule of the subject verb for relative clause?**

The conjunctions or, either ...or, and neither ...nor ask you to choose between things rather than add things. If both elements are singular, use a singular verb. If both

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elements are plural, use a plural verb. If one element is singular and one is plural, choose the verb that agrees with the element closest to it.

- ✚ The director or the assistant director is planning to be on location.
- ✚ NOT The director or the assistant director are planning to be on location.

## Subject-verb agreement in relative clauses

Agreement problems can occur in relative clauses using which, that, or one of those who. The verb in a relative clause must agree with the relative pronoun's antecedent (the word the pronoun stands for). Always ask yourself what the relative pronoun refers to.

- ✚ He decided to write novels, which are his favorite form.
- ✚ NOT He decided to write novels, which is his favorite form.

## Q. Confidentiality

It refers to a condition in which the researcher knows the identity of a research subject, but takes steps to protect that identity from being discovered by others. Most human subject's research requires collection of a sign consent agreement from participants, and thus researchers are aware of the identity of their subjects. In such cases, maintaining confidentiality is a key measure to ensure the protection of private information.

## Q. Sociolinguistics

The term "sociolinguistic" for work that involves variation and style in the media or a similar close analysis of language. Sociolinguistic insights, either to characterize some dimension of media language, such as variation and style, or to inform related discourse level work, such as genre and register. The "nonlinguistic" research involves work in political science, media studies, or communication studies paradigms and, to some degree, in cultural studies. Nonlinguistic domains are referred to by media discourse researchers perhaps more than in any other topical area of discourse analysis.

## Q. Interactional sociolinguistics (IS)

IT 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

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of disciplines such as dialectology, ethnomethodology, conversation analysis, pragmatics, linguistic anthropology, micro-ethnography and sociology. Basically, IS starts from the finding that, when people talk, they are unable to say explicitly enough everything they mean. As a result, to appreciate what is meant, they cannot simply rely on the words that are used but must also depend on background knowledge, to discover what others assumed the relevant context was for producing words in.

## Q. Register and signaling vocabulary

In claiming that particular vocabulary items tend to cluster round certain elements of text patterns we are ignoring the important fact that register is closely tied to lexical selection. Among the signals of the problem element, we proposed problem, drawback and obstacle. Clearly, we might not expect to find problem occurring in this way in a formal scientific report, nor perhaps come up with as a marker for response (develop would be a more predictable choice). Therefore, as in all matters, the relationship between vocabulary and register needs to be brought out when studying textual signaling.

## Q. Cohesion

Cohesion, the “non-structural text-forming relations” (Halliday and Hasan 1976) relates to the “semantic ties” or relations of meaning within text. The cohesive devices of referencing, substitution, ellipsis, conjunction, and lexical cohesion were presented by Halliday and Hasan (1976) and Bloor and Bloor (1995)

## Q. Referencing

Classified into homophoric, exophoric and endophoric categories respectively referring to cultural shared information, immediate situation context, and textual information, referencing identifies presupposed information throughout the text. (Egins 1994) 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.

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## Q. Substitution and Ellipsis/ Q. Bloor and Bloor note about the usage of substitute and ellipsis?

In Bloor and Bloor (1995: 96), substitution and ellipsis are used to avoid the repetition of a lexical item through grammatical resources of the language. The substitution and ellipsis can be nominal, verbal and clausal. Substitution words have the same function such as “one and ones” for nouns and “do” or “so” as in “do so” or “that and “it” for verbal, nominal, and clausal substitutions. Functioning at the level of deictic, enumerative, epithet, classifier, and qualifier, ellipsis as “substitution by zero” refers to a presupposed anaphoric item through structural link.

## Q. Lexical Cohesion

Lexical cohesion is non-grammatical and refer to the “cohesive effect achieved by the selection of vocabulary” like reiteration where a lexical item directly or indirectly occurs through application of synonym, antonym, metonym, or hyponym or a super-ordinate and collocation where pair of same event or environment lexical items co-occur or found together within the text. When these lexical items are closer, the text enjoys higher degree of cohesion.

## Q. Lexical choice

Lexical choice within the identified clusters will depend on the context (textbook, magazine, news report, etc.), the author's assumptions about the audience (cultured/educated readers of the popular sensationalist press, etc.) whether the style is to be read as ‘written’ or ‘spoken’, and so on. Most of the texts we have looked at so far have been toward the 'written/formal/cultured' end of the spectrum. Mere are two more, this time with a more informal, colloquial tone. They are presented to illustrate the fact that discourse-signaling words need not necessarily be only rather ‘dry’ academic words taken from the Graeco-Latin vocabulary of English.

## Q. Idiomatic phrases

Idiomatic phrases are used as signals of the response and its occurrence after a previous negatively evaluated response (conventional treatments). Idioms are often a problem for the teacher insomuch as it is not always easy to find natural contexts in which to present them. Research by Moon (1987) suggests that writers and speakers use idiomatic phrases to organize their discourse and to signal evaluation,

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far more frequently than previous linguistic studies of idiomaticity have suggested. Idioms are good metaphors for the kinds of textual segments we have been looking at (problem/response, etc.).

## **Q. Discourse analysis/ EAP/ Difference between EAP and discourse analysis**

**Discourse analysis** is a collection of methods for studying language in action, looking at texts in relation to the social contexts in which they are used. Because language is an irreducible part of social life, connected to almost everything we do, this broad definition has been interpreted in various ways across the social sciences. In **EAP** it has tended to be a methodology which gives greater emphasis to actual texts than to institutional social practices, and has largely taken the form of focusing on particular academic genres such as the research article, the conference presentation, and the student essay

## **Q. Range of factors that impact on how the text is written, how it will be read and, importantly, how it will be assessed. (1-8)**

### **1. Purpose of the text**

To answer a question, to solve a problem, to prove something, to contribute to knowledge, to display knowledge and understanding, to demonstrate particular skills, to convince a reader, to gain admission to a particular area of study

### **2. Audience, role and purpose in reading the text**

- ✚ To judge the quality of the research
- ✚ Primary readership of one or more examiners, secondary readership of the supervisor and anyone else the student shows their work to
- ✚ How readers will react to what they read, the criteria they will use for assessing the text, who counts the most in judging the quality of the text

### **3. Relationship between writers and readers of the text**

Students writing for experts, for admission to an area of study (the primary readership), students writing for peers, for advice (the secondary readership)

### **4. Expectations, conventions and requirements for the text**

- ✚ An understanding and critical appraisal of relevant literature

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- ✚ A clearly defined and comprehensive investigation of the research topic
- ✚ Appropriate use of research methods and techniques for the research question
- ✚ Ability to interpret results, develop conclusions and link them to previous research
- ✚ Level of critical analysis, originality and contribution to knowledge expected

## 5. Background knowledge, values and understanding

- ✚ The background knowledge, values and understandings it is assumed students will share with their readers – what is important to their readers, what is not important to their readers
- ✚ How much knowledge students are expected to display, the extent to which students should show what they know, what issues students should address, what boundaries students can cross

## 6. Relationship the text has with other texts

How to show the relationship between the present research and other people's research on the topic, what counts as valid previous research, acceptable and unacceptable textual borrowings, differences between reporting and plagiarizing

## 7. Focus and perspective of the text

- ✚ Quantitative, qualitative or mixed method research
- ✚ Claims that can be made, claims that cannot be made
- ✚ Faculty views on what is 'good' research

## 8. Setting of the text

- ✚ The kind of university and level of study, the kind of degree (e.g., honors, master's or doctoral, research or professional)
- ✚ Study carried out in a 'hard' or 'soft', pure or applied, convergent or divergent area of study (Becher and Trowler 2001)

**Q. what are the factors which help in the examination of social and cultural genre?/ 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

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- ✚ The intended audience for the text, their role and purpose in reading the text.

## Q. The relationship between writers and readers of the text; expectations, conventions and requirements for the text

- ✚ The background knowledge, values and understandings it is assumed the writer shares with their readers, including what is important to the reader and what is not
- ✚ The relationship of the text has with other texts.

**BS English (Applied Linguistics)**

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