



MACHAKOS UNIVERSITY

University Examinations for 2018/2019 Academic Year

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LINGUISTICS AND LANGUAGES

THIRD YEAR SPECIAL/SUPPLEMENTARY EXAMINATION FOR

BACHELOR OF EDUCATION (ARTS)

BACHELOR OF ARTS

AEN 301: DISCOURSE ANALYSIS

DATE: 24/9/2019

TIME: 11.00-1.00 PM

INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER TWO QUESTIONS

1. a) Identify any **five** cohesive devices in the following discourse extract.
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. (5 marks)
- b) Describe the features of speech and those of writing at the levels of: (15 marks)
 - i) Form /structure
 - ii) Manner of production and Reception
 - iii) Function
- c) With relevant examples assess the role of intonation in discourse analysis. (5 marks)
2. a) Discuss and illustrate each of the following terms used in Austin's Speech Act Theory. (9 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. (6 marks)

3. Using appropriate examples, discuss Grice's Cooperative Principle together with the maxims that accompany it. (20 marks)
4. a) Assign the theme and rheme labels to each of the information units in these sentences. (12 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.
- b) Distinguish between 'given' and 'new' information structures in discourse analysis using adequate examples. (8 marks)
5. Study the passage below and use it to answer the questions i-iii after it.

BEING A GOOD PARENT IS EASIER SAID THAN DONE

By KAREN MATTHEWS (Adapted from the Daily Nation / Wednesday, November 6th 2002)

Sixty-one percent of parents rate their generations as 'fair' or 'poor' at raising offspring, according to a recent study that shows parents are struggling in instilling values in their children.

The findings are part of a nationwide survey of parents conducted by Public Agenda, a nonpartisan think tank. the survey found big gaps between parents efforts to teach good values to their children and their perceived success in doing so.

While 83% said it is "absolutely essential "to teach self- control and self- discipline, only 34% said that they have succeeded in teaching those values.

Ninety one percent said it is essential to teach honesty, but only 55% have succeeded in doing so.

The report also found out that 53%of the parents believe they are doing a worse job than their own parents did.

"The study suggest that, despite the efforts parents are making, they are having trouble "said Deborah Wadsworth,the president of the Public Agenda "They have no difficulty laying out a vision of values they think essential to impact to their child, but succeeding in the job is another matter"

- a) Name the categories of all cohesive devices and their specific sub categories that have been used in this passage.
- b) Under each subcategory list all the words and phrases belonging there.
- c) Explain how each of the categories of cohesive device you have identified is used in the structure of the text. (20 marks)