



MACHAKOS UNIVERSITY

**THIRD YEAR FIRST SEMESTER SUPPLEMENTARY EXAMINATION FOR
BACHELOR OF ARTS & EDUCATION (ARTS)**

AEN 301: DISCOURSE ANALYSIS

Date:

Time:

INSTRUCTIONS: Answer Question one and any other two

- a) Explain what is meant by the term discourse analysis (2 marks)
- b) Distinguish between transactional and interactional functions of language using relevant examples. (4marks)
- c) What does the statement, “There is no one to one relationship between linguistic form and discourse” indicate? (3marks)
- d) Identify and explain any three properties of discourse. (6 marks)

Question two

- a) Make brief notes on each of the following terms used in Austin’s Speech Act Theory. (6 marks)
 - i) Locutionary Act.
 - ii) Illocutionary Act.
 - iii) Perlocutionary Act.
- b) With reference to Searle’s classification of illocutionary acts, identify the categories exemplified by the utterances below. (5 marks)

- i) Referee to a player: You're out!
 - ii) It was a warm sunny day.
 - iii) Oh, yes, that's great.
 - iv) I am going to get it right next time.
 - v) I now pronounce you husband and wife.
- c) Identify and explain two types of felicity conditions established by Austin in Speech Act Theory. (4 marks)

Question 3

Using appropriate examples, discuss Grice's Cooperative Principle together with the maxims that accompany it. (15marks)

Question 4

- a) Using relevant examples, differentiate between Anaphoric and Cataphoric reference in terms of cohesion by reference. (4 marks)
- b) Explain how the following lexical relations bring about cohesion in discourse.(6marks)
- i) Synonymy
 - ii) Hyponymy
 - iii) Antonymy
- c) Identify any **five** cohesive devices in the following discourse extract. (5marks)

Thank you chairperson. To begin with, the press club got its new patron, Mr. Karani this year. Since then, the club has been active in many ways. We have, for example, made visits to local media houses, recruited new members and taken part in community service.

Question five.

- a. Assess the role of intonation in discourse analysis. (2 marks)

- b. Distinguish between 'given' and 'new' information structures in discourse analysis using adequate examples. (8 marks)
- c. Assign the theme and rheme labels to each of the information units in these sentences. (5 marks)
- i. Children from poorer families with uneducated parents do not show what they can achieve.
 - ii. They come from impoverished environments.
 - iii. Their homes do not provide them with the stimulation and the encouragement to learn and excel.
 - iv. The hours spent in school surrounding have to make up for this deficit.
 - v. These children have only one intent: to get out as quickly and easily as possible.