

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF HUMANITIES & INSTITUTE OF DISTANCE EDUCATION**  
**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**  
**SUPPLEMENTARY EXAMINATION**  
**JULY 2014**

**COURSE NAME:** CONVERSATIONAL ANALYSIS  
**COURSE CODE:** ENG 303 / IDE-ENG303  
**DURATION:** TWO (2) HOURS

**INSTRUCTIONS:**

1. This paper consists of four (4) Questions.
2. Question 1 is compulsory.
3. Choose one other question from Question 2 to Question 4.
4. Question 1 is worth thirty (30) marks and Questions 2-4 are worth twenty (20) marks each.
5. Credit will be given for answers that are clear, grammatically well-constructed and follow linguistic conventions where necessary.

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INVIGILATOR**

**QUESTION 1 (COMPULSORY)**

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**ANSWER ALL QUESTIONS**

- a) What is meant by Conversational Implicature? Give three examples [4]
- b) What is the difference between conversational analysis and discourse analysis? [6]
- c) With relevant examples explain the following:
- i. Pragmatics [1]
  - ii. Discourse community [1]
  - iii. Collaborative performatives [2]
  - iv. Face Threaten Acts (FTAs) [6]
- d) Discuss the system for the organisation of turn-taking in conversation. [10]

**[TOTAL: 30 MARKS]**

**QUESTION 2**

With relevant examples discuss two important aspects of institutions using the example 'education'. [20 marks]

**QUESTION 3**

Using relevant examples, explain the following:

- a. Metalinguistic performative [2]
- b. Speech maintaining cues [4]
- c. Turn taking construction unit [4]
- d. Conversational Implicature [6]
- e. Infringing a maxim [4]

**[TOTAL: 20 marks]**

**QUESTION 4**

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Austin's (1976) Performative Hypothesis attempted to describe the total speech act in the total speech situation. In detail discuss the reasons behind the downfall of the Performative Hypothesis.

**[20 marks]**