



FACOLTÀ DI STUDI UMANISTICI
CdL Lingue e Comunicazione

Lingua Inglese 2

LESSON 1

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a.a. 2022-2023



Outline

- From structural to functional linguistics
- An introduction to Discourse Analysis
- Microfunctions: Austin & Searle
- Macrofunctions: Jakobson

What is the difference between
structural linguistics and
functional linguistics?

Structural Linguistics or Structuralism

Language is conceived as a self-contained, self-regulating system, whose elements are defined by their relationship to other elements within the system. It is derived from the work of the Swiss linguist Ferdinand de Saussure and is part of the overall approach of structuralism. Saussure examined language as a dynamic system of interconnected units.

Structural Linguistics or Structuralism

The French term *langue* (an individual language) encompasses the abstract, systematic rules and conventions of **a signifying system**; it is independent of, and pre-exists, the individual user. It is the concept of any language as a semiological system, a social fact, and a system of linguistic norms.

It involves the **principles of language**, without which **no meaningful utterance**, or *parole*, would be possible. In contrast, *parole* ('speech') refers to the concrete instances of the use of *langue*.

Structural Linguistics or Structuralism

French has **two words corresponding** to the English word *language*:

Langue, which is primarily used to refer to individual languages such as French and English;

Langage, which primarily refers to language as a general phenomenon, or to the human ability to have language.

Langue therefore corresponds **to the common meaning of *language***, and the pair ***langue versus parole*** is properly expressed in English as **'*language versus speech***, so long as *language* is to be taken as a description of an (ultimately lifeless) immaterial sign system.

it is the concept of any language as a semiological system, a social fact, and a system of linguistic norms.

Structural Linguistics or Structuralism

Parole

Parole means 'speech'. Saussure intended for it to mean both the **written and spoken language** as experienced in everyday life; it is the precise utterances and use of *langue*. Therefore, *parole*, unlike *langue*, is as diverse and varied as the number of people who share a language and the number of utterances and attempts to use that language.

- Semiotics –

- ***Sign = Signifier + Signified***
- ***SIGNIFIER*** = physical representation of a thing or of a concept. It is the FORM or the EXPRESSION (a sound, a word, a photograph, a facial expression, a painting of a pipe, etc.)
- ***SIGNIFIED*** = meaning. It is the CONTENT. The CONCEPT or OBJECT that's represented. The concept or object might be an actual pipe, the command to stop, a warning of radioactivity.
- ***THE SIGNIFIED, OR CONTENT may be:***
 - *denotative* (the 'brain' definition)
 - *connotative* (the 'deeper' meaning - see, for ex., the word 'dog').

Denotation

is the literal meaning of a word

Connotation

*is adding attitude to a
word*

HOME

- Denotative (TAXONOMIC) Meaning:
 - Home is a word included in a system where things are named and organized.
 - It is classified: **A place where one lives, a residence**

Connotative (SYMBOLIC) Meaning:
A place of security, confort

In the film The Wizard of Oz, Dorothy says:
«There is no place like home»

WHAT DID SHE MEAN?

and family

Saussure is also known for introducing several basic dimensions of semiotic analysis that are still important today.

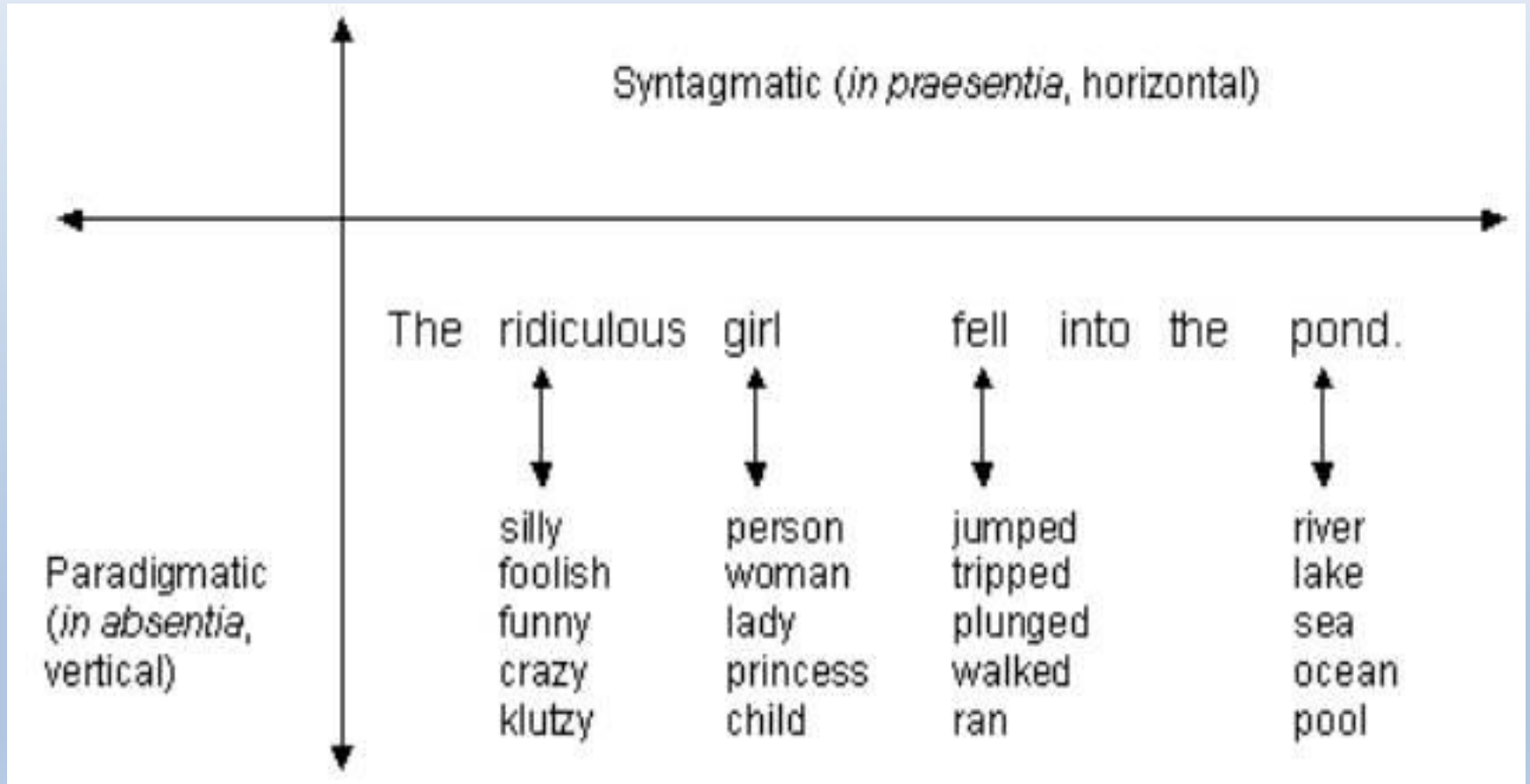
Two of these are his key methods of **syntagmatic** and **paradigmatic** analysis.

The former defines units syntactically (the surface structure of language). Studies the relation of words that co-occur in the same sentence

Syntagmatic means that one element selects the other element either to precede it or to follow it. For example, the definite article "the" selects a noun and not a verb.

Paradigmatic analysis defines its units lexically, according to their contrast with the other units in the system. It refers to the semantic relation between words that can be substituted with other words in the same category.

Syntagmatic and Paradigmatic analysis.



- ✓ **Functional theories** of language propose that since language is fundamentally a tool, it is reasonable to assume that its structures are best analyzed and understood with reference to the **functions** they carry out. These include the tasks of conveying meaning and contextual information.
- ✓ **Functional theories** take into account the **context** where linguistic elements are used and study the way they are **instrumentally useful or functional in the given environment**. This means that functional theories of grammar tend to pay attention to **the way language is actually used in communicative context**. The formal relations between linguistic elements are assumed to be functionally-motivated.

DISCOURSE LEVEL

Sentence Connectivity

Larger than the sentence text

We arrived at the shop just as the butcher was clearing away. As a result the big dogs enjoyed their unexpected bones, and the little puppies liked the scraps.

SENTENCE LEVEL

Sentence

the big dogs enjoyed their unexpected bones, and the little puppies liked the scraps.

CLAUSE LEVEL

Clause

the big dogs enjoyed their unexpected bones

PHRASE LEVEL

Phrase

their unexpected bones

WORD LEVEL

Word

un- expect -ed

From structural to functional

- Structural approach: how things are composed (their internal structure)
 - Functional approach: what the unit does
- ✓ Function of syntactic units:

Mary	liked	The gift
Subject	Verb	Object/Complement
Senser	Process	Phenomenon
Theme	Rheme	

From structural to functional

- Mental clauses are concerned with our experience of the world of our own consciousness. Mental clauses consist of a **Senser**, which is a human participant, and a **Phenomenon**, that which is felt, thought about, perceived. **The Process** is represented by the predicate itself.

Mary	liked	The gift
Subject	Verb	Object/Complement
Senser	Process	Phenomenon

From structural to functional

- The **Theme** is the element which serves as the point of departure of the message, it is that with which the clause is concerned. The rest of the message, the part in which the **Theme** is developed, is called the **Rheme** (Halliday 1995: 37)

Mary	liked	The gift
Subject	Verb	Object/Complement
Senser	Process	Phenomenon
Theme	Rheme	

- The function of language varies with context.

According to Halliday (1994) most language functions can be gathered under three major categories:

- a. interaction between and among characters,
- b. expression of experience,
- c. construction of texts.

Halliday summed up these grammatical uses under three functional headings:

- **the interpersonal** (enacts human relationships)
- **the experiential** (expresses what is going on)
- **the textual** (orders the elements of a message to fit the immediate context)

-

Discourse Analysis



1- Language in Use

Discourse is one of the most significant concepts of modern thinking in a range of disciplines across of humanities and social sciences.

Why?

Because it concerns **the ways language** works in our engagements with the world and our interactions with each other, so creating and shaping the social, political and cultural formations of society.

TO STUDY **DISCOURSE** IS THEN TO STUDY **LANGUAGE IN ACTION**, LOOKING AT TEXTS IN RELATION TO THE **SOCIAL CONTEXTS** IN WHICH THEY ARE USED.

DISCOURSE: an overloaded term, because it is connected with almost everything that goes on in the world, and thus **covers a RANGE OF MEANINGS**:

- ✓ Speech and writing to consider conventions and social situations;
- ✓ But also institutionalized ways of thinking that define our social lives.

(Hyland K. & Paltridge B. 2011)

Discourse Analysis

Language in Use



D.A. deals with language in context, linking the text/utterance with its social situation.

Born in the 1960s and 1970s out of work in different disciplines: linguistics, psychology, anthropology, sociology.

(Cfr. *The Bloomsbury Companion to Discourse Analysis*, 2011)

- ✓ Contribution of semiotics and the French structuralists' approach to the study of narrative.
- ✓ Dell Hymes's communicative competence: speech in social settings (1964);
- ✓ Language as social action: **speech-act theory, conversational maxims** (Austin, 1962; Searle, 1969, Grice, 1975), **pragmatics**, i.e. the study of meaning in context (Levinson, 1983; Leech, 1983).

Discourse Analysis

Language in Use



Every day we encounter or take part in a wide range of different types of spoken interactions....

Each situation has its own conventions and formulae, different role relationships, different purposes and different settings.

Discourse analysis is interested in all the above creating a fundamental distinction between:

LANGUAGE FORMS (grammatical, lexical, phonological) and

DISCOURSE FUNCTIONS (what we do with the language)

Discourse Analysis

2- Communication



Proposition (we talk about something)

Reference (we make a connection with context)

Speech Act Theory (John Austin 1962, John Searle 1969)

Locutionary Act

Illocutionary Force

Perlocutionary Effect

Discourse Analysis

2- Communication



Speech Act Theory (John Austin 1962, John Searle 1969)

Locutionary Act

Illocutionary Force

Perlocutionary Effect

“Is there any salt?”

In uttering the locution "Is there any salt?" at the dinner table, one may thereby perform the distinct **locutionary act** of uttering the interrogatory sentence about the presence of salt, as well as the **illocutionary act** of requesting salt (**illocutionary force of request**), and the further **perlocutionary effect** of causing somebody to hand one the salt.

Discourse Analysis

2- Communication



Speech Act Theory (John Austin 1962, John Searle 1969)

Direct and Indirect Speech Acts

Example (after a dinner with friends):

Man: Let's have coffee at our place

Wife: You're working tomorrow.....

This is an *indirect speech act*. The wife could have expressed the same message with a *direct speech act*:

Man: Let's have coffee at our place

Wife: I am tired, I want to go to sleep

Discourse Analysis

2- Communication



Speech Act Theory (John Austin 1962, John Searle 1969)

Direct and Indirect Speech Acts

Direct Speech Act: grammatical form and communicative function (i.e. illocutionary force) correspond.

Indirect Speech Act: grammatical form and communicative function do not correspond.

Is there any salt??

Other examples (requests and proposals):

- Would you like to meet for a coffee? - I have class....
- Can you call Samantha?
- **It's cold outside...**
- The tea is really cold!

Language microfunctions (1)

- Language is used to reach diverse purposes
- J. Austin (1962) speech acts:
 - Locutionary – literal meaning
 - Illocutionary – communicative force
 - Perlocutionary – effect/reaction in the addressee/recipient

LOOK AT THE ABILITY OF A SENTENCE TO PERFORM
ACTIONS

Language microfunctions (1)

“The key to cooking juicy chicken without a spit in this healthy recipe is high heat and dark meat.

The yogurt in the marinade gives the chicken both its tender texture and its alluring charm.

The yogurt in the sauce, along with crunchy cucumbers and herbs, keeps the flavors bright”

Language microfunctions (1)

“Combine 1/4 cup yogurt, onion, 1 tablespoon lemon juice, 2 garlic cloves, coriander, cumin, allspice, pepper, 3/4 teaspoon salt and turmeric in a large bowl. Add the chicken and rub the yogurt mixture into it. Cover and refrigerate it for 1 hour or up to 3 hours”.

Language microfunctions (1)

Tulips in Sardinia: A Touch of Holland on the Island

Spring is in bloom once again in multi-coloured hues of the most beautiful event of the season!

Deep in the greenbelt of southern Sardinia's Turri, boundless fields full of thousands of tulips await you for the third edition of *Tulips in Sardinia*.

This is a unique event dedicated to this beautiful exhibition of nature.

Language microfunctions (2)

- Searle's (1969, 1976) taxonomy of speech acts (microfunctions):

Speech Acts	Purpose	Types
Representatives (Assertives)	Representation LOCUTIONARY SA	Stating, telling, insisting
Expressives	Stance ILLOCUTIONARY	Deploring, admiring
Verdictives	Assessment ILLOCUTIONARY	Assessing, estimating
Directives	ask for action on the receiver's part PERLOCUTIONARY	Ordering, requesting, warning, prohibiting, daring
Commissives	Commitment ILLOCUTIONARY	Promising, vowing, pledging
Declarations	Declaration - ILLOCUTIONARY	Blessing, baptizing, dismissing

- Searle's (1969, 1976) taxonomy of speech acts (microfunctions):

Speech Acts	Purpose	Types
Representatives (also Assertives)	Representation, tell how things are- LOCUTIONARY	Stating, telling, insisting <i>«No one makes a better cake than me».</i>
Expressives	Stance, how the speaker feels about something ILLOCUTIONARY	Deploring, admiring <i>«I am sorry that I lied to you».</i>
Verdictives	Assessments about the addressee - ILLOCUTIONARY	Assessing, judging, estimating <i>“I congratulate you for performing so well”</i>
Directives	ask for action on the receiver's part PERLOCUTIONARY	Ordering, requesting, warning, prohibiting, daring <i>“Could you close the window, please?”</i>
Commissives	Committing the speaker to do something about the future ILLOCUTIONARY	Promising, vowing, pledging <i>«I'm going to Paris tomorrow”</i>
Declarations	Declaration They change the state of the world in an immediate way ILLOCUTIONARY	Blessing, baptizing, dismissing <i>Ex: “You are fired, I swear, I beg you”.</i>

Representatives

Speech acts that commit the speakers/writers to the truth of their expressed statements:

«The Nuragic civilization, also known as the Nuragic culture, lasted from the 18th century BCE (Bronze Age) up to the Roman colonization in 238 BCE».

Expressives

Speech acts that state how the speaker/writer/addresser feels about. His attitudes and emotions about what is being said.

«I'm so sorry!»

«I am very disappointed...»

«What a great day!»

In writing, these occur through the use of verbs, adjectives and adverbs that can take a particular communicative force.

Verdictives

Speech acts that give assessments or judgements about the hearer :

«Congratulations for your performance»

Since these utterances present the speaker's assessment of the addressee's previous action(s) or of what has befallen the addressee, they are retrospective. For examples:

- 1 I accuse you of putting on airs.
- 2 I congratulate you for performing so well.
- 3 The Mayor blamed the media for not accurately reporting his accomplishments.

Directives (Perlocutionary force)

Speech acts that cause the hearer or reader to take a particular action, to force the reader/hearer to do something:

May I have some soda?

Do your homework!

Fly Emirates

Add 3 cups of sugar

Do come in now, don't keep standing outside.

Let us pray in peace, do not make any noise.

Do not disturb us, we will be sleeping in late tomorrow.

Commissives

Speech acts that the speakers use to commit themselves to future actions.

Promises, pledges, refusals, threats that the speaker takes to make the **WORLD FIT THE WORDS** (via the speaker)

«I'll be back soon»

«We will not do that»

Declaratives

Speech acts that change the world around via their utterance/words:

«I now pronounce you man and wife»

«I sentence you to 6 years of prison»

«The ball was out!»

Microfunctions (Austin and Searle)

London, the capital of England and the United Kingdom, is a 21st-century city with history stretching back to Roman times.

At its centre stand the imposing Houses of Parliament, the iconic 'Big Ben' clock tower and Westminster Abbey, site of British monarch coronations.

Across the Thames River, the London Eye observation wheel provides panoramic views of the South Bank cultural complex, and the entire city.

Microfunctions (Austin and Searle)

It's little wonder London, England is one of the world's top tourist destinations, attracting upward of 20 million visitors each year from around the world. Britain's capital city is a vibrant arts and entertainment center (its theaters are always busy), and 50 years after The Beatles, the country's music scene still rocks.

London also offers one of the planet's greatest concentrations of cultural attractions. From royal palaces to the people's parliament, from museums and cathedrals to riding a giant Ferris wheel for breathtaking views over the River Thames, you could spend endless days exploring London's best sightseeing locations without ever running out of unique things to see and do.

To help you make the most of your London travel itinerary, be sure to refer often to our list of the top tourist attractions in London.

Microfunctions (Austin and Searle)

The French government says older people with pre-existing conditions can now get AstraZeneca's Covid-19 vaccine, revising its stance on the issue.

"People affected by co-morbidities can be vaccinated with AstraZeneca, including those aged between 65 and 74," the health minister said.

Last month France approved use of the vaccine for under-65s only, citing lack of data for older people.

Language macrofunctions

Jakobson's acts of verbal communication

The well-known model of the **functions of language**, introduced by the Russian-American linguist Roman Jakobson (1960: 350-377), distinguishes six elements, or **factors of communication**, that are necessary for communication to occur:

- (1) addresser (sender), (2) addressee (receiver),
- (3) context , (4) message, (5) contact,
- and (6) common code.

Jakobson's act of verbal communication

	CONTEXT	
ADDRESSER	MESSAGE	ADDRESSEE
	CONTACT	
	CODE	

Each factor is the focal point of a relation, or function, that operates between the message and the factor.

Macrofunctions (Jakobson 1960)

	REFERENTIAL	
EMOTIVE	POETIC	CONATIVE
	PHATIC	
	METALINGUAL	

The functions are the following, in order:

- (1) emotive ("Yuck!"),
- (2) conative ("Come here"),
- (3) referential ("The Earth is round"),
- (4) poetic ("Smurf")
- (5) phatic ("Hello?"),
- (6) metalingual ("What do you mean by 'krill'?"),

- Emotive f.: internal states and emotions of the addresser (1st p. *I*, interjections, personal style)
- Conative f.: aims at influencing the internal states and emotions of the addressee (2nd p. *you*, vocative & imperative)
- Referential f.: informative function (3rd p., objects, events, facts in the context; nominalisation, premodification, passives, stative verbs; less formal, 1st p.p. & dynamic active verbs)

- Poetic f.: aesthetic f., the form of the message (sound-effect, rhythm, figurative language, phonological resemblance) as a crucial part of the message meaning & force
- Examples: political slogans, ads, sayings.
- Phatic f.: sets contact between the addresser and the addressee (opening and checking the channel of communication)
- Examples: Can you hear me?, Well, here we are. I see.
- Metalingual f.: “attention on the code to clarify or re-negotiate it” (Ulrich 29), e.g. *what do you mean?*

Therefore...

- Close to text types & discourse genres
- Writer's communicative purpose
- Although multifunctional, one predominant function & typology
- ✓ **Emotive (expressive) function** -> author-centred (author's feelings)
 - Characterised by: author's personal style + idiosyncrasies
 - Ex.: literary texts, autobiographies, speeches, author's prefaces, personal correspondence

- ✓ **Referential (informative) function** -> content-centred (information provided)
 - Not the author's feelings but the content
 - Ex.: textbooks, technical reports, scientific articles
- ✓ **Conative (vocative) function** -> reader-centred (affecting the reader's behaviour)
 - Ex.: Advertising, propaganda, official recommendations, polemical & persuasive writing
 - Use of lg geared towards the receiver
 - Use of formality in addressing people: you < tu, Lei, loro

Tulips in Sardinia: **A Touch of Holland** on the Island

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Deep in the greenbelt of southern Sardinia's Turri, boundless fields full of thousands of tulips await you for the third edition of *Tulips in Sardinia*. This is a unique event dedicated to this beautiful exhibition of nature.

The event is ideal for adults and children offering a special occasion to spend time with family, friends...

Read

- Widdowson 2007, pp.12-14
- Ulrich 1992, pp. 32-51

a. Emotive function (1)

Expressing feelings and states

- Aka “**expressive**” or “**affective**”
- Focuses on the **addresser/sender/speaker/writer**
- Personal expressions of feelings, attitudes, opinions
- The addresser's own attitude
- **towards the content of the message:** positive, negative, ironical, sentimental...
- **towards the addressee:** equality, authority, personal, impersonal, solidarity, in/formality...

Emotive function (2)

- Expressive texts: **autobiography, political speeches, personal correspondence, monologue**
- Grammar: **1st person, emphatic speech, exclamative sentences, interjections** (sudden surprise, pleasure or annoyance): *Bah!, Oh!, Yuck!, Ouch!, Wow!*
- Other expressions that add information about the addresser's internal state, e.g. *Wow, what a view!*

Emotive function (3)

- I'm very happy with my new shoes.

(emotive/expressive function → focus on the addresser)

Codes

- 1) 1st person
- 2) self-projection
- 3) exclamations, interjections

Topics & themes

- 1) to talk about oneself
- 2) to talk about one own's emotions/feelings

Emotive

(these
are my
emotions)



b. Conative function (1)

Influencing addressee's behaviour

- Aka “**vocative**” or “**directive**”
- Focuses on the **reader/hearer/addressee/receiver**
- Used to call upon the addressee to act, think or feel, to react in the way intended by the text
- Aim: to produce a certain effect/response on the addressee, to convince, to persuade:
 - Explicit – order, request, demand, warning, advice...
 - Implicit – through expressive means changing people's mind

Conative Function (2)

- Conative/directive texts: requests, instructions, advertisements, propaganda, theses, popular fiction, contracts, orders, prayers
- Grammar: 2nd person, pronouns, forms of address, infinitives, some modals, vocatives, exhortatives, imperatives, e.g. *Tom! Come inside and eat!, Drink!, Go Away!, Are you ready to go?, Touch me*

Conative Function (3)

▶ Fasten your seat belt!

(conative / directive function → focus on the receiver)

Codes

- 1) 2nd person
- 2) imperatives, vocatives
- 3) exhortatives
- 4) questions

Topics & themes

- 1) prayers, exhortations, instructions
- 2) orders, requests, advice
- 3) advertisements

Conative

(claim about
the receiver)

YOU
ARE T
STOPID

...to make your own food choices. At least according to the food police and government bureaucrats who have proposed "fat taxes" on foods they don't want you to eat. Now the trial lawyers are threatening class-action lawsuits against restaurants for serving America's favorite foods and drinks.

We think they're going too far.



It's your food. It's your drink. It's your freedom.

Find out more about attacks on your favorite foods and drinks at:

ConsumerFreedom.com

c. Referential function (1)

Imparting information

- Aka “**informative**”, “**denotative**”, “**cognitive**”
- Focus on **content, context and the referent**
- Explanation, definition, description
- The core is the external situation, the facts of a topic, the reality outside language, included reported ideas or theories
- The context is what is being spoken of, what is being referred to

Referential function (2)

- Referential texts: textbook, technical report, scientific paper, thesis, minutes or agenda, newspaper article (scientific, technological, commercial)
- Identify and characterise phenomena: impersonal, objective, formal, non-emotive style (but it depends on the genre)
- Grammar: 3rd person, **definite descriptions, assertions about the context, deitic words**: *The earth is round, Water boils at 100 degrees*

Referential function (3)

- ▶ It was a burning hot day; the air was stifling; one could hardly breathe even near the sea.

(informative / referential function → focus on the context)

Codes

- 1) deixis: here, there, now, tomorrow, this, near, own, your
- 2) 3rd person
- 3) simple past

Topics and themes

- 1) past, present
- 2) scientific facts
- 3) explanation, information

Referential (outside the text)



**Every cigarette we smoke makes
fatty deposits stick in our arteries.**

We'll help you give up before you clog up completely. bhf.org.uk



Registered Charity No. 245421

d. Phatic function (1)

Checking or establishing contact

- Aka “**interactional**”
- Associated with the **contact/channel** factor
- Used to establish or maintain contact
- Establishes, prolongs, discontinues communication: we use it to know whether the channel works or whether the contact is still there

Phatic function (2)

- Phatic/interactional texts: greetings, casual discussions on the weather/with strangers, messages to open, maintain, verify contact
- **Small talk, attention getters, channel checkers, greetings** e.g. : *Hello!, Are you listening?, Do you hear me?, Hey, you... May I have your attention?, How are you?, Have a good weekend!, See you tomorrow, Did you have a good Christmas?, Isn't it hot today?, Do you know what I mean?*

Phatic function (3)

▶ Nice weather today!

(phatic function → focus on the contact/channel)

Codes

- 1) small talk
- 2) attention getters
- 3) channel checkers

Topics & themes

- 1) greetings
- 2) casual discussions
- 3) to verify channel/contact

Phatic

(checking the channel)

TWO HOURS TALKING TECHNICAL, OR TEN MINUTES TALKING TISCALI?

Can you remember when a RAM was a sheep with horns, bytes were something you took out of cookies? And cookies - they were something to enjoy with a cup of tea?

Naturally, you need to harness the power of technology. But frankly, you don't need to spend hours jockeying with jargon, just to make it make sense.

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e. Metalinguistic function (1)

Negotiating or checking the language

- Aka “**metalingual**”, “**reflexive**”
- Deals with the **code** itself
- It is the function of language about language, language used to explain, discuss or describe itself

Metalinguistic function (2)

- Used whenever addresser and addressee need to check whether they use the same code and when the language is used to speak about language
- **Questions or explanations of terminology or phraseology, statements about language/grammar, terminology of linguistics:** *What do you mean when you say...?, What do you mean by...?, literally, so-called, sometimes known as, How do you say codice in English?, “Cat” is a singular noun, Would is a modal verb*

Metalingual function (3)

- ▶ Is he speaking English?
(metalingual function → focus on the code)

Codes

- 1) questions
- 2) explanations of phraseology
- 3) statements about grammar and linguistics

Topics & themes

- 1) language to talk about language
- 2) ambiguity/misunderstanding

When you say
you wouldn't take a million for them
... Do you mean it?



After all, it's HUMAN MILEAGE that counts

Some things are beyond all thought of price comparison. To "save" a few dollars in the price of tires is not important when the extra quality of The General Tire may save the lives of those you "wouldn't take a million for". Their safety is beyond all thought of bargaining.

The small extra cost of General Dual-Traction is reassuring.

Most important is the extra protection against blowouts . . . and the safety of General's dual-action tread.

It means safe *running* traction and the ability to *stop* quickly, even on wet pavements.

**THE
GENERAL
TIRE**



© 1950 THE GENERAL TIRE & RUBBER CO. AARON: 12412

Metalingual

(can you explain it any better?)

asking questions about the meaning

f. Poetic function (1)

Foregrounding linguistic structures

- Aka “**aesthetic**”
- Oriented toward the message, its sound and shape, focus on the message “for its own sake”
- Messages convey more than just the content
- Includes more than poetry: rhetorical figures, pitch or loudness
- Aim: arouse emotions, feelings and thoughts through the sound and the musicality of words

Poetic function (2)

- Language is used in a creative way
 - ▶ Imagery such as metaphor, simile, puns, allegory, assonance, rhymes, slogans, images, sounds, colours...



Poetic function (3)

▶ It was a beautiful warm day; the air was like velvet; the sea air was invigorating.

(poetic function → focus on the message)

Codes

- 1) rhetorical devices and figurative language
- 2) metaphor, simile, puns, contrastive pair
- 3) repetition, rhyme, alliteration, ellipsis

Topics & themes

- 1) politics, art, advertising
- 2) quotes and slogans

Poetic function (3)

- The poetic function, which Jakobson regarded as of particular important for the study of literature, is relevant to the study of ads.
- The poetic function causes the FOREGROUNDING of linguistic elements, against the background of the norms of the language.
- Deviant forms create compressed meanings, for they evoke both the form from which they deviate, and themselves.

Poetic function (3)





Poetic

similarly
unique.

www.iloveoxymorons.com

Shabby Chic
boutique - hamra

So what?

- We can hardly find verbal messages that fulfil
ONLY ONE function
 - Not a monopoly of some/one of these several functions but a different
HIERARCHICAL ORDER OF FUNCTIONS

Look for the PREDOMINANT FUNCTION