

LAIKIPIA



UNIVERSITY

# UNIVERSITY EXAMINATIONS

**1<sup>ST</sup> SEMESTER 2025/2026 ACADEMIC YEAR**

**SECOND YEAR EXAMINATIONS FOR  
BACHELOR OF EDUCATION (ARTS)**

**ENGL 321: DISCOURSE ANALYSIS**

***STREAM: BED(ARTS)***

***TIME: 2 HRS***

***DAY: FRIDAY (11.30AM-1.30PM)***

***DATE: 6/2/2026***

**THIS QUESTION PAPER CONSISTS OF THREE (3 PAGES)**

**PLEASE DO NOT OPEN UNTIL THE INVIGILATOR SAYS SO.**

**INSTRUCTIONS:**

- **Question 1 is compulsory.**
- **Answer ANY OTHER TWO questions.**
- Use appropriate examples, cite scholars where necessary, and pay attention to clarity and coherence.

**QUESTION ONE: COMPULSORY (30 Marks)**

**Answer ALL parts. Each part carries 5 marks.**

- Define **discourse analysis** and explain its relevance in analyzing everyday communication. **(5 marks)**
- Distinguish between *locutionary*, *illocutionary*, and *perlocutionary* acts using brief examples. **(5 marks)**
- Outline any **two principles** of Grice's Cooperative Principle (1975) and explain how they affect meaning in interaction. **(5 marks)**
- Explain how **context** influences interpretation in discourse. Use an example from a classroom or workplace setting. **(5 marks)**
- Differentiate between **cohesion** and **coherence** in discourse. Provide one example of each. **(5 marks)**
- Identify three features of **spoken discourse** and explain their analytical significance. **(5 marks)**

**QUESTION 2: (15 Marks)**

You have been appointed to train CBE English teachers on how to integrate **discourse analysis** in lesson planning and delivery.

- Explain how understanding discourse can improve learner communication skills. **(5 marks)**
- Describe two classroom activities that use discourse analysis to teach effective speaking or writing. **(6 marks)**
- Suggest two assessment methods that could evaluate learners' use of discourse effectively. **(4 marks)**

**QUESTION 3: (15 Marks)**

Below is a brief media excerpt:

*"The hardworking citizens of our great nation deserve leaders who listen, not those who enrich themselves."*

- a) Identify and discuss the **presuppositions** in the statement. (5 marks)
- b) Analyze the **power relations and ideology** presented in the excerpt using **Critical Discourse Analysis**. (6 marks)
- c) How might the audience's interpretation vary based on context or political affiliation? (4 marks)

**QUESTION 4: (15 Marks)**

Compare and contrast **Critical Discourse Analysis (CDA)** and **Conversation Analysis (CA)** in terms of the following:

- a) **Focus and Theoretical Foundations** (5 marks)
- b) **Methodological Approaches** (5 marks)
- c) **Applications and Limitations** (5 marks)

Use examples to support your answer.

**QUESTION 5: (15 Marks)**

Analyze the short conversation below:

**Student:** "I don't get this topic at all."

**Teacher:** "Let's go over it again together."

**Student:** "Thanks, that helps."

- a) Identify the **speech acts** in each turn and explain their function. (6 marks)
- b) Discuss the role of **inference** and **politeness** in the exchange. (5 marks)
- c) What contextual factors influence how this conversation is understood? (4 marks)