



# **MAASAI MARA UNIVERSITY**

**REGULAR UNIVERSITY EXAMINATIONS  
2022/2023 ACADEMIC YEAR  
THIRD YEAR SECOND SEMESTER**

**SCHOOL OF ARTS & SOCIAL SCIENCES  
B.A LANGUAGE AND COMMUNICATION  
(CORPORATE COMMUNICATION)**

**COURSE CODE : LAC 3215-1  
COURSE TITLE : DISCOURSE ANALYSIS**

**DATE: 25/4/2023**

**TIME: 1430-1630 HRS**

---

## **INSTRUCTIONS TO CANDIDATES**

Question **ONE** is compulsory

Answer any other **TWO** questions

*This paper consists of 3 printed pages. Please turn over*

## QUESTION ONE

Consider the following excerpt from a conversation among three friends:

*Anita: Heard from Susan recently? She hasn't written or called in ages.*

*Kevin: Yeah, she sent me a letter from Indonesia.*

*Jane: Indonesia?*

*Kevin: Oh, may be it was from Brunei, I can't remember.*

*Anita: What is she doin'?*

*Jane: No, I know it must have been from Brunei 'cause she was gonna work there all year.*

*Anita: What is she doin' in Brunei?*

*Kevin: Why do you want to know?*

*Anita: I don't know, I've just been thinking about her.*

*Kevin: She's on some sort of an exchange programme. Working as a research assistant in the local university or somethin'.*

*Anita: Lucky her.*

*Kevin: Yeah. Well, I don't know. She said she was tired of working away from home and wants to come home.*

I). In the conversation above, how many turns does each participant have?

(2mks)

II). Define the following terms and identify an example of each in the conversation above:

- a). Turn-taking (3mks)
- b). Claiming the floor (3mks)
- c). Preferred response (3mks)
- d). Dispreferred response (3mks)
- e). Repair and error (3mks)
- f) Trouble source (3mks)

## QUESTION TWO

Using appropriate examples, explain three maxims of the Cooperative Principle by Grice. (15mks)

## QUESTION THREE

Read the passage below and answer the questions that follow:

*Mr Piggott lived with his two sons, Simon and Patrick in a nice house with a nice garden and a nice car in the nice garage. Inside the house was his wife.*

*'Hurry up with the breakfast, dear,' he called every morning, before he went off to his very important job.*

*'Hurry up with the breakfast, mum,' Simon and Patrick called every morning before they went to their important school.*

*After they left the house, Mrs Piggott washed all the breakfast utensils... made all the beds...vacuumed all the carpets...and then she went to work.*

*'Hurry up with the meal, mum,' the boys called every evening, when they came back from their important school.*

*'Hurry up with the meal, old girl,' Mr Piggott called every evening, when he came from his very important job.*

*As soon as they had eaten, Mrs Piggott washed the dishes...washed the clothes... did the ironing...and then she cooked some more.*

*[One evening, when the boys got home from school there was no one to greet them...]*

*(Adapted from piggy book Brown, 1989)*

- I). Identify and illustrate any cohesive devices used in the above passage and explain how they enhance textual meaning. (6mks)
- II). Explain the use of deictic expressions in the text above. (4mks)
- III). Discuss thematisation in the text above stating its significance. (5mks)

#### **QUESTION FOUR**

- I). Explain the relevance of context in the interpretation of discourse. (5mks)
- II). Describe how conversationalists allocate turns in discourse. (5mks)
- III). Illustrate the difference between cohesion and coherence. (5mks)

#### **QUESTION FIVE**

- I). Discuss J.L. Austin's Speech Act Theory as it is related to discourse analysis. (10mks)
- II). With the help of examples, draw five differences between spoken and written discourse. (5mks)

//END//