CHAPTER - IV

DISCOURSE COMPETENCE

4.1. What is discourse?

The term 'discourse' is used in a general sense to refer to any naturally occurring stretch of language, spoken or written. Though text also refers to a stretch of language, discourse is more than a text. 'Text is sentences in combination, and discourse is sentences in use.' (Widdowson 1979)

N. Krishnaswamy et al (1992:102) bring out the distinction between a text and a discourse in very simple terms. "A signboard with the utterance 'Speed breakers ahead' kept in a painter's shop with many other signboards is a text; the same signboard placed on the road in its appropriate context becomes a piece of discourse since it communicates a message to the users of the road."

Accordingly, Discourse Competence, the fourth sector of Hymes' Communicative competence, is characterized in terms of communicative actions and not in terms of linguistic forms.
4.1.1. Approaches to discourse:

4.1.1.1. Discourse in relation to function:
Discourse analysis is necessarily the analysis of language in use. The main purpose of the discourse analyst is to study what language is used for. According to Brown and Yule (1983:1) there are two functions of discourse: transactional and interactional. In the transactional view the most important function of language is to transmit information. Language used in such a situation is primarily 'message-oriented'. The interactional function of language is concerned with the use of language to establish and maintain social relationships, like negotiating role-relationships, peer-solidarity.

4.1.1.2. Discourse in relation to context:
Discourse is also bound by culture and context. DA is concerned with the study and interpretation of the relationship between language and its contexts, looking beyond the formal rules operating within sentences, considering the people who use language, and the world in which it happens as well. According to Brown & Yule (1983: 3), Grice's (1975) Cooperative Principles is widely used to study language as a social
interaction phenomenon based on the setting. This principle of cooperation in exchange means that we make our conversational contribution such as is required, according to the context in which it occurs. There are four categories of maxims: the maxim of

*quantity* (to say as much is required),

*quality* (to say what is true),

*relation* (to say what is relevant), and

*manner* (to say things clearly avoiding ambiguity).

4.1.1.3. *Discourse in relation to structure:*

There are formal links even between sentences in discourse. For example, there are rules within discourses, limiting which sentence can follow another one. This explains that discourse is a stretch of language longer than a sentence. Discourse Analysis recognizes that meaning is conveyed not by single sentences but by more complex exchanges, in which the participants' beliefs and expectations, the knowledge they share about each other and the world, and the situation in which they interact, play a crucial part. It is not just a succession of speech acts but something more: it studies how basic units form larger units to realize certain functions like giving information, asking
for help, inviting, seeking advice, giving advice, and so on. Therefore coherence and cohesion are two important aspects of discourse.

Coherence is the degree to which a piece of discourse 'makes sense'. The quality of being meaningful and unified is coherence. A coherent discourse has a high degree of 'connectedness' provided very implicitly. And the skilful use of connections has been recognized as an essential part of good speaking and writing. What matters in discourse is not its conformity to rules, but the fact that it communicates and is recognized by the receivers as coherent.

Cohesion is the presence of explicit linguistic links which provide structure,. Unlike coherence, these are often of a grammatical nature Effective communication is achieved only by proper use of coherence and cohesion.

DA therefore takes communicative function of language as its primary area of investigation and seeks to describe linguistic form as a dynamic means of expressing intended meaning. DA is a descriptive exercise, not a prescriptive one. It does not say how a
writer/speaker should organize his/her discourse, but characterizes how they typically do so.

As the research study attempts a description of the communicative competence of the EIE users, the analysis of the data at the level of discourse takes into account all the three aspects of discourse that have been discussed. The study involves both written and spoken discourse, and hence samples include academic letters, circulars, essays, scripted and unscripted speeches, casual conversations and exchanges.

The analysis therefore is directed towards two important aspects:
1. The communicative function intended by the speaker/writer, and how it is processed both by the producer and by the receiver.
2. The organization patterns of the discourse in relation to coherence and cohesion.

In order to list the various communication functions intended in the data, the following elements of communication were identified in each sample:

The addressee, the addressee, the channel (the medium), the message form, the topic, the code, the setting.
4. 2. Analysis:

The samples were analysed in detail taking into consideration the tripartite approach to discourse:

- in relation to function,
- in relation to context: recognizing the importance of Gricean Maxims
- in relation to structure

The following framework was designed to ensure a systematic pattern in the analysis:

a) What is the intended function of the text? In other words the function of the discourse.
b) Are the cooperative principles of Grice followed or flouted by the users? This relates discourse to context.

Is the text coherent? What are the cohesive devices that help the text to cohere? This shall analyse the discourse structure.
d) Is the intended communication achieved/delayed/distorted?

In the analysis, the symbols DF, DC and DS are used to refer to Discourse Function, Discourse Context and Discourse Structure respectively, to facilitate easy reference.
In order to ensure clarity, the samples have been classified into spoken and written discourse as follows:

**Spoken discourse**: Unplanned (casual conversation, discussions and speeches)  
Planned (scripted speeches)

**Written discourse**: letters, articles, announcements

4.2.1. **Spoken discourse**: unplanned

1. **offering a compliment**:

   M: *did you buy this saree here?*

   L: *what does he say?*

   S: *I think he wants to pay you a compliment that this saree suits you.*

   L: *what liberty you people take!*

   M: *I know that this is inappropriate. If I'm mistaken, I'm sorry.*

**Setting**: college staff room  
teachers having an informal conversation  

**addressor/addresssee**: colleagues
DF:

**Macro function:** offering a compliment - indirectly suggested by 'pay you a compliment'

**Micro functions:**
- asking a question
- offering a clarification
- giving a suggestion
- offering an apology

DC:

Text flouts Grice's maxims of manner and relevance because the discourse function of 'offering a compliment' is done pragmatically.

DS:

This is purely an unplanned discourse where there is no one to one relation between form and function. The shift in communicative function from that of offering a compliment to that of offering an apology is purely culture-specific. Among EIE users, it is socially inappropriate for strangers, particularly men, to compliment a woman's appearance. The discourse however is successful in fulfilling the speaker's intended function as it evokes the desired response in the receiver "what liberty you
people take!" The discourse function in this piece is established pragmatically.

2. suggesting a postponement:

Principal; tomorrow is saturday.

Lecturer: is the meeting postponed?

Principal: that's okay. It can wait.

Setting: Discussion regarding a staff meeting.

Addressor/addressee: principal - lecturer

DF:

Macro function:
- postponing This is not explicitly stated but is indirectly suggested by the principal's utterance "it can wait."

Micro functions:
- giving information,
- asking for information
- giving reassurance
DC:
flouts the maxim of relevance throughout the discourse. the
utterances of the principal and the lecturer seem to be totally
unconnected.

DS:
there is no coherence in the discourse. If the lecturer had said
"then is the meeting postponed?" the text would have had some
unity.

In this example too, the discourse function of the text - that of
postponing - is established pragmatically. Saturday is generally
a holiday for the institution and hence the meeting is
postponed.

3. Giving advice:

setting: college inaugural function

addressee/addressee: principal- students

Students I know that as youngsters you don't like to listen to
elders advising you, but I need to do it now. You have now entered
college, and you must realize that there is difference between
school and college education. In schools you are given personal
attention, which is not possible in college because of the enormous
strength of each class. Though we have class teachers to ensure
personal attention, you are given slight freedom and this freedom
should not be misused. I sincerely advise you not to do it. As
students we think of college life as a golden life. If the three years
of college are made golden, you will have to face fifty years of iron
life; on the other hand, if you make these three years iron life, what
I mean is, if you work hard, be studious, listen to what your
teachers say, you will face fifty years of golden life. Friends make
this stay in college iron life so that you can enjoy fifty years of
golden life. One who wants to be a real student you must give up
comforts. One who wants to learn has neither sleep nor comforts.
This is the time for you to shape your career, your life. From our
side, we will give all that we can within our practical limitations.
Today we have a student strength of about 1500. We have a very
imposing library and it is not out of place if I say that the local
inspection committee has made a mention of our library facility that
the university appreciates the very good library, and every year we
are adding about a thousand volumes and I am thankful to our
management for this. I'm also lucky to have a team of very
dedicated staff members who are the backbone of any academic institution. You find a healthy interaction between the students and the staff and the students can feel free to ask them any questions they may have with regard to the subjects. I am also always available to our students. Hence concentrate on your studies, make use of the facilities available, and come up in life.

DF:

Macro function:

- giving advice which is made explicit in the performative 'advising you'

Micro function:

- describing the differences between college and school lives,
- offering a warning to the students of the disastrous consequences of misusing the freedom of college life,
- offering all possible help to the students,
- describing the facilities offered by the institution,
- offering a compliment to the efficient teaching faculty,
- offering help readily, and lastly by
- giving advice.
DC:
- Text flouts all the maxims of quality, quantity, manner and relevance by redundant examples and repetitions and by the use of complex constructions like *college life compared to golden life and iron life.*

One who wants to be a real student you must give up comforts.

A student is a seeker of knowledge.

One who wants to learn has neither sleep nor comforts.

DS:
- Cohesive devices are appropriately used: *It, which, because, this, though, on the other hand, from our side, within, also, them, they*

- There is no coherence because the main function of giving advice is lost in too many ideologies.

The restlessness among the audience was enough feedback to indicate that the intended function was not achieved.
4. **Introducing oneself - unplanned**

setting: interview

addressee: candidate - panel

addressor: member of the panel

S: I'm very happy to be in the midst of such an honourable group.

Good morning, sirs.

member of the panel: can you introduce yourself to the panel?

S: There isn’t much to talk about myself. I belong to a very large family and as my father was only a school teacher he could not give me quality education. After my schooling at a very ordinary school, I graduated from the Madras University with English literature as my major subject. This was because Engineering and Medicine were areas beyond my aspiration. My postgraduation was also from the same university with specialization in linguistics. I did not take up any work for sometime as I had to attend to some family problems. Then I started working in a small school near my house. My achievements have not been many. I decided that it would be better to work in a college as that gives scope for more learning. I was previously working with Mahindra Engineering College, Salem. Then I was working in Madras Christian college. Then I specialized on spoken English, now I’m specializing in English language teaching through CIEFL, Hyderabad. I’m doing my second Master’s degree in Journalism, and my MPhil was on Advertising that is how
language converts an indifferent reader into a potential customer. I analysed different advertisements, the techniques of advertisements, and this was with special reference to language, the rules of language. I have been regularly contributing to a few ELT journals in my own small measure. I hope the panel is satisfied with my humble introduction.

Panel: do you think you'd be able to take up this post of lecturer and discharge your duties to our satisfaction?

S: I only hope the panel finds me suitable enough for the post, and once I'm selected, I promise the panel that I shall definitely rise up to your expectation. I shall consider myself lucky and honoured if I'm selected by the most respectful panel.

DF:

- Macro function:
  - introducing oneself

- Micro function:
  - describing his family background, his education, work experiences in the past and in the present,
    - expressing hope and
    - giving assurance
DC:

- Maxim of manner is flouted:
  "There isn't much to talk about myself",
  "My achievements have not been many"

- Maxim of quantity and relevance flouted when the speaker gives
  a detailed account of his family, and early education, because in
  the context of the interview these details are irrelevant.

DS:

- Discourse is well structured with appropriate use of cohesive
  devices like
  
  After my schooling, this was because, as I had to, I was
  previously

- Coherence is achieved by systematic sequencing educational
  qualification and professional experience.

Another marked feature of this interview is the attitude of the
candidate towards the panel. He exalts their position by
humbling himself.

Eg

I have been regularly contributing to a few ELT journals in my own
small measure. I hope the panel is satisfied with my humble
introduction.
I shall consider myself lucky and honoured if I'm selected by the most respectful panel.

This attitude of humbling oneself could work against the candidate's appointment in a non-EIE setting. However, in the Indian setting, the addressor/addressee relationship that is essential for successful discourse performance is well maintained in this interview. The discourse function has been successfully achieved because the candidate was selected by the panel.

5. giving an order

Setting: classroom

Addressor/addressee: teacher - student

L: will you leave the class, Arun? I cannot tolerate this arrogance in class. A student is a seeker of knowledge, and you don't seem to be interested in learning.

A: I didn't do anything ma'am.

L: I'm not bound to give you an explanation. Just leave the class, will you?

A: .......

L: Are you trying to defy me? Haven't you heard the saying Acharya Devo Bhava? The voice of teachers is the voice of God.
**DF:**

Macro function:

- Giving an order **"will you leave the class?"**

  "just leave the class, will you?"

Micro functions:

- **expressing** opinion **I cannot tolerate this arrogance in class.**

- stating the hierarchical position **I'm not bound to give you an explanation**

- offering challenge **are you trying to defy me?**

**DC:**

- maxims of quantity and relevance flouted in "Achary Devo Bhava" and the English translation **The voice of teachers is the voice of God.**

**DS:** Both coherence and cohesion are achieved in the discourse. There is an absence of overt cohesive markers. However coherence is achieved because the teacher succeeded in sending Arun out of the class.
In a class room situation the power relations are so clear, and the rights and obligations of the participants (the teacher and the student) so firmly established, that not obeying the teacher can be considered an act of disobedience, even though no explicit verbal order has been used.

This exchange also brings out the impact of silence as an effective communicator.

The intended function is achieved successfully.

6. making a request:

Research student: Excuse me sir, I understand you are busy. I'll come later. I'm sorry to have troubled you during your very busy schedule. I'll come later, sir.

Director: that's okay. Tell me what can I do for you?

Research student: No its all right sir. I just wanted to talk to you regarding something. But it is not all that important. I can wait. Once again I'm very sorry to have disturbed you sir.
Setting: Director's room

DF:
- Macro function:
  - making a request
- Micro function:
  - offering help
  - making a request
  - offering an apology

DC:
- All maxims of Grice flouted due to repeated expression of apology.

I'm sorry, no, it's all right, once I'm very sorry.

DS:
- There is no coherence

The above exchange is an example of the EIE 'politeness principle'. The intended function of making a request is submerged in the profuse apologetic utterances.

4.2.2. Spoken discourse -- planned

1. offering welcome:

On behalf of this college, it gives me great pleasure to welcome everyone of you for this morning's function celebrating the inauguration of our I degree classes and we have in our midst a celebrity this morning. It is my pleasure to welcome our
principal a very dynamic person and whose every minute of his 24 hour day is dedicated to bring about a metamorphosis in the image of RBANM's from that of the oldest institution to that of a premier institution offering quality education. The celebrity this morning is Mr. X - who has readily agreed to be with us despite his very busy schedule. Mr. X is not an ordinary man. He has held many positions both in the State and Central government and we are happy to have him with us this morning.

**Setting**: College Annual Day

**Addressor/addressee**: lecturer - invitees

A lecturer welcomes the chief guest and the other invitees.

**DF**:
- Macro function:
  - offering welcome

- Micro functions:
  - expressing happiness
  - giving information about the function
  - introduce the principal
  - expressing appreciation for the principal
  - introduce the chief guest
DC:
- Gricean maxims of relevance, quantity, quality and manner are all flouted. *a very dynamic person, whose every minute of his 24 hour day is dedicated to bring about a metamorphosis in the image of RBANM's, we have in our midst a celebrity this morning.*

DS:
- Unnecessary deviation
- Lack of coherence
- Absence of cohesive devices: the first sentence ends with the mention of a 'celebrity'. When the speaker immediately says *'It is my pleasure to welcome our principal' there is a temporary misunderstanding among the audience that the principal is the celebrity, until the speaker says *'the celebrity this morning is...’*

The discourse function is not achieved because instead of welcoming the chief guest the speaker seems more inclined to flatter the principal.

The text brings to light a marked feature of EIE discourse, namely, the similarity between a scripted speech and a written text.
2. **describing**

The role of the teacher is highly cumulative and crucial in the contexts of education. It is he who actually propels the various living and non-living entities and is referred to be the leader of the classroom and facilitator of learning. In such a vulnerable situation he ought to assume a versatile position whereby there would be no blockades or obstacles in the communication channel.

**Setting:** teachers' day function

**Addressee/addressee:** chief guest - teachers

**DF:**
- Macro function: describing the role of a teacher.
- Micro functions: none

**DC:**
- The text flouts the maxims of quantity, quality, relevance and manner in excessive use of modifiers and near synonyms *highly cumulative and crucial, leader of the classroom, facilitator of learning, blockades or obstacles.*

**DS:**
- Cohesive markers are used appropriately, *it is he, in such, whereby.*
The text achieves coherence.

- Use of complex construction makes the text difficult to understand.

The discourse function of describing is not performed successfully because the listeners are unable to process the complex constructions. Such constructions are typical of writing and not of speech. However, ELF speakers are generally not aware of the distinctions between speech and writing.

**expressing an opinion**

In my opinion, the biggest enemy of our nation today is corruption. Corruption erodes the very importance and vitality of the entire social system or social fabric. Patronage and corruption has spread its tentacles in all walks of life be it promotions, transfers, postings, recruitments, awarding contracts or executing a project to name a few. Corruption will lead to 'law of jungle' which will further lead to indiscipline and unrest in all fields thus making life difficult and miserable to common man. Corruption assassimates the character and morality of the society at large. It has become a habit, a way of life. It should be contained and controlled which is the basic need today. It may not be possible to root out or
remove corruption completely but certainly it is possible to roll it down or to contain it within tolerable limits....okay, let me complete my speech.......

**Setting**: valedictory function in an institute.

**Addressor/addressee**: chief guest - trainers and students

**DF:**
- Macro function:
  - expressing opinion about corruption.
- Micro functions:
  - giving information about corruption.
  - describing the invasion of corruption,
  - predicting and giving a warning about the consequences of corruption
  - giving a note of optimism about its control.

**DC:**
- The text flouts all the maxims of the cooperative principles.
  The maxim of quantity is flouted by excessive use of modifiers and near synonyms that tend to deviate the attention of the audience. For example:

  *Biggest enemy, importance and vitals, social system or social fabric, patronage and corruption, indiscipline and unrest,*
difficult and miserable, character or morality, root out or remove, roll it down or contain

The maxims of quality and manner are foiled by the use of imagery as in

*Corruption erodes the very importance and vitality of the entire social system or social fabric.*

"*patronage and corruption has spread its tentacles*"

"*Corruption will lead to law of jungle*"

Grice's principle of relevance is ignored because both the topic and the language of the discourse are not suited to its setting, and to its audience.

**DS:**

- There are cohesive devices- its, which, it.
- The text achieves coherence only partially because it seems more

  a jumbled assortment of ideas.

Communication is therefore: distorted in this piece of discourse.

The language of this discourse is more suited to writing than to speech. The important factor of addressee relationship in pragmatics is not taken into consideration in this
These factors, therefore, make the text difficult to understand, which is revealed in the restlessness of the audience, and the speaker's assurance "Okay, let me complete my speech".

4. Offering an explanation

The following proven methods advocated in this paper would tremendously equip the teachers to select, adapt, and manipulate them as they feel appropriate to bring about a qualitative metamorphosis in teaching English to engineering students and to take the benefits to the hitherto ignored learners.

Traditional methods of teaching English are not learner centred and this fact should particularly induce English teachers in engineering colleges to restructure their teaching methods, which would immeasurably contribute to enhance their effectiveness of teaching.

This paper illuminates the need to eschew the conventional methods of teaching English and highlights communicative language teaching to equip the students with the vital skills of reading, writing, listening and speaking which will make them a success in their career.
Setting: UGC seminar

Addressor/addressee: Paper presenter - teacher participants

DF:
- Macro function:
  - Offering an explanation
- Micro functions:
  - none

DC:
- Text flouts all the maxims of Grice by the use of too many pre-modifiers:

*following proven methods*
*qualitative metamorphosis*
*hitherto ignored learners*
*tremendously equip*
*immeasurably contribute*
*vital skills*

DS:
- The use of too many modifiers distracts the focus of the text and hence there is no coherence.
- Though cohesive markers are present, they are not effective.
*Them, which, this, they*
Though this is a planned spoken discourse, it has the features of a written text which requires careful reading. The purpose of the discourse is to explain the content of the paper to be presented, in order to make it much more intelligible. On the contrary, the discourse makes it further complicated. There is therefore total distortion of communication.

5 recommending a career:

Thanks to the liberalization, India is witnessing a prolific growth in industries and business houses which demand articulate young men and women to carry out their business. Young students in our schools and colleges seem, of late, to be supremely aware of the importance of doing job-oriented courses which will make them a success in their future career.

Tourism is one of the neglected sectors in the country today inspite of the fact that it is the second largest net foreign exchange earner for the country, next only to textiles. This is because of the widespread misconception about tourism at different levels that it is not an economic activity, but an elite 'five star' activity. This is not so. It is essential for this sector to gain popularity among our young men and women because if this sector of the country develops there are other subsidiary benefits for the country by way of foreign exchange, better
economic relationship, leading automatically to better political rapport also. Therefore it is very important for the youth in our country to take to tourism and not consider it as an elite activity. It is the responsibility of the institutions to instill in their students an awareness of the benefits of tourism so as to lure them into this sector. From our side, we are equally prepared to do anything to encourage students take up this.

**Setting:** workshop for vocational students

**Addressor/addressee:** coordinator - students

**DF:**
- Macro function:
  - recommending a career
- Micro functions:
  - Expressing an opinion
  - Giving information
  - Promoting a career
  - Expressing opinion
  - Offering help
DC:

- The discourse flouts the maxims of quantity and relevance because of repetitions:

  Young students in our schools and colleges seem, of late, to be supremely aware of the importance of doing job oriented courses which will make them a success in their future career. Therefore it is very important for the youth in our country to take to tourism and not consider it as an elite activity.

- The maxims of manner and quality are also flouted by overuse of modifiers:

  prolific growth, articulate young men and women, supremely aware, widespread misconception, subsidiary benefits, equally prepared.

DS:

- The text abounds in complex structures making it read more like a written text than a scripted speech.

- Cohesion is well maintained by effective use of linguistic markers.

  - Thanks to the liberalization, of late, next only to textiles.

- coherence is lost because of repetitions and overuse of modifiers.
The verbosity of the text, excessive use of modifiers, and abundant use of complex constructions distract the focus of the hearers from the main message and delays communication.

4.2.3. **Written discourse**

**making a proposal:**

*Sub: provision of additional training expenditure for teachers to be included in the revenue Budget of 2001-2002*

The institute has been actively considering in entering into the training of various diversified areas like Computer, Business Administration, Communication, etc. Although our Institute has a core competency in science and science related area, it lacks it in the areas of communication training, Computer and Business Administration, which would be very essential to address these businesses. As the chances of getting experienced specialists through recruitment or otherwise are not good, it is planned to give training to 12 teachers in the core business communication on a part-time and long-duration basis (estimated hours of training would be: 60 hours) through reputed institutes at Bangalore. The approximate cost of this training would be about Rs. 2 lakhs, and other related expenses would be around 50,000, which may kindly be provided as an additional expenditure in the Revenue Budget of 2001-2002.
Setting: proposal for provision of additional training expenditure

Addressor/addressee: director of the institute - management members

DF:
Macro function:
  - Making a proposal

  Micro functions:
  - Giving information
  - Expressing opinion

DC:
- The piece flouts the cooperative principles of manner and quantity, in the excessive use of complex structures.

DS:
- Cohesive devices are not used correctly and this leads to ambiguity in communication. The following example demonstrates this:

  Although our Institute has a core competency in science and science related areas, it lacks it in the areas of communication training, Computer and Business Administration which would be very essential to address these businesses.
The word *which* does not act as an effective cohesive device, because it is not clear as to which training it refers to, and hence communication is distorted.

*The approximate cost of this training would be about Rs. 2 lakhs, and other related expenses would be around 50,000, which may kindly be provided as an additional expenditure in the Revenue Budget of 2001-2002.*

Again, there is ambiguity in the use of *which*: it is not clear whether it refers to Rs. 2 lakhs or Rs. 50,000 as an additional expenditure in the Revenue Budget.

Communication is definitely distorted.

**Making an appeal (circular) planned- written**

*I am contesting for the senate election from the Registered General Graduates constituency.*

*I have been serving the cause of students since my days at Government Arts College. As a student leader, I have successfully won two consecutive elections in Bangalore University since three years, with your blessings and support. I have served as Senate and Syndicate member of Bangalore University.*
Again, I solicit your support and blessings to continue my service. For this time also I affirm my assurance to serve you and the University of Bangalore which is situated in the capital.

Due to paucity of time I may not be able to pay my personal visit to all registered general graduates personally. Thus, you and your friends are requested to give First Preferential Vote to me in the Registered Graduate Constituency.

I shall be highly obliged to serve your cause and higher education.

Setting: election campaign

Addressor/addressee: candidate-teacher

DF:
• macro function:
  -making an appeal as in I solicit your support

• micro functions:
-Giving information about the purpose of his action
-Giving information about his past achievements
-Making a request
-Offering assurance
-Offering apology
-Making a request
- Making an obligation

**DC:**
The discourse flouts the Gricean maxims of quality and quantity in expressions like:

*I have successfully won two consecutive elections in Bangalore University since three years, with your blessings and support.*

*I shall be highly obliged, to serve your cause and higher education.*
DS:
The piece reads monotonous by the repeated use of the first pronoun "I" and hence loses coherence.

Nevertheless, in the Indian setting, taking the addressor/addressee relationship into consideration, the writer makes use of the politeness phenomenon that is very essential in such a context.

The discourse delays communication.

Offering an invitation: planned - written

1. Dear sir/madam

We extend our heartfelt gratitude for your inspiration and moral encouragement in the past, which attuned our hearts to aspire achievements par excellence.

We earnestly solicit the same this year and emboldened by our feat this year, delight in seeking the company of your pleasurable presence with us on the Social Meet to be held on 8-7-2000 at 6pm in the college premises and thereafter to partake of the dinner hosted in honour of the occasion.

Setting: college

Addressor/addressee: students - teachers
DF:
Macro function:

offering an invitation:

*We... delight in seeking the company of your pleasurable presence with us.*

Micro functions:

Offering gratitude in the utterance "*We extend out heartfelt gratitude*"

Making a request as in "*We earnestly solicit the same this year*"

Giving information in *Social Meet to be held on 8-7-2000 at 6pm in the college premises*

DC:

- The piece flouts all the four principles of Grice. There is redundancy in the use of modifiers departing from the maxim of quantity, quality and relevance:

heartfelt gratitude

moral encouragement

achievements par excellence

earnestly solicit

pleasurable presence

- The maxim of manner is also flouted.

- The discourse seems to adhere to the principle of politeness that is essential in this addressor/addressee relationship.
DS:

- cohesive devices are not suitably used to maintain the unity of the piece. The use of 'which' creates ambiguity in the sentence because it is not clear whether it refers to the gratitude of the students or the inspiration and encouragement of the teachers.

_We extend out heartfelt gratitude for your inspiration and moral encouragement in the past, which attuned our hearts to aspire achievements par excellence._

_We earnestly solicit the same this year_

is a common anaphoric reference among EIE users.

- The second paragraph is one long complex structure making the text difficult to comprehend.

The discourse definitely delays communication.

4. Making a complaint:

_We regret to inform you that inspite of our repeated letters/reminders during the last year, you have still not remitted the payment of my bill of fee etc. dated 6.10.1999 amounting to Rs. 28,000. (photocopy enclosed for your ready reference) for the tutorial programme conducted for your_
students. The above-noted matter was entrusted to the undersigned on your behalf by Mr- and the same was decided in a desirable manner in your favour. Letters/reminders in this regard have also been written by Mr- to your institute for immediate release of payment of my bill of fee etc. but all the efforts are in vain till now.

You are therefore strongly requested to arrange to remit the amount of my bill of fee dated 6.10.99 amounting to Rs. 28,000 in the abovenoted case. Expecting an early reply.

Yours faithfully

Setting:

Addressor/addressee: tutorial trainer - principal

DF:
- Macro function:
  making a complaint
- Micro functions:
  Giving information
  Sharing past knowledge
  Expressing disappointment
  Making a request
  Expressing hope
DC:
The maxim of manner quantity and relevance are flouted by redundant use of passive constructions:

The above-noted matter was entrusted to the undersigned on your behalf by Mr- and the same was decided in a desirable manner in your favour. Letters/reminders in this regard have also been written by Mr- to your institute for immediate release of payment of my bill of fee etc. but all the efforts are in vain till now.

You are therefore strongly requested to arrange to remit the amount of my bill of fee dated 6.10.99 amounting to Rs. 28,000 in the abovenoted case.

DS:
The use of cohesive devices is not adequate and hence the discourse does not cohere. There are some anaphoric and cataphoric references typical of the EIE users, like abovenoted and undersigned.

The intended communicative function of making a complaint is not effectively achieved in this piece because this text did not receive any positive response.
5. making an announcement:

kind attention of members

The University and Higher Secondary Boards Liaison Committee of ICAI is organizing a non-residential seminar on the theme of "Commerce Education in the New Millennium" on January 31 and February 1, 2002 at New Delhi.

The purpose of the seminar is to provide a forum to academics and professionals to interact on the latest developments in the area of Commerce Education at National/International level and to strengthen the coordination between universities and the Institute. The details of the various technical sessions of the said seminar are being furnished overleaf.

Interested members may contact Mr. -

It is hereby brought to the notice of the members and others who intend to attend the seminar by applying under this advertisement that they should fill up the form of application with due attention and care. Applications in the prescribed format accompanied with requisite documents would only be considered. The scrutiny of the applications in earlier years revealed some errors which should be avoided.

Setting: giving details of seminar
Addressor/addressee: seminar coordinator - prospective participants

**DF:**

Macro function:

making an announcement

Micro functions:

*Stating the purpose*

*Giving information*

*Giving instruction*

**DC:**

The discourse flouts the maxims of quality and manner in the following:

*It is hereby brought to the notice of the members and others who intend to attend the seminar by applying under this advertisement that they should fill up the form of application with due attention and care,*

The maxims of quantity and relevance are flouted by the use of too many near synonyms and modifiers.

*kind attention*

*said seminar*
due attention and care
prescribed format
requisite documents
earlier years

**DS:**

- There is no coherence

The discourse brings out certain cohesive devices typical of EIE users.

*Said seminar* (anaphoric reference)

*furnished overleaf*

earlier years

The text has redundant passive constructions like:

*It is hereby brought to the notice of the members and others who intend to attend the seminar by applying under this advertisement that they should fill up the form of application with due attention and care.*

Applications in the prescribed format accompanied with requisite documents would only be considered.

The scrutiny of the applications in earlier years revealed some errors which should be avoided.
Such complex structures distract the main focus of the message and delays communication.

The intended communicative function of making an announcement is not achieved completely because of the factors discussed above.
"Indian English may well be unique, but I want to know precisely where its uniqueness lies; it may also well be non-native, but I want to know precisely what formal properties make it so."

A comprehensive description of the communicative ability of the EIE users brings to light the deviances in this variety in relation to the users' communicative performance. There are deviations because they are the result of a production process which marks this variety - features that are specific and distinct. As Gumperz (1971:295) points out, the kind of deviations we notice in Indian English represent not a failure to control English, but a natural consequence of the social conditions in which Indian English is used. EIE is a deviant variety not a deficient variety, because the variety realizes its institutional functions as a second
language. However, certain *identificational* features mark this educated variety of English distinct from other educated varieties of English, and cause communication problems to themselves and to other non-EIE users. The difficulties that these users face are those of language and culture contrast, because the variety reflects 'indianism' in all areas of their communicative competence. As Gumperz (1971) observes, these have emerged as a result of specific historical and socio-linguistic processes, as also from the intrusion of the users' first languages.

The analysis has attempted to detect and discuss the deviations in the variety, and also to determine the reasons for the deviations. This has been possible by adopting the sociolinguistic perspective of Hymes (1971) and of Canale and Swain (1980). Accordingly, the communicative competence of EIE users has been analysed at the levels of linguistics, strategic, sociolinguistics and discourse.

5.1. Linguistic competence:
LINGUISTIC COMPETENCE

At the linguistic level, the analysis has focused on phonology, lexis, grammar and syntax.

The phonological analysis in general discusses the ability of these users to produce comprehensible utterances to fulfill their communicative requirements. More specifically, the study focuses mainly on suprasegmental features like production of individual sounds, appropriate linking of words, word stress, stress timing, and intonation patterns because it is these areas that cause problems in communication even among EIE users.

A careful study of the data reveals that these users have a natural tendency to replace, delete, articulate and add certain vowels and consonants. These deviations have been broadly categorized as in the analysis as substitution, omission, articulation, and addition.

EIE users do not seem to realize that substitution of vowels and consonants could alarm/shock their listeners. In the data, an EIE teacher who complains of headache, gets a /bomb/ bomb from a student, a college principal needs a /principal to assist
him, / aɪv əkl/ are required to serve cool drinks, and colleges offer courses in /sæms/ signs. Such arbitrary substitution, leads to total communication distortion even among EIE users and hence need to be remedied. The analysis reveals that omission of certain vowels and consonants do not cause serious problem in communication among these users, because the overall message can be realised contextually. To mention a few from the data:

secretary (sɛkˈtɛri) for secretary (ˌsɛkˈtɛriː)
government (ˌɡʌvərnəmənt) for government( )

However, when a candidate seeks /vɔːl/ instead of /vɔːl/. / for election, it poses problems for non-EIE and native users.

Articulation of consonants r, h, b, p where they should not be articulated is another phonological feature worth mentioning. Deaf and dumb /dɛə/ school, Sachin's debut /dɪˈbjuːl/, the debris /ˈdɪbriz/ of a building, the fee receipt /ˈfiː rɪˈsɛpt/,
cars /kɑːs/ plying on the road, honourable guests/
/ - these deviations which may confuse non EIE, and
native users of English, are not only comprehensible but also acceptable to EIE users. Though in English there is no one to one relationship between spelling and sound, in Indian languages words are pronounced according to spelling and these users apply the same principle to their second language pronunciation too. Another noticeable feature of EIE speakers is their indifference to stress pattern. The data has examples of deviant stress pattern like:

*Teachers work to improve the future /-əʊ.ɪm.ɹəʊ/ of students.* Chunks of words in English that ought to be grouped together for effective communication are generally pronounced individually, and the EIE user unintentionally conveys a wrong impression of himself to others, as in the following:

*Will you do the work?*

*Yes, I 'will do it. ( instead of I'll do it).*

The importance of stress in determining the grammatical category of a word is also something which these users do not seem to worry about. There is therefore no distinction between *content*, and 'content, *address* and 'address, *present* and 'present.* In
compound words both the words are equally stressed and in morphological derivations the prefixes and the suffixes receive the main stress.

The rhythmic aspect of English stress is totally lost in this variety as most of the Indian languages are syllable timed, and the users apply the same principle to English too.

The attitudinal function of intonation which makes or mars a conversation is not realized by these speakers.

In the exchange,

**Student:** How is the essay?

**Teacher:** It was good /\ /

The teacher by the rise, fall, rise and slight fall tone conveys the impression that it needs improvement, while what the speaker intends to convey is that it is good. To a large extent, intonation in this variety is based on their first language intonation structure and is intelligible contextually. There are certain factors that have contributed largely to these phonological features:

At the phonological level, the deviations in pronunciation, stress and intonation are mainly due to a strong influence of the Indian languages,
lack of exposure to the native variety
not being sensitive enough to these areas in pholonogical features because they have been realising communication functions among themselves satisfactorily

a sense of pride in their 'indianised' pronunciation, as it gives them an ethnic, post colonial identity.
The analysis at the lexical level indicates that these users successfully establish their individual identity at the levels of word derivations. Among EIE users, people have suicided themselves, things can be unlogical, there are three bedroomed flats, students study in predegree classes, agitational activities are increasing. The users' creativity is very well exhibited in word-derivations and word-compounding. The data abounds in some interesting derivations:

*Leave fare concession facility department Head, departure day, attempt candidates, mix and match corner, digestive syrup and non-smoking zone.*
Derecognize is used to denote the opposite of recognize as in other opposites like decode, decentralize, decompose and so on.

The word 'prepone' that has been coined by these users has now been included in the Oxford Learners Dictionary.

However, the users definitely face problems in communication even among themselves in the use of collocations, near synonyms and phrasal verbs. People interfere when they need to intervene, they are busy-bodies when they are busy, anti-social when shy, and starve when they fast. Students are required to be quiet because the principal has just passed away through the corridors!

These areas therefore require immediate attention.

Word pomposity, another marked lexical feature, is mainly a reflection of their politeness and political subservience. There is abundant use of some formulaic expressions like kindly please, esteemed presence, graciously accepted, which are necessary in Indian contexts but may not be relevant to other users of
English. EIE users therefore need to be fine tuned in such areas.

Ms. Judy Pearsall, (Deccan Herald dated. 26th August, 2002) editor of the concise oxford dictionary of English says "there is a particular focus on Indian vocabulary in the present. One reason is Indian culture and Indian language have become popular and trendy in the UK." The success of Indian authors in English also has influenced the selection of local expressions into English dictionaries.

The 20 volume Oxford English dictionary (OED) first published in 1884, is presently running a programme to enter new words of Indian origin. Words like *chai, pani, chaat, puri* and *dosa, scheduled castes* and *scheduled tribes* also are new entries in the COED. India ranks third among the 20 percent of world English entries.

In matters of grammatical and syntactical features, the users seem to be influenced by their own native languages.

While deviation in word order is purely a reflection of the syntactic inadequacy of these users, causing no
problem in communication, there can be communication
delay in the use of articles, prepositions and
conjunctions, tenses, modals and adverbs. Articles
prepositions and conjunctions are either omitted, added
or used redundantly. The co occurrence of 'and' and
'has gone' for negative observations is not realized by
these users. Eg:

Our Science lecturers have gone and bought books from
Gangarams yesterday.

They do not seem to be familiar with the constraints in
the use of the progressive - that static verbs do not
occur in the progressive,

We are teaching the BCom classes for the past five
years.

that the adverbial 'always' co occurring with
progressive indicates disapproval.

Arundati Roy is a good writer because she is always
imagining a lot.

That the past tense used to cannot refer to a current
event

I used to work hard these days for the exams.
that modals operate in combination with the main verb, and that a mismatch between them causes communication barrier:

I insist that you will be in charge of framing the time table

to express obligation.

that modal auxiliaries are interchangeable grammatically but not stylistically:

Lecturer to student: Could you run up to the staff room and get the register for me, Babu?

Lecturer to principal: Can I take a day off tomorrow, sir?

Similarly, adjectives are used arbitrarily unmindful of the importance of their position. This sometimes leads to ambiguity and delay in communication. Eg;

I was working with SR Batliboi, the Indian representative of Ernst & young, for five years.

The position of the adverbial 'for five years' creates ambiguity.

Ms. Deepa is hereby informed to report immediately to duty.
where the placing the adverb immediately distorts the appointment letter to one of summons.

In all these examples, EIE users have serious problems communication with their own users. Therefore these are important areas to be remedied.

5.2. Strategic competence: EIE users' strategic competence provides interesting study. When they use English for their multifarious purposes, they are liable to be tripped up or trapped into saying something they did not intend to say or into something wholly unintelligible, they handle such situations effectively and make themselves intelligible. This competence expresses the eagerness and enthusiasm of these speakers to convey their message however possible within their linguistic limitations. These inadequacies are considerably redressed by formulaic lexical expressions and fixed phonological patterns.

To scold nicely, to rain nicely, to lecture nicely, to deserve a failure nicely and so on.

To tease simply, to eat simply, to sing simply

I did not attend school yesterday as I had a cold and all

When my son got a seat in Engineering, I was like...
Reduplication, a strong L1 influence, is used as a lexical gap when the EIE user finds him/herself at a loss for proper words to express the message and for strengthening the validity of the message. She wears different different sarees to college every day.

I always like to play with small small children.

EIE redress their phonological problems lexically and lexical problems phonologically. This is a remarkable strategy used by these speakers to communicate effectively both among themselves and with other users of English.

I'm leaving on Monday itself.

The principal only told me that the exams are postponed.

Syntactic problems in interrogatives are skilfully managed by appropriate phonological support:

The I Degree English workshop is this week, or next week?

If you are on leave on Monday, you are not attending the Teachers' Day Function?

The results have been very good this year, isn't it?
The new English lecturer will be given BBM classes, it it?

The analysis on strategic competence describes the efforts of the EIE users to enhance the effectiveness of their message despite their culture alienation and linguistic inadequacies. These strategies are therefore both 'compensatory' and 'complimentary'.

5.3. Sociolinguistic competence:

EIE, as an institutionalized second language variety symbolizes a living and changing system, and has naturally acquired new identities in the Indian sociocultural contexts. It is the social context that determines language use, and provides meaning to an utterance. Hence as the cultural and social contexts change, language variety also acquires new meanings. In the Indian social context therefore, EIE users have developed new linguistic tools to perform their communication functions effectively.

In most of the interactions cited in the data, we realize that communication has been effective with desired response from the listener/reader. This has been facilitated by the use of certain innovative and perhaps deviant linguistic features that have emerged out of the
social and cultural norms of the Indian society. Such linguistic variations are related to language function and change.

As culture is intertwined with the use of language, the data reveals certain specific aspects of Indian culture and behaviour.

Natural shyness, a certain display of excessive modesty, hesitation to accept offers immediately, a reservation not to sound too intrusive - all these are reflected in their indirect expressions. Therefore utterances like:

"What would you like to drink?"

"Nothing. Don't bother."

L: Your speech was really very good, sir.

P: Is it? In fact I didn't have enough time to prepare myself.

What do your children do? (instead of how many children do you have?)

I have four children, two daughters and two sons....

Such expressions may confuse a non-EIE user, but are understood and even required in EIE interaction.
It is this natural hesitation that prompts these users to express their agreement of even a negative concept with an initial affirmation, as in

*She is not an easy teacher to put up with.*

**Yes.** *She is definitely not an easy teacher to put up with.*

Norms of formality and politeness that are part of Indian culture have been intuitively assimilated in the variety and are implicitly followed when talking to people who are older, of the opposite sex, and so on.

*Principal: I'm fine. Please come in. Its our honour to have you at our humble place. Please sit down and make yourself comfortable.*

*Guest: oh, don’t bother.*

*Manjunath: Shankar, I think we need not elaborate further. Some of our women colleagues may be embarrassed. After all it is not proper to discuss these things in their presence.*

Such expressions help people judge each other and explain the success/failure of an interaction. In fact the omission of
a politeness formula or the failure to acknowledge one appropriately can lead to a tense atmosphere.

Wordy and pompous expressions are not considered irrelevant or inappropriate but on the contrary, establish a cultural and emotional bond.

*We request the pleasure of your esteemed company.*

*We would be honoured to have your gracious presence.*

EIE users express their genuine concern for others and are sincere about even formulaic and routine greetings.

Phatic communion has no relevance in the Indian context and hence greetings are generally long sincere exchanges of well being and personal enquiries.

*How do you do?*

Okay, going on, last week my son took ill and was admitted into the hospital. I have also not been quite well these days... anyway thank you, how are you?

These users do not distinguish between *how do you do?* and *how are you?*

both these questions are responded with extended discourse.
Hospitality is another important quality of the Indians that is reflected in the EIE usage, particularly while entertaining guests. Guests are exalted to a superior position and hence there are a number of formulaic expressions used in invitations and letters, elevating their importance. As the data reveals

*It is indeed an honour for us to have in our midst today the esteemed presence of .... who has readily agreed to be with us this morning, despite his very busy schedule.*

*Please take just half a glass more. Just this much. Just half a glass please.*

This is the Indian hospitality, the Indian way of compelling. This is different from the English polite forms.

"wont you have a second helping?"

"would you care for some more?"

In the Indian setting this would not only be ineffective, but would seem rather discourteous too. In the Indian context, the roles of host and guest are very significant. Guests are treated with respect and honour signifying the Sanskrit saying "Adithi devo bhava", where a guest is exalted to the position of God. Religion and God play
an important role in the Indian social structure and hence there is abundant reference to the benevolence of God in many interactive functions.

Trust this letter finds you all in good health by the grace of the Almighty.

Pragmatics permeates itself through all communicative functions—matrimonial advertisements, death announcements, invitations for functions, asking for information, requesting, cultural and philosophical reflections and so on. The data abounds in such pragmatic inferences and expressions which are culture bound:

These users live in colonies, they are convent-educated, brides to be are wheat-complexioned, domesticated and therefore look for un-encumbranced, foreign returned grooms. Marriages, arranged by parents by horoscope matching and sometimes by mutual alliance, are conducted in choultries. The dead are buried/cremated in ghats and are 'honoured' by dasahas and vaikunta samaraadhanais.

The domain of pragmatics is so closely bound up with the EIE structural system that it cannot be ignored in
effective communication for appropriateness of language usage.

The EIE users in their interactions with other Indians, expect themselves to sound like an Indian and to use the discoursal strategies of an Indian. These interlocutors expect a functional range of varieties, and they certainly adopt the strategies of 'mixing'. It is thus the contexts of encounters, the participants in the encounters, and the 'desired effect' of the encounters that determine the interactional strategies used in a linguistic interaction.

An interesting example is the suffix 'fy', which is added to the stem word in an Indian language to give it the desired anglicized effect Nodufy, chakkarfy, and so on. The EIE lexis abounds in unrestricted culture-specific expressions, in the domains of festivals, kinship, philosophy, food items, colours and other culture related areas. These culture specific terms are wilfully retained in the variety to establish effective communication.

The users have cousin sisters, cousin brothers, co-brothers, co-sisters, gurus, swamijis, they go to military
hotels, add ghee to their dosas and idlis, fret about their karma, desire to have shanthi in their lives, offer namaskarams to elders and ashirvadhams to the young, practice yoga as a mantra for fitness, stage dharnas to win their way but willingly dedicate their failures to the happenings of kali yuga.

However, such expressions need to be substituted by appropriate English equivalents if these users have to be intelligible to other non-EIE and native users of English.

5.4. *Discourse competence:*

The analysis at the level of discourse has studied both planned and unplanned discourse of the EIE variety. Planned discourse includes written texts and scripted speeches, and unplanned discourse includes casual conversation, and unscripted speeches. A unique feature of this research study is that it extends the Gricean Maxims to the study of written discourse as well.

The analysis has adopted the tripartite approach to discourse examining the data at the levels of

- discourse function,
- discourse context
Discourse Function is the intended function of the discourse. This macro function is supported by micro functions in the realization of the discourse function. The analysis reveals that in most discourse texts of the EIE variety, the macro function is not explicitly stated but only indirectly suggested. This is because EIE users resort to indirectness of expression. As already discussed under sociolinguistic competence, this is a distinct feature of EIE discourse that distorts/delays communication. Indirectness may be accepted as a communication strategy in performing certain sensitive communicative functions like offering condolence, asking for help, giving bad news and so on. But these users resort to indirectness even in business transactions little realizing that brevity and directness are fundamental to formal communication. The natural hesitation of these speakers to express what they intend to results in the absence of an explicit performative. The micro functions that are used also do not seem to support the macro function and therefore the text lacks unity. To cite an example from the data:

Principal: Tomorrow is Saturday
Lecturer: Is the meeting postponed?

Principal: That's okay. It can wait.

In this piece of discourse the macro function is suggesting a postponement which is indirectly suggested by the Principal's utterance "it can wait." The micro functions of giving information, asking for information, and giving reassurance are in no way related to the macro function of suggesting a postponement.

While this may not cause communication problems among EIE users, it might pose problem in communication to other users of English.

In order to study Discourse Context, the data was analysed in relation to the cooperative principles of Grice - the maxims of quantity, quality, relevance and manner. Most of the discourse pieces flout the maxims of the cooperative principles.

The maxim of quantity is not followed because the texts are too wordy and verbose. There are digressions in the text that distract the attention of the reader/listener and delay communication.
The variety abounds in
- excessive use of modifiers that tend to distract the attention of the reader/listener from the main function intended. *frustration and depression, enthusiasm and initiative, find real world oriented, dynamic, individualized, and executing, learning*
- the use of blanket statements that are irrelevant to the main message eg. *After all learning is always an investment.*

*Impossible and cannot are two words that should not be in the dictionary of a student.*

repetition of ideas that is present even in planned discourses as the sample from the data reveals:
*I know that my profile does not match any of the current requirements that you have, but please keep me in mind for any future developments. Please let me know if I have a future with you as I'm confident that I can make a difference.*

*The maxim of quality is also flouted in most discourse pieces because these speakers do not seem to suit their language to the context and to their readers/listeners.*
Even in unscripted speeches the speakers of this variety use excessive metaphors and imagery thus distracting the focus of the readers/hearers from the main message and distorting communication. To cite an example from the data:

*What I feel strongly is that the explorer in her will lure her away from her life of safety and ease to that of a glorious torment generated by academic tension, intellectual friction and spiritually charged high tension energy.*

This is because EIE users have learnt English through formal education and through literary texts. Perhaps this is also the influence of Sanskrit on these users.

The maxim of relevance is also flouted because the discourse pieces are ridden with indirectness of expressions and blanket statements. The users sometimes say more than what is required in the context. This is revealed in the data where the discourse function is giving information in the context of an interview. In this spoken discourse the candidate gives an extended of his family background and details though it is not warranted. Such details are not relevant
both to the context and to the addresses and could divert the attention of the panel members from what is essential to what is less important. Communication, therefore, could be delayed or distorted.

The maxim of manner is of fundamental importance to communication because unless the message is conveyed clearly, communication cannot be effective. In the EIE discourse however, even this maxim is flouted because there is abundant use of passive constructions and complex structures. EIE users, on the contrary, do not seem to realize this communicative function of passive and complex structures and hence use these constructions arbitrarily thereby impeding communication. These users also do not seem to distinguish between the spoken and the written mediums. In this variety even spoken discourses have frequent use of premodified phrases and near synonyms, passive and complex structures which are typical of written discourse. This causes communication problems both among themselves and with other non-EIE users.
Clarity in communication is totally lost in any laboured discourse, particularly in the spoken medium.

Discourse structure is mainly related to coherence of the discourse and the use of cohesive markers that help in coherence. In many of the texts there is no coherence because there are unnecessary deviations by way of indirect expressions, use of imagery, use of blanket statements, politeness principle, and repetitions. Cohesive markers are used in the variety appropriately, however absence of such markers is conspicuous when some exchanges seem abrupt and unrelated. There are certain cohesive markers typical of this variety like undersigned, the same, above noted, to this effect, so and so, such and such. In some texts, though cohesive markers are adequately used, there is no coherence, and the discourse function is not realized because of redundant use of passive constructions or complex structures. They not only delay communication, but also cause a temporary confusion in the minds of the listeners/readers.
As stated earlier, the redundant use of metaphors, imagery, and generalizations are indicative of a strong L1 influence, particularly Sanskrit, on these users. A transfer of this feature is noticeable in the discourse of EIE variety. Directness in communication is something which these users tend to be very careful about. This is a problematic linguistic activity for the EIE users. Therefore, indirectness is used as a conversational strategy even when it is not required, even while complimenting, as the data reveals. Brown & Yule (1983:14) observe that there is a distinction between the speech of those whose language is highly influenced by long and constant immersion in written language forms, and the speech of those whose language is relatively uninfluenced by written forms of language. The former is true of EIE users. Hence there is not much difference between the EIE speech and writing, and this is a feature that is important to draw attention to. Samples in the EIE data provide adequate clues for 'cultural variation' which is revealed in certain types of discourse exhibiting a 'preferred order in discourse patterns'. After all any SL communication is affected/influenced by culturally related factors.
What is 'contextual deviation' from the native speakers' point of view may be appropriate for the non-native EIE users. For example a native speaker of English not familiar with the cultural and linguistic pluralism of India might consider the EIE discourse types lexically, collocationally and semantically deviant. Nevertheless, in EIE it is through such formal deviation that the variety acquires contextual appropriateness. It may be true that the native speakers' discourse procedures have been violated. But it is also true that a transplanted variety like the EIE (Kachru 1982) acquires functional appropriateness only by such violation or deviation. By this device a text that flouts one or more of the Gricean maxims, may acquire appropriateness at the 'communicative level'. Hence discourse competence depends more on transfer of a communicative act rather than lexical interference. It is necessary to view the EIE variety as an integral part of the Indian culture, and the EIE discourse must be viewed as a crucial part of culturally determined interaction. It is therefore realized that what is linguistically not feasible is pragmatically viable.
Nevertheless the data also reveals that these users also overdo what they need to do. For example, the use of certain lexical and syntactic devices results in lack of coherence thereby deviating or distorting communication even among EIE users.

As a national variety EIE may not pose very serious problems because of uniformity in culture, but if it is to be an international variety, these problems of delayed or distorted communication in discourse need to be immediately remedied by proper teaching materials and methods. Some of the measures that could be adopted to redress these problems, and improve the communicative competence of the EIE users have been discussed in the section on Pedagogical Implications.

**Pedagogical implications:**

EIE can be considered as the standard variety of Indian English, because it is the most appropriate variety for institutional purposes in India primarily used by the educated class and disseminated essentially through the process of formal education.

It is clear that EIE has important functions in communications of various types. Since the skill of
communication is at a premium, teaching this variety will have to impart a certain level of communicative competence. It is hence important to identify the competence level of these learners precisely, and then attempt to provide patterns of courses relevant to their current requirement. We must therefore design methods and material to help learners gain good communicative competence in English. Since this is a great challenge for educational institutions, this aspect of pedagogical implications now deserves concern.

Considering the fact that English now serves as a global language for its vast numbers of non-native users, it is important to consider what should be the primary goal of ELT in India.

Should it enable EIE users communicate effectively with other EIE speakers? Should it enable them communicate successfully with other non-EIE non-native speakers of English from different L1 backgrounds? Should it enable them acquire native-speaker proficiency?
These are important questions that deserve our attention because the answer to these questions will have significant pedagogical implications for the teaching approach to be adopted in the English class. It has been mentioned in the introduction that the research study has adapted Kachru's (1982) three circles to describe the communicative competence of the EIE users. For Kachru, the inner circle represents English as the native language, the middle circle refers to English as an institutionalized second language variety, and the outer circle to English used as a foreign language.

While Kachru's three concentric circles represent the expansion of English around the globe, in this study they represent the growing intelligibility of the EIE variety. The inner circle refers to the intelligibility of the variety among other EIE users, the middle circle refers to the intelligibility of the variety among non-EIE, non-native users of English (Asians, Africans, Europeans, Chinese, Japanese and so on), and the outer circle refers to the intelligibility of EIE among the native users. Each of the circles symbolizes the competence level of the EIE user. While the three circles represent the communicative competence of these
speakers, the third circle is the level to be achieved by these users in order to make the variety internationally intelligible. Such a notion has significant implication for pedagogy, because it is the responsibility of the English language teachers to enable the learners progress from one circle to another.

The approaches to the study of English language in India have been changing continually over the years, in accordance with the needs of the learners. Until recently Indians needed English mainly as a lingua franca among themselves, and also to gain scientific and technological information for their all-round development. They were required to read books, journals and articles in English to update themselves. English was mainly a library language and English language teaching accordingly focused on the structure of the language and its use. But with the advent of globalization our demands on the language have been increasing. We find more and more Indians going abroad for higher education, for career advancement, for business prospects, for cultural transaction and so on. Further the policy of liberalized economy introduced recently has led to the opening of foreign markets in India. All these are
factors that now prompt the Indians to learn English not only as a national link language, but as a means of international communication as well. We now need English not only to communicate with the other Indians who are also EIE users, but also to communicate with other non-EIE users and native users of English. Hence the study of English in India has become not so much an end in itself but a means to an end. We therefore need a system of ELT that addresses itself directly to the present needs of the EIE users, so as to enable them communicate successfully with international audience too.

The analysis attempted in this research study would be useful for designing a teaching programme of a remedial nature. This teaching programme must be aimed at doing two things:

- There are areas in the variety which create communication problem even among the EIE users. Learners require **remedying** in these areas and therefore such items need immediate attention in the teaching programme.

- On the other hand, there are other areas in the variety which are intelligible to the EIE users but which create
communication problems among non EIE and native users. So learners do not need remedying but only refining in these areas.

From the analysis we realize that there are some items that need to be included for the remedial level and some others for the refining level.

At the phonological level, minimal pair, and the consonants /v/ /w/ /s/ /z/ in the initial and final positions, word-stress, sentence-stress, and intonation need to be remedied. Whereas areas that require refining include the articulation of /y/ /e/ /s/ /z/ /v/ /w/ /h/, the final position of /b/ /r/, stress as a grammatical category, stress pattern in word chunks, contracted forms, and connected speech need refining.

In lexis, word appropriacy, collocation, near synonyms and phrasal verbs are items for remedial teaching, while pluralisation of nouns, derivations, and word choice, are areas that need improvement. The grammatical items for remedial teaching are articles, prepositions and conjunctions and adverbs. Tense-time relationship, modals, word order in statements/questions, negations, question tags, are
areas for improvement. At the level of discourse the learners need to be taught form/function relationship, clause structures and features of spoken and written medium for improvement because these are areas that do not distort communication among themselves, but could create serious problems with non-FIE and native users.

The refining level enables these users progress to the middle and the outer circles referred to in this study, making them effective users of English. This need for refining has now arisen because of globalization and the consequent compulsion to interact with non-EIE and native users of English.

Hence the main purposes in the selection of the teaching aims are:
To remedy the errors that these users commit in order to make themselves intelligible to national audience.
To refine their communicative ability in order to make themselves intelligible to international audience.
The methodology could first of all focus on the learners and make them realize that their language distorts communication in certain areas. This could be done by giving them samples of EIE texts which have communication problems, and by sensitizing them to the distortions they cause. Once the learners are made aware of their inadequacies in their use of language, they learn the right language use. For this, the teacher suggests the right use, or helps the learner arrive at it, by appropriate prompts. The methodology must make them realize their deficiency, and also help them arrive at theories which will give them facility for potential utterances. It must be realized that language learning at this level happens consciously. Hence the learners need to progress from awareness-raising, to theorizing, to producing. They not only identify what is wrong in an utterance, but also why it is wrong and the problems it is likely to create in communication.

Learners have to be sufficiently motivated to gain a competence in the variety and realize the value of this exercise because the current Indian scenario compels these
users to communicate with other users of English at the global level.

The phenomenon of EIE is of course too vast to be studied in an individual attempt such as the present one. Within the purview of this research it was not possible to do a detailed study on the aspects Indian sensibilities that are reflected in this variety, and the role of EIE in international communication. However, they are potential areas for further study.