



A Critical Discourse Analysis OF Linguistic Bullying in ‘13 Reasons Why TV Show’

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Abstract

Critical discourse analysis is a new approach that has been used in a wide range of researches in the fields of literature and psychology in recent decades. In this approach, discourse is not only a constructive phenomenon but also a product of other phenomena. Theoretical disagreements were sparked by the rising frequency of same-sex relationships. A sexual attraction to or interest in individuals of the same gender is what is referred as bullying. This study has been in qualitative and descriptive form back on linguistic elements and critical discourse analysis. For analyzing the parameters have been tried to determine bullying words according to linguistic elements and structure repetition and narrative cohesion. As a result, this study intends to shed fresh light on how bullying is now portrayed in the media while also exposing the hidden philosophy that underlies 13 Reasons Why TV's favorable perspective. This will be achieved by closely examining the linguistic components of Bullying speech as well as the discourse that describes their characteristics with regard to Critical Discourses.

Background

When someone is abused, aggressively dominated, or intimidated via the use of force, coercion, cruel mocking, or threats, that behavior is referred to as bullying. The activities are regularly performed and become second nature. A crucial prerequisite is the perception of an inequality of physical or social power, whether possessed by the bully or by others. This imbalance is what distinguishes bullying from confrontation. Bullying is a subcategory of aggressive behavior that is characterized by hostile intent, an imbalance of power, and persistence over time. Bullying is the persistent use of violent behavior with the aim of inflicting physical, mental, or emotional harm on another person.

A form of group bullying called mobbing occurs when the primary bully has one or more supporters who are ready to assist him or her or who back the bully by providing them with positive encouragement, such as laughing. Bullying may be carried out either solitary or in groups. In the workplace and in schools, bullying is sometimes known as "peer abuse." Robert W. Fuller has studied rankism in relation to bullying.

Critical discourse analysis is a new approach in discourse analysis that has been used in a wide range of researches in the fields of literature and psychology in recent decades. In this approach, discourse is not only a constructive phenomenon but also a product of other phenomena. The central point in this type of analysis is that it is an important discourse of social practice that reproduces and changes knowledge, identities and social relations, including power relations, and at the same time, other social structures shape it (Jørgensen and Phillips, 2009: 128). "Although the approach of critical discourse analysis has the relationship between language, power, ideology and discourse in media texts and socio-political issues as the first priority of its agenda, but if we accept that everything related to spoken and written language is included in the field of discourse analysis. In the framework of critical discourse analysis and linguistic criticism, he analyzed and interpreted and identified and introduced the individual and period style of Persian literature with a critical view" (Aghagolzadeh, 1386: 18).

Agents

A way into the detailed structure of media policy is to specify the main categories of agents who play a role in mass communication media policy, which, of course, are professional politicians. Journalists are also one of those factors. They don't only make others media, but they play an important political role in relation to themselves. Another category is "experts" of various categories, including political analysts, professors of political science, and scientists. Another category is people who are political, but in an unconventional sense, such as representatives of various new social movements such as ecologists and animal rights activists .

Another category is economic agents, i.e., employers and trade union members. Another category is "ordinary people" who have played a more important role in political discussions and debates, in programs that include audience discussion, such as Oprah Winfrey's show in America or Kilroy in Britain. All these categories are agents, fans and potential opponents in the struggle for hegemony in the media or in a potential way in solidarity and assimilation. The factor categories identified here are very general. They have their own internal complexity.

Statement of Problem

Over the last sixty years, television has been one of the most significant entertainment industries in the world. Consequently, scholarly analyses of televised films and series have become more common, and the inclusion of telecinematic discourse in linguistic research in particular is becoming increasingly popular. Telecinematic discourse is the language used in television and film, and can “fulfil a number of specific functions: beside contributing to characterisation, it defines narrative genres and engages viewers” (Bednarek et al., 2018, p.5). There are many different aspects to consider when analyzing a television show linguistically, where the linguistic performances of different characters are at focus. For instance, televisual research can investigate the linguistic field of language and gender, where analysis is conducted on language used by men and women and how men and women are represented through language (Baxter, 2018). In a study by Beers Fägersten and Sveen (2016), male and female character traits are analyzed in the television series *Sex and the City*. Linguistic elements such as hedging, swearing and use of

questions are explored. The language within television and film is scripted, that is, it is planned and crafted, as opposed to spontaneous or naturally occurring speech. Another example of linguistic research on televised films is a study where discourse analysis is conducted on dialogues in Italian films. The linguistic elements in film speeches are examined and compared to real spontaneous speeches (Rossi, 2018). Scripted speech represents scriptwriters' perception of language in the real world, and it is worth analyzing since it is the speech viewers encounter and need to process (Beers Fägersten, 2016).

The increasing number of same-sex relations has prompted theoretical disputes. Bullying is defined as a sexual attraction to and interest in people of the same sex. A male in Bullying is referred to as "gay," while a female is referred to as "lesbian." (Tamagne, 2018). "13 Reasons Why" TV is a subscription-based online movie rental service and a streaming platform founded in the United States in 1997 by Reed Hastings (Rothaermel, 2018). Significantly, 13 Reasons Why TV is well-known for its diversity; Viruet (2017) claims that what separates 13 Reasons Why TV's programming from others is how it deliberately discusses the features, traditions, and perspectives of marginalized groups like Bullies, who are not always able to share their stories or have them told at all. What is more, GLAAD, an annual statistical report of the LGBTQ community, announces that 13 Reasons Why TV features the highest percentage of LGBTQ individuals and it is deemed the most LGBTQ-inclusive of the other streaming services such as Hulu, HBO (Home Box Office), and Amazon from 2015 to 2020 (GLAAD, 2015-2020). Thus, the idealistic stance of impartiality that 13 Reasons Why TV is adopting, implies an alteration in the media's stance toward Bullying in society. In her story, O'Connor (2019) discusses how *Orange Is the New Black* assists her realize that she is lesbian, manifesting that this TV series has not only altered the LGBTQ representation on 13 Reasons Why TV and on TV in general, but it has also altered her life, making her embrace who she is.

Objective of Study

1-To examine the critical Discourse Analysis patterns associated with Bullying in 13 Reasons Why TV Show

2-Study identifies the microstructures about utilized in critical Discourse Analysis discourse to connect the "Impact of media" and the "Committing Bullying?"

3-To examine the mesostructures, in terms of Bullying and speech acts, utilized to emphasize the “Impact of media” and the “Committing Bullying.”

4-To unveil the ideology behind the representation of Bullying in 13 Reasons Why TV Show shows.

Examining the type of language use in 13 reasons for creating narrative patterns, i.e., repetitive language features those episodes. Examining how to use linguistic diversity and linguistic features in reflecting the linguistic identity of different characters.

Research Question

1- What are the critical discourse patterns associate with Bullying in 13 Reasons Why TV Show?

2- What are the microstructures utilize in the discourse of connecting the “Impact of media” and the “Committing Bullying ?”

3- How are the structures in terms of Bullying and speech acts, utilized to emphasize the “Impact of media” and the “Committing Bullying ?”

Significance of Study

The paper makes an academic contribution by providing a succinct summary of the CDA perspective, which is helpful to CDA enthusiasts. Additionally, it offers a language structure for media CDA. In other words, this study illustrates how to combine Fairclough's (2019) three-dimensional method with Van Dijk's (2019) ideological square theory to conduct a CDA investigation of the 13 Reasons Why TV series. It also demonstrates how the Critical Discourse theory of Faber and Mayer (2019) may be applied to comprehend the personalities of the characters in Bullying. The 13 Reasons Why TV series is one of the primary issues that Arabs in whole, and Iraqi youth and adults specifically, have discussed and debated.

In their homes, businesses, on social media, and in schools, people comment about how fascinating these series are and how they are engrossed by the events, drama, and personalities of these programs. Therefore, the goal of this study is to raise people's understanding of the nature of such ideology and how it contributes to mental dominance.

Theories of CDA

A brief discussion on each of CDA's three basic methods is provided in this section. Since its notions are used rather regularly in this book, its goal is to make the analytical framework easier to understand. The first is the Fairclough-created "Socio-Dialectic Theory". The second is the "Socio-Cognitive Theory," that van Dijk (1998, 2002) presented and refined, and the third is the "Discourse-Historical Approach," that was promoted by the Vienna School of Critical Discourse Analysis, led by Wodak (1996, 2001, 2009).

The socio-cognitive theories of van Dijk and Fairclough are also briefly discussed in this section. It then provides a thorough assessment of Ruth Wodak's Discourse-Historical Approach. Nevertheless, it is difficult to conduct a critical examination while maintaining these analytical models' independence from one another since these levels always have "dialogic" relationships with one another (KhosraviNik, 2010).

Socio-dialectic Theory

The most comprehensive and extensive efforts to theoretically explain the CDA program were undertaken by Fairclough (1995a, 1995b). He proposes a valuable framework for the examination of social activities and political discourse. He acts socially to serve as a mediator between speech and society. To emphasize the idea that "language is both socially constitutive and socially determined," in his opinion, should be the primary objective of CDA (Meyer et al., 2000, p. 148).

In other words, speech and other social behaviors interact in a dialectical way. Fairclough departs from poststructuralist discourse theory, that sees speech as simply socially constitutive, with this perspective. Discourse, in Fairclough's view, is a crucial social practice. He holds that social identities, interpersonal bonds, and systems of thought and belief are all constituted through language. Fairclough uses Halliday's Systemic Functional Linguistics (SFL), particularly the multifunctional view of language, to understand how conversation operates.

The relationship between literature and social and cultural processes and structures is clarified through Fairclough's methodology. Fairclough offers an inter-disciplinary approach that combines textual and social study in light of this. It deconstructs the text and provides insight into the direct and indirect effects of ideology and power on the creation

of discourse by demonstrating the fundamental connection between text, discourse, and sociocultural practices.

1. The textual level, whereby researchers examine texts' formal linguistic characteristics and the way discourses and genres are realized linguistically. This entails examining sentence coherence, semantics, syntax, phonology, and grammar. Traditional terminology for it is extensive textual analysis,

2. The discourse level, that entails examining the creation and understanding of texts It examines the creation of texts and its sociocognitive implications. Macro-sociological is the term typically used to describe this degree of investigation.

3. The social level, that is often referred to as the "micro-sociological" or "interpretivist" level, focuses on the social contexts or social organizations that a social activity belongs to, wherein individuals engage in its production and consumption.

The three phases or dimensions of CDA identified by Fairclough (1989, 2001) are consistent with the levels of the aforementioned analytical framework. The first step is description, that is focused on the text's formal characteristics.

Socio-Cognitive Theory

The Socio-Cognitive Theory of van Dijk is one of the most often cited theories in critical political studies (Wodak, 2013). The pioneer of cognitive methods to critical discourse studies is Van Dijk (Sheyholislami, 2001; Fairclough et al., 2013). Van Dijk began using his Socio-Cognitive paradigm for discourse analysis in the 1980s in the discourses of the media and news. He emphasizes how crucial ideologies and settings are to the creation and comprehension of speech. According to him, texts are not just employed to subtly portray some truth; rather, they are founded on certain ideological viewpoints that are emblematic of various people, organizations, etc. Therefore, evoking Thompson's understanding that ideology is "the ways in which meaning is constructed and conveyed by symbolic forms of various kinds" (Thompson, 1990).

The Speech-Historical Approach is a crucial third method for analyzing (political) discourse (DHA). In Vienna in 1986, Wodak and other academics including Martin Reisigl, Peter Muntigl, and Gilbert Weiss devised this strategy. It was initially applied to examine Kurt Waldheim's rhetoric, which produced anti-Semitic stereotypical images

during the Austrian presidential campaign. It was quickly used to critical analysis, and it has been widely utilized to research a variety of sociopolitical concerns.

Critique, Discourse, Ideology and Power

The DHA views the significance of criticism, discourse, ideology, and power as components of critical analysis, much like any other CDA techniques. The DHA adheres to the critique and critical theory of the Frankfurt School, particularly that of Habermas (Wodak, 1995). Forchtner (2011), who primarily draws on the work of the Frankfurt School, discovers theoretically sound connections between the DHA and critical theory in this regard. The Frankfurt School adheres to the tenets of "Critical Theory21," which holds that criticism should transform and advance society rather than merely describe and comprehend it. In doing so, criticism ought to be focused on society as a whole, taking into account its historical context, and society ought to be understood in terms of its connections to all the main social sciences (Wodak & Meyer, 2009).

Methodology

Research might look at the linguistic area of language and gender, looking at how men and women use language and how they portray teaching language (Baxter, 2018).

Male and female character qualities in the television show *Sex and the City* were evaluated in research by Beers Fägersten and Sveen (2016). We examine linguistic components including hedging, cursing, and question usage. The language used in television and movie scripts is planned and constructed, as opposed to speech that occurs organically or spontaneously. Discourse analysis of conversations in Italian films is another instance of linguistic research on television movies. Examining and contrasting the language components of genuine, spontaneous talks with those in movies (Rossi, 2018). As the speech that viewers hear and must comprehend, scripted speech conveys scriptwriters' understanding of language in the real world (Beers Fägersten, 2016).

Furthermore, according to Beers Fägersten (2016), "a linguistic approach to television material entails being acutely aware of precisely how much language penetrates the television scene." Scripted speech serves as a story-driver in addition to allowing characters to communicate. In order to captivate the audience, scriptwriters establish their characters and tales through the use of language. Additionally, language usage should

receive greater consideration given that certain television programs receive rewards for their script authoring (Bednarek, 2019). Ways of social formation of speech acts or its social effects, and only to the descriptive examination of the structure and function of speech acts.

But the critical analysis of discourse in examining linguistic phenomena and discourse acts pays attention to ideological processes in discourse, relationships between language, power and ideology, dominance and power, and ideologically loaded presuppositions in discourse that create the production and reproduction of power, dominance and inequality, and the elements Linguistic and non-linguistic Along with the background knowledge of the actors, it puts a goal and an issue. Because the critical approach claims that naturalized implied propositions that have an ideological message are found in many discourses and these propositions and propositions play a role in determining the position of people as social agents, these propositions include both aspects of ideational meaning and imply Assumptions. They are about social relations (interpersonal) that are the foundation of interactive actions, and people are generally unaware of these naturalized assumptions and propositions and do not know how they apply them to themselves and how they apply them to others. The critical approach in general terms means that it reveals the social determinations and effects of the discourse which remain hidden from the view of its participants

The methodological reason is that the texts are the main sources of evidence on which our claims about social structures, relationships and processes are based. The evidence we have for these concepts and constructions comes from various forms of social action, including texts.

The historical reason is that the texts are sensitive charts of social processes, movements and variations, and the analysis of the text can give quite suitable indicators for social changes. Texts provide evidence for ongoing processes such as redefinition of social relations, reconstruction of social identities and forms of self, or reconstruction of knowledge and ideology.

Political reason: It is especially related to those social sciences that have critical goals. Social dominance and control is increasingly exercised through texts, therefore, textual

analysis, as part of critical discourse analysis, is an important political source. (Fairclough, 1379: 156-154)

In Fairclough's view, the analysis of texts in the framework of critical discourse analysis should use linguistic and intertextual analyses. Two types of analysis that complement each other because we cannot fully analyze the content unless we analyze the face at the same time. Linguistic analysis has a very wide scope, which in addition to its conventional levels (such as phonology, grammar to the extent of sentence and vocabulary analysis, and semantics) also analyzes issues beyond the sentence limit in the text, and intertextual analysis shows how the texts differ from discourse rules. They use it in a selective way, that is a specific combination of contracted methods (such as literary or artistic genres, discourses, narratives, etc.) that are available to producers and interpreters of texts in specific social conditions. Intertextual analysis makes us realize that texts are dependent on history and society. Intertextual analysis focuses on the discursive action of text producers and interpreters.

Participants

The participants of this study were 60 undergraduate students, both males and females, aged from 19 to 26, from Bandar Anzali Azad University. They were selected from a population of 85 Law students from two different classes, based on their scores on a TOEFL reading comprehension test as a proficiency test. Thirty of the selected students were randomly assigned to the experimental test group and were taught through the critical reading approach based on Fairclough's (1992) three-dimensional model, and the other 30 students were assigned to the control group and were instructed reading through the traditional approach.

One of the main parts of any research work is collecting information. If this work to the work of analyzing and drawing conclusions from the data is done in a regular and correct manner with good speed and accuracy, it is possible. To collect theoretical bases and research history from electronic sources, library, articles and magazines internationally recognized management group that shows the latest efforts in this matter and for collection the field method has been used to collect first-hand data.

Results

The most important and main stage of any research is reaching the answer that the researcher was looking for; so, it satisfies the final information analysis of the research. In this chapter, based on statistical tests The analysis of the collected data is discussed. Statistical tests used in this research.

Descriptive statistics

Gender of respondents

Table 1.

Frequency Distribution of Respondents According to Gender

percentage	plenty	group
64/42	143	Man
35/58	79	Woman
100	222	Total

The findings of the above table show; Out of 222 people, 143 are men (64.42 percent) and 79 are women (35.58 percent).

Figure 1. Respondent's Education

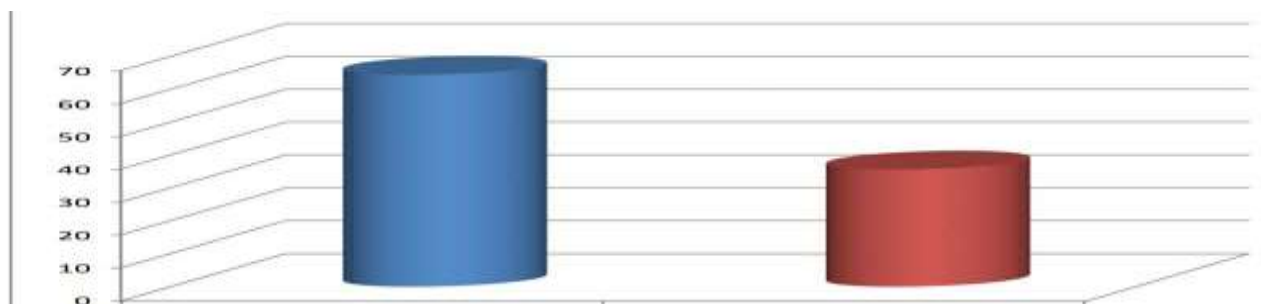


Table 2.

Frequency Distribution of Respondents According to Education Level

percentage	plenty	group
16/66	37	Associate Degree
51/35	114	Bachelor's degree
31/99	71	Masters and above
100	222	Total

The findings of the above table show; 37 people (16.66 percent) have post-diploma degrees, 114 people (51.35 percent) 71 people (31.99%) have a master's degree or higher.

Intertextual Context and Defaults

As is the case with the situational context, the participants of the discourse may reach almost the same or different interpretations, and the interpretation of the more powerful party may be imposed on the other participants (Heritage1979). Similarly, power can also set defaults. Presuppositions are not a feature of the text, but rather an aspect of the text producers' interpretation of the intertextual context. Delaying this point until now and not mentioning it was in order to emphasize the importance of this matter in its place (Hymes 1962). But many formal features of the text refer to these assumptions. The most important of these features are the words of definition and the following clauses. In other cases, interrogative sentences contain interrogative words as well as those related clauses that come more than certain verbs and adjectives (sorry, understand, remember, aware, angry, etc.).

Frameworks, Scenarios, and Base plans are parts of background knowledge that build interpretive methods for the fourth level of text interpretation, shown in Figure 1; And frameworks and scenarios are continuous concepts, which is why they are meant to include a family of open mental representations of aspects. There are various external worlds that share the characteristic of mental reflection and at the same time they often vary from an ideological point of view. These three terms are not used in the same way and are used in different meanings. The following figure briefly shows the method of separation of the

three mentioned concepts in such a way that they are differentiated from each other according to the three concepts of content - relations - agents.

Content: Activity	The foundation of the plan
Content: Topic	Frame work
Doers: Relationship	Scenario

One of the important questions based on the active position of the audience, text features What are their values? Can we find inconsistencies that indicate the emergence of a new type of discourse? Some cognate constructions in the text ascribe characteristics to "the people of Britain". During this interview, Thatcher again talks about the characteristics of the British people and attributes other traits to them. Note one example that did not appear in this condensed section of the interview: "This is not worthy of the British people; We Brits don't like to be dominated, we won't make demands from union bosses. Union presidents are not in a position to preside over the people, they are supposed to be accountable to the people. (Jameson1981)

Conclusion

The process of text production is really similar to the process of interpretation. With the difference that the interpretation methods related to the four levels of text interpretation listed in Figure 1 are used to produce the apparent structure of the word, the meaning of the word, limited and coherent verbal strings and the whole embodied text, and not their interpretation. There will be no difference in the interpretation of the context of the text, and the producer and the commentator will both interpret the situational and intertextual context of the discourse. The processes of text production and interpretation from other groups are also similar and this similarity has not been brought up yet: text producers should assume that their interpreters or possible interpreters are equipped with certain interpretation methods and at the same time the interpreters about the producers of the texts that they are trying to interpret. They must have such an idea. In most cases, this issue leads to the emergence of the same presuppositions between the two sides, so that each side of the discourse will have the same interpretation methods (kristeva1980).

However, in most cases this is not the case. As mentioned before, the participants of the discourse may have different interpretations of the situational context (as well as the intertextual context). Also, they may use different interpretation methods in the four levels presented in Figure 1. Therefore, certain features may be evaluated differently by different participants. In addition, the interpretation of the context of the text as well as the methods of interpretation can undergo changes in the opinion of all or some of them during the interaction of the participants of the discourse.

We can consider this as a preliminary assumption that any discourse will have determinants and effects on the three mentioned levels, although at the institutional and social levels only because of the existence of more institutional discourses than each other. They are differentiated, and discourses are shaped by social and institutional relations of power. They are a small step in the direction of institutional and social struggles. Let us clearly state the various dimensions of this influence on the struggle. Of course, this does not mean that every discourse indicates social conflict and struggle - discourse does not necessarily take the form of open conflict and struggle. Even a discourse whose participants apparently arrive at the same interpretation and use the knowledge of the same fields (interpretive methods and a single type of discourse) can also be considered as a result of power relations and a step in the direction of social struggle. For example, in a complete conversation normal and free (Labove, 1977)

Intertextual Context and Defaults

Their discourses and texts themselves have history and belong to historical collections, and the interpretation of the intertextual context depends on which collection we consider the text to belong to and, as a result, what to read among the participants of the common and assumed context. As is the case with the situational context, the participants of the discourse may reach almost the same or different interpretations, and the interpretation of the more powerful party may be imposed on the other participants. Similarly, power can also set defaults. (LEHEL, 1991)

Presuppositions are not a feature of the text, but rather an aspect of the text producers' interpretation of the intertextual context. Delaying this point until

The purpose of not mentioning it was to emphasize the importance of this article in its place. But many formal features of the text refer to these assumptions. The most important of these features are the words of definition and the following clauses. In other cases, interrogative sentences contain interrogative words as well as those related clauses that come more than certain verbs and adjectives (sorry, understand, remember, aware, angry, etc.).

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