ABSTRACT

Within the framework of critical discourse analysis (CDA), an attempt has been made to study how power and resistance are expressed in discourse. There are many questions we can ask about language. It is central to most of the human activities. The use of language may be categorized and described. For example, we combine the sounds of language” (phonemes) to form words (lexical items) according to the rules of the language and the lexical items can be combined to make grammatical structures according to syntactic rules. We use language to say what we mean. It has the ability to communicate information. We make linguistic choices every day. Language is used for communication and indoctrination, in other words language is used referentially”, actively, phatically and esthetically, (Halliday, Austin), how to do things with words, speech acts, Grice cooperative principle.

Language, the source of power; is being able to do many things. Power is the ability to change lives of people. It can either like a knife be used to chop the vegetable or to stab someone. Powerful messages are conveyed explicitly or implicitly to influence people. Power is about responsibility, but on the downside it also makes someone greedy, selfish and egotistical.

The present study is interdisciplinary in nature; in the sense that it views language from a variety of perspectives; formal, functional, cognitive and interactive. It is the study of language- use constituting knowledge, social relation, identity and shaped by relations of power and invested ideologies (Fairclough:1992). A broad range of political, social and religious practices that include instances of the use of language has been proposed, identified and explained.

The Concept of Discourse

“Discourse and Discourse Analysis” have different meaning to scholars in different fields. For many, particularly linguists, 'Discourse' has generally been defined as anything beyond the sentence. For others (for example Fasold 1999:65), the study of discourse is the study of language use. Discourse constitutes the 'knowledge, social relation and social
identity, (Fairclough 19928) ... (and shaped by relations of power, and invested ideologies". Jaworski and Coupland and (1999:1-3) include ten definitions of discourses. They fall into three main categories:

(i) Anything beyond the sentence.

(ii) Language use.

(iii) A broad range of social practice that includes non-linguistic and nonspecific instances of language. Levinson (1983) discusses 12 definitions of pragmatics; (CDA component). The different understandings of discourse reflect the rising popularity of the field.

The Discourse Disciplines

Discourse analysis in turn is composed of a wide range of disciplines and sub-disciplines; Pragmatics, speech act theory, ethnography of speaking, conversational analysis, besides interactional socio-linguistics, CDA, PDA and Mediated discourse analysis, cognitive linguistics, Text linguistics, discourse analysis emerged as full disciplines within the field of linguistics. All these new and sub-disciplines are inter-related and it is very difficult to distinguish one from the other though all of them have common denominators i.e.

(a) Language only exists in use and communication. It fulfills certain function in human interaction.

(b) Language used in conversation is necessary for society.

(c) Language is not autonomous. It shares some characteristics with other social and cognitive phenomena.

(d) Language structures should be closely linked to the conditions of language use.

(e) Language is natural and necessarily vague and inaccurate and therefore any prediction can only be probabilistic.
What do Discourse Analysts do?

These discourse schools of thoughts do not focus language as an abstract system, instead, they all tend to be interested in what happens when people use language, based on what they have said, heard or seen before as well as how they do things with language, such as express feelings, entertain others or used threat, command and so on.

Discourse Area of Study

The discourse analysts shed light on:

a) How speakers or writers organized their discourses in order to indicate their semantic intentions?

b) Study power relations: such as Doctor-Patient, Teacher-Student, Lawyer-Clients-Judges and politician discourse.

c) Conversational analysis.

d) How power relations and sexism are manifested?

e) The use of figures of speech: irony, metaphor, hyperbole etc. for certain communicative aims.

f) The characteristics of persuasive discourses.

g) Religious discourses.

h) Politeness strategies so on and so forth.

My Model of Analysis: Critical Discourse Analysis

CDA is a type of discourse that primarily studies:

a) Power abuse.

b) Dominance.

c) Inequality.

Which are enacted, reproduced and resisted by text and talk, in the social, political and religious context. With such dissident research (CDA), takes explicit position, and thus wants to understand, expose and ultimately resist social inequality. CDA also focuses primarily on social problems and political issues. Empirically adequate critical analysis of social problems
is usually multi-disciplinary. It confirms, reproduces, challenges relations of power and dominance in society. I would like to summarize the main tenets of CDA as follows:

I. CDA addresses social-Political problems.
II. Discourses constitute society and culture.
III. Discourse is historical.
IV. Discourse does ideological work.

**Study of Language and Unequal Relation of Power**

Language is means of communication, but a good deal of language is deliberately obscure. In all languages, some words have more than one meaning, different words sometimes sound alike and often a phrase or a sentence can be constructed in more than one ways. The source of ambiguity gives scope for making puns and concocting riddles.


I focus on a number of basic concepts and thus devise a theoretical framework that critically is related to study power (control) and resistance. My aim is to explore the use of language and the process through which the user commands, controls and facilitates communication. It is the ability to change, influence and control the behavior of others, the way the sender likes. Power is synonymous with authority, guidance and dominance. In the process, the text or discourses create a client-base who obeys the command of the language. Some resist such programmed domination and hence, their resistance is also a display of power.

**Power of Control**

Language users are members of social groups, organization, institutions and show some personal memories, knowledge, judgment, opinions and social cognition. Their ability as to more or less control the minds and acts of other members/groups which presuppose a power base that they have their privileged to access social resources such as force, money, fame, knowledge, information, culture.
Kinds of Power

I list some of the power field. Coercive power (military), Parental power, Money power (rich), Knowledge power (Professors, journalists). Power is seldom absolute; the affected group may more or less resist, accept, condone, and comply with the people in power. Laws, rules, norms, habits are framed to help the powerful persons (Chomsky: manufacture of consent, Gramsci. 1971) hegemony’ (The examples are class domination, racism, sexism.).

I discuss specific forms of discourse, of politics, religion, social conflicts/crises. I have two main purposes. The first is more theoretical; helps to assess the widespread exercise of power and its significance in politics, society and religion. The second is more practical; to help increase consciousness of how language contributes to the domination of authority.

All utterances have intention and purposes. Language resources-syntact, semantics, pragmatics, are vast. The user manipulates it for specific purposes. Sender's choice of expression affects the receivers understanding. Power is for use and not for abuse. Once the receiver reacts or resists dominance, it creates power vacuum, power struggle behind many protests. So it is important to study the following:

I. How do powerful groups control public discourse?
II. How does such discourse control mind and action of less powerful groups and what are the social consequences of such control (Social inequality).
III. By representing verbal unit one can bring associative, referential and emotive aspects feelings and emotions can be triggered by such means.
IV. Language being an open and generative system, the use of linguistic features enables to influence the receiver.
V. The user of language can take a point of view and impose it on the receiver.

Research on Power, Control, Resistance: Theoretical Over View

Power is a widely used concept for the analysis of human social behavior. Russel (1938) captured the ‘power to’ meaning by defining power as the production for intended effects. One person has 'power over’ others, stand in relation of dominance and submission.

I am particularly interested in the power dimension of impression formation which may take the form of persuasion, argumentation or the use of threats, promises, request, demand, order. Contemporary theorists and researchers have recognized that language, as the primary instrument of persuasion, (Burke,1966 Gibbons, Busch and Bradai, 1991...}

- Some scholars (Cialdini, 1984, Petty Cacipo, 1986, Simons, 1986) have studied compliance gaining, attitude change and persuasive communication.
- Gramsci's conception of hegemony (1971) i.e. domination by consent links to sustaining asymmetric relation of power and inequalities.
- Power resided in individuals i.e., forces of power (Lukes, 1974) Dahl,1957,1961)
- Foucault sees institutions as sites of disciplinary power (‘micro practices’). He sees power as more diffused and disposed. (not a control, command, system: details discussed).

The details are mentioned in the literature review chapters.

**Justification or Relevance: Objectives**

(i) To educate people more broadly in the abuse of power by linguistic means.
(ii) To reveal how language is used for deception and distortion and fostering of prejudices.
(iii) The need for CDA is urgent at a time when public uses of language have been monopolized to further political and capital interest to the detriment of public well-being and in denial of human rights and social justice.
(v) Ecological devastations go under the verbal guise of development.
Insinuation of ideological influence and the covert control of public opinion. Norman Fairclough, Michel Halliday, Michel Stubbs, Ruth Woodak are pioneers in this field.

**Tools for Analysis of Proposed Texts**

Some of the conceptual tools are available for coding verbal exchange and interactional sequence, (Control and Resistance text and contexts).

I have used two models:

   (i) Language expression of perception of the world, (How are behavior and ideologies encoded in the text?).
   (ii) Interpersonal function, (Relationship between readers and texts.).
   (iii) Textual functions, (How bits of information are fore grounded topic/Theme?).
   (iv) System of transitivity involving process.
   (v) Moods, Degree of certainty, obligation, politeness, markers attitudinal words.
   (vi) Theme (textual meaning i.e. meaning potential of language).

Tool kit: These concepts of modality, agency, intertextuality, presuppositions, and lexical features are explained and made use of in my analysis.

(i) Using grammar to build structure and meaning-Vocabulary usages:
   Nominalisation.
   Transitivity.
   Parallelism.
   Malapropism.
   Biases.
(ii) Context or topic and theme.
(iii) Stanzas and stanza cluster.
(iv) Identity role building tools.
(v) Words and grammatical devices are being used to build up more or less significance:
To build and sustain relationship.

Build connections or ignore connections; cohesive devices and manipulative devices.

(vi) Through topic flow, topic changing speakers or writers create-perspectives.

(vii) How meaning works, use of intertextuality-specific variety of language.

- Social language tools figures of speech; metaphors, euphemism etc.
- Discourse tools how a person is using a language for acting, believing, valuing, hedging.

Van Dikj Suggest the Following Linguistic Markers.

- Stress and intonation
- Word order
- Lexical style
- Coherence.
- Semantic Moves.
- Topic Choice.
- Speech acts.
- Semantic organization.
- Rank structure.
- Rhetorical Figures.
- Syntactic Structures.
- Propositional structures.
- Turn taking.
- Repairs.
- Resistance.
- Indirect meanings: (Implications, Presuppositions, allusions, Vagueness, Hyperboles)

Review of Chapters

Chapter-1, gives an account of contemporary issues: most prominent of which is linked to text, talks and contexts of politics, society and besides these, an attempt to understand various dimensions of power and the correspondence style to achieve this end has been made. In Chapter-2, some remarks on critical language studies spearheaded by Fairclough have been made and contemporary approaches to discourse analysis have been outlined. In Chapter-3,
several approaches and prospective of discourse analysis have been illustrated. Various suggested tools for data analysis have been attempted. The data of the research have been taken from the written texts, extracts from the newspapers, discussions and brief explanation of CDA methodology and the parameters usually employed in qualitative research, have been incorporated.

Political discourse, Chapter-4, has defined the concepts and analyzed the language represented in contemporary political issues. Orwell’s Animal Farm and Noam Chomsky’s observations are used to validate how language works as a means of control and resistance. In social discourse, Chapter-5, several contempt like age, gender, environment, have been presented as evidence of how language is manipulated to save the interest of the vested interest groups. There seems to be an underlined unity of submission to the mainstream debates and a lonely voice of the protest in these marginalized groups. An analysis of discourse in Chapter-6, throws light on two clear points: i) the magic effects of preachers, sermons, etc., on the masses; ii) the specific language choices available for use in accepting or rejecting a particular set of religious opinion. Finally, the conclusion summarizes the relevant points of the research.

Research Questions

- The way we think is determined by our language. We are more likely to interpret the world in a certain way because of our language habits (Sapir-Wherf hypothesis).
- How do metaphors create a particular image for the readers and hearers?
- How do newspapers account an event of political implication (editorials)?
- How does range of stylistic devices in newspaper and magazines, books highlights some implicit ideologies?
- How do believers and non-believers signal their position in language?

Hypothesis

- How power of language, i.e., control and resistance is expressed in extracts and books.
- People can get things done with words. They request, issue orders, threaten, cajole, exhort verbal action.
- Languages either spoken or written affect persuasive outcomes.
Style of speech deciding the status languages may be seen as deferential or otherwise indicating relative status, (power).

Wide range of linguistic features, foster impression of status, intelligence, dynamism and persuasiveness, leadership, (positive discourse analysis).

If you tell someone to obey order, carry our duties to make sacrifices, to do things that one would not otherwise do, trigger resistance and opposition.

Lexical diversity generates inference about social class, fluency as intellectual competence.

Women have been socialized into a low power role which entails using style of speech labeled as stereotypes.

The political leaders need more complex language than non-leaders to maintain their positions in the hierarchy.

Limitation

- No research works on CDA lines, have been done in our state.
- The thesis did not use statistical methods of data computing because ours is a qualitative research model, usually following the established procedure of empirical study, (Explanation, Interpretation analogy, Case-studies, Textual references, Interviewing personages, questionnaire (participants responses), these have been included in the methodology section.)