An Analysis of The Use of Various Functions of Language in Zia Mohyeddin's Speech

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Abstract

The research was aimed at analyzing the use of language functions in the speech of Mr. Zia Mohyeddin, a veteran Pakistani orator, during his address at the convocation of Habib University, Karachi in 2022. The objectives of the research were to identify various linguistic functions that are reflected in the speech and to look into how different language functions were realized in his speech which reflect the ways in which language works. A descriptive research design was used to conduct qualitative analysis of the data. The data was obtained in the form of Mr. Zia Mohyeddin's speech. The speech was transcribed after it was downloaded from the internet in order to ensure that it is fully comprehendible, particularly with regard to the many kinds of linguistic functions that are included in this speech. The qualitative analysis of the transcribed speech revealed that referential, meta-lingual, emotive, and poetic language functions have been used by the speaker and the referential function is the most prevalent kind of language function in this speech. It was concluded that the speaker wanted to influence his audience through his words. The awareness of language functions in speech, as our primary means of communication, is unquestionably significant, whether for the speaker acting as the addresser or the audience acting as the addressee.

Key words: Language, speech, language functions, qualitative analysis, addresser, addressee

Introduction

Human interaction relies heavily on language in daily encounters. Roman Jakobson claims that among all human semiotic systems, language is the most significant and central one (Chandler, 2002). With the passage of time, human civilization developed languages with the advancement of society, and thinking. As social beings that cannot survive without interacting with other living things, it is one of the most crucial element in modern human societies. Language is used as a medium with the use of which people may communicate with one another. Language is one of the instruments that is used in this communication and helps people in conveying and receiving messages.

There are different perspectives from which linguists study the complex phenomena of language (Shaumyan, 1987). Linguistics research focuses on the fundamental idea of language as it pertains to its use in real life situations. Lanigan (1991) defines linguistics as the verbal transmission of messages. It is the examination of language as a science. The field of linguistics encompasses a wide range of fields. The first side concerns theoretical linguistics, and it is separated into two sections. Semiotics, semantics, phonology, morphology, syntax, pragmatics, discourse analysis, and other concepts are among them. In contrast, applied linguistics includes, among other things, sociolinguistics, psycholinguistics, historical linguistics, and so on.

In the process of analyzing language from practical perspective linguists suggested a model regarding the various functions of language according to which a successful act of verbal communication may be defined, analysed and utilized. The phrase "language functions" has been given several meanings. Soto-Hinman and Hetzel (2009) see language functions as the

various tasks carried out through the use of language, Thomas (2009) terms them as the purposes for which people use language. Cook (1985) defines them as the purposes for which people use language, and Green (2012) claims that language functions are social actions that people intend to carry out through the use of language. Although the phrase has been defined in a variety of ways by proponents, each explanation affirms an active idea that gives language its usefulness and purpose. Jakobson (1960) is one of the linguists who is credited with proposing the theory. He pointed out to six language functions that are as follows: conative function, poetic function emotional function, referential function, phatic function, and also meta-lingual function. Jakobson (1960) provides an overview of the six language functions that make up the communication model that he proposes. According to this model, the addressee will be the one to receive the message from the addresser. For the texts to be operational, Noth (1990) elaborates, there should be a requirement for a context that refers to the referent. The messages should be completely or at least partially coded between the person who is encoding the message and the person who is decoding the message. After that, a contact, which refers to a link between the encoder and the decoder, will connect both of them and ensure that they continue to participate in those interactions.

Literature Review

Language and communication are extremely essential parts of the human experience. When people connect with one another, they communicate through the channel of language. Because of this, the use of language is an extremely vital component of communication. While the act of communicating is itself a talent that individuals acquire through experience.

The capacity to interact and communicate with other people comes rather naturally to most humans. The act exchanging opinions, ideas, and information for making the message from the addresser understandable for the addressee is what is meant by communication. There are several essential components that make up communication. These components include the sender, the message, the channel, the decoder, the receiver, the feedback, and the context (Gemma, 2013). The initial component is the source. The individual or entity that is making an effort to disseminate knowledge is known as the source. The message constitutes the second component. There is always going to be a message included in an act of communication since its purpose is to convey a message to the person who is receiving it. The information that you wish to convey to the recipient can be thought of as the message in its most basic form. The encoding step comes next. The process of compiling the message into a format that is indicative of it with the intention of guaranteeing that the receiver can understand it is known as encoding (Gemma, 2013).

The channel constitutes the fourth important element. When we talk about a method of communication, we may simply refer to it as a channel. It may take the form of a spoken or written channel, as well as a direct or indirect route, and so on. The next step is decoding the message. It is the process by which the receiver attempts to comprehend the message that was transmitted by the encoder or the speaker. The receiver comes next. There are a few aspects that determine how the receivers interpret the messages that the sender sends to them, such as how they will respond, their sense of humor, their moral behavior and the areas in which they and the sender have similar ground. Feedback is the seventh component of the system. The context constitutes the last component. This is also an essential component since the receiver of the message might arrive at his own understanding of the message's meaning by taking into account not just the context of the message but also the context in which the message was received (Gemma, 2013).

According to Jakobson (1960) there are six essential components that make up his models of communication: the context, the message, the addresser, the addressee, the contact, and the code. Jakobson (1960) derived six functions of language from those models of communication.

These six functions of language are still aligned with six essential components. There is the poetic function, the emotive function, referential function, the conative function, the meta-lingual function and the phatic function. According to Holmes (2013), "the referential function is a function to convey information," and it may be accomplished via many styles of speech like interrogative or declarative remarks. The context of the communication is taken into consideration when carrying out the referential function. The purpose of this function is to transmit information or to enlighten others about the notion being presented by the speaker. Jakobson (1960) stated that poetic function is "the function towards the message as such, focus on the message for its own sake." According to Chandler (2002) this function is centred on the content of the message being communicated. This function places an emphasis on the reversal of the paradigmatic and syntagmatic categories (Lanigan, 1991). The purpose of this function is to bring to the forefront those aspects of the text in which the particular form that has been selected represents the core of the message.

According to Jakobson (1960) an emotive function addresser seeks to achieve a direct statement of the speaker's attitude towards the topic that he or she is discussing. It is geared at the addresser, who is the one who is speaking. According to Lanigan (1991) the emotional function states the speaker, affects the speaker's physical comportment, and implements the speaker's cognition. In addition to this, it provides an indicator of the unique elements present at the grammatical, and lexical levels. The purpose of this function is to convey the attitude of the addresser to the listener by expressing their sentiments or to transmit the emotion that the addresser is feeling. In addition to it, the conative function, also known as interpretative, is an orientation towards the addressee. It happens very early on in the process of a youngster learning a language. Through the use of this function, the speaker attempts to persuade the receiver to do some action that is connected to the content of his or her utterances. In other words, the speaker seeks to influence behaviour. In this use of the conative function, all we do is examine the utterance of the speaker. If it instructs the recipient of the message to carry out any action, we refer to it as a conative function. (Jakobson, 1995).

Engagement on both a bodily and mental level is required for proper phatic function. Establishing, continuing, checking, or terminating the linguistic messages in a communication exchange are all functions that fall under this category. According to Chandler (2002), the phatic function serves several purposes, including the opening of a channel, the determination of whether or not the channel is functioning properly, and the portrayal of social ties. The contact between the speaker and the receiver is the focal point of this phatic function. Finally, whenever the addresser and the addressee need to check up whether they use the same code, speech is focused on the code: it performs a multilingual function. This function's purpose is to draw attention to the code so that it may be clarified or renegotiated, as well as to provide a reference to the nature of the interaction.

The functions of language have received a great deal of attention in recent years. Previous researches on the functions of language that include studies by Riyantono & Setyarini (2012), 'Aliyah (2015), Lestari (2017), Nurdiana (2016) have demonstrated that this is the case. These earlier research provide an analysis on a variety of data. The majority of these studies are concentrating their attention on the linguistic functions that are displayed in some advertising. There are three of them that employ the same theory connected to language functions that was developed by Roman Jakobson. As their topic of study, Riyantono and Setyarini (2012) did not conduct an analysis of the entirety of the advertising that appeared in the SUAVE catalogue magazine. They chose to simply take the catchy headlines and slogans. 'Aliyah (2015), on the other hand, did not concentrate on a single subject of linguistics. She used advertising for Toyota as her source of data and analysed many functions of language in them. In addition to it, Lestari (2018) examined current advertising for Maybelline, which are not particularly

highlighted in her analysis. She just chose twenty current advertising at random, which is not sufficient to reflect the entirety of the advertisements. Moreover, Nurdiana (2016) analysed language functions in English language teaching materials (texts) in the Indonesian context. The study concluded that the language functions in the textbooks did not provide adequate meta-pragmatic information for the students.

Objectives of the Research

The purpose of this study was to identify various linguistic functions that are reflected in the speech of Mr. Zia Mohyeddin, a veteran Pakistani orator, during his address at the convocation of Habib University, Karachi in 2022. Another objective of the study was to look into how different language functions were realized in his speech which reflect the ways in which language works.

Research Questions

The study was conducted to answer the following research questions:
1. What variety of linguistic functions does the speech contain?
2. In what ways does the speech actualize language functions?

Methodology

In this particular study, descriptive qualitative research was used. Because the data are going to be analysed and described descriptively, the researcher specifically adopted a descriptive qualitative research strategy. Consequently, as a result of this research, a detailed explanation about the use of various functions of language was offered in the discussion.

Qualitative data was obtained in the form of Mr. Zia Mohyeddin's speech. This speech was retrieved from the internet. The speech was transcribed after it was downloaded from the internet in order to ensure that it would be fully comprehended, particularly with regard to the many kinds of linguistic functions that are included in this speech. The speech was qualitatively analysed to identify and elaborate the use of language functions in it.

Findings of the Research

The speech includes a discussion about classicism and its applicability in the modern world. The speaker disputes the idea that classicism is outdated and out-of-date and contends that any historical creative work that sparks the depth of our imagination qualifies as classic. Milton's Paradise Lost and Ghalib's poetry are only a few examples of famous masterpieces that the speaker cites. The speaker also offers personal experiences on his first encounter with Shakespeare and the cultural impact of old mythology.

Collectively, the speech makes a compelling case for the relevance of classicism in the modern world. The speaker takes issue with the anti-intellectual society that has replaced classicism with modernism. The speaker underlines the cultural variety of classic works by defining classicism as any work from the past that arouses the imagination. The speaker's personal descriptions give the speech a human and approachable touch while highlighting the ongoing impact of classical works on modern society.

The qualitative analysis of the transcribed speech revealed that referential, meta-lingual, emotive, and poetic language functions are used by the speaker. As the speaker defines the terms classicism and classics and discusses the interpretations of these terms, the referential role is clear to see. The author also provides illustrations of timeless masterpieces from many cultures and eras. When the speaker analyses how modern culture views classicism and classicists and how that perspective has evolved through time, the meta-lingual function is evident. Moreover, when he displays his personal sentiments and emotions about classicism, literature, and language, the emotional function is clear to see. He also discusses his own life

experiences and how they affected the way he approaches the matter. In addition to it, the poetic function is his expression of his views and opinions using language in a unique and expressive manner. In order to support his points and keep the audience interested, he frequently employs literary examples in his talk.

The use of various language functions in the speech was analysed by coding the transcribed text. The evidence of various speech acts and the way these were actualized in the speech has been described in the table below:

Table.1 Description of the data

Language function	Example from the analysed speech
Referential Function	"classics and classicism are now considered to be disparaging words" "classics is not a three-year highly scholastic course in Latin and Greek at Oxford or Cambridge" "The concise oxford tells us that it can be outstandingly important" "Greek art and literature, Greek and Latin art and literature" "Milton's paradise lost" "the poetry of Ghalib" "Shakespeare" "Greek myths" "Homer's Iliad and Odyssey"
Emotive Function	"I do not mind this even though I know that the implication is that I belong to a breed conservative in nature" "It speaks volumes for the anti-intellect culture which is spreading all around us" "We seem to regard intellectuals as highfalutin impractical people" "The loss of intellect is one of the most damaging aspects of our existence today" "I got hooked on Shakespeare" "he created magic" "we discover that contrasting with all these brilliant qualities there was a dark side to him which made him into a terrible tyrant and incomprehensible"
Poetic Function	"We also discard not only the heritage of our own sources of inspiration because we think that in this changing world of ours we must not heart back to the past" "I would like to submit to you that any creative work of the past, be it sculpture or poetry, drama or architecture which stimulates the depth of our imagination is classic" "the poetry of Ghalib is classic because classics is not the sole prerogative of the west" "classic and so I think the Parthenon and the stupas of Sanchi are classic" "these references have been told in excellent epics and drama and poetry" "A great deal of theorizing has gone into the accounting for these myths especially in the 20th century" "Our experience of classics is variably influenced by those who have gone before us"
4. Phatic Function:	"Distinguished academia, board of governors, board of directors, ladies and gentlemen!" "If I were to be flippant, I would quote Alan Bennett" "Other than I have been the noon-tied sun which he tossed at my mother when he was in one of his jovial moods" "Was it his voice that mesmerized or was it the energy that he exuded I don't know"

5. Metalingual Function:	"What is classicism?" "What is classics?" "Dictionaries would tell you" "I would like to submit to you" "My mother who knew no English would cover up her face with her veil and giggle silently" "I always thought it was a joke, it was not until I got enrolled at the royal academy of dramatic art in London that I realized that it was not a joke but a quote from Shakespeare's Tempest"
Conative Function	"I would like to submit to you that any creative work of the past, be its culture or poetry drama or architecture which stimulates the depth of our imagination is classic" "We get to know what we now call multiculturalism of their own societies, passages do not simply enlighten us they also jolt us out of our erroneous perceptions of certain epochs"

Qualitative analysis of the speech revealed that referential, meta-lingual, emotive, and poetic language functions were used by the speaker. As for as the actualization of various language functions is concerned, the referential function has been frequently used in form of statement like "classics and classicism are now considered to be disparaging words" and references to classical works in order to inform the audience about the value of classicism. The emotive function has been employed in the speech in the form of expressions as "I do not mind this even though I know that the implication is that I belong to a breed conservative in nature" in order to express his feelings about the attitudes people had towards classicism. Moreover, short sentences like "he created magic" were used for the sake of emphasis and interest of the audience. In addition to it the speaker employed the poetic function in expressions like "I would like to submit to you that any creative work of the past, be it sculpture or poetry, drama or architecture which stimulates the depth of our imagination is classic" for the sake of ensuring the scholarly essence of the talk and asserting his views in front of the audience. The use of meta-lingual function basically comprised short questions about classics and classicism such as "What is classicism?", "What is classics?" which were actually used as attention grabbers in the speech. Moreover, the speaker also made effective use of the phatic function of language in the form of utterances like "Distinguished academia, board of governors, board of directors, ladies and gentlemen!" in order to establish a link between himself and the audience.

Overall, the speaker portrays a feeling of competence, objectivity, and attention to detail and the style and tone are ideal for an academic environment.

Discussion

The study was aimed at identifying various linguistic functions that are reflected in the speech of Mr. Zia Mohyeddin, a veteran Pakistani orator, during his speech and another objective of the study was to look into how different language functions were realized in his speech. The study found that the referential function has been used most frequently as the speech has been delivered in a formal, academic tone that is suitable for a scholarly discussion. To make his point, the speaker uses precise terms, specialised phrases, and long sentences. This is a typical style, where the emphasis is on providing an argument supported by logic and facts rather than on subjective viewpoints or emotions. Also, the speaker includes references from other works to back up his claims, which improves the talk's overall worth. The orator made good use of poetic and meta-lingual functions of language to make his speech thought provoking. In addition to it a precise and calculated use of emotive and phatic functions of language has been ensured to sustain the interest and attention of the audience towards the speaker.

The speaker in this speech discusses the idea of classicism and its function in contemporary culture. The speaker begins by addressing the prestigious audience, which consists of

academics, members of boards of governors and directors, as well as other visitors. This sets a formal tone and suggests that the speaker is making a presentation to an informed and powerful audience. Moreover, he incorporates personal thoughts on his own experiences with classicism, which gives the discussion a personal touch and indicates his authority on the subject. The speaker defines classicism and classics in detail, noting that these terms may be interpreted differently. This facilitates the formation of a shared understanding among the audience and facilitates the speaker's ability to effectively communicate his views.

After establishing his initial proposition, the orator makes a case against contemporary culture, arguing that it is anti-intellectual and disdainful of traditionalism and intellectual endeavours. In order to strengthen his view point, he underlines that classicism encompasses works from all civilizations, not only those of the West. This broadens the discussion's viewpoint and implies that classicism is appropriate for a range of audiences.
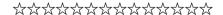
In order to demonstrate how classicism has changed through time and contributed to the growth of human intellect and creativity, the speaker gives historical examples of classic works and their influence on culture. Finally, the speaker makes the case that classicism does not support oppressive behaviour by historical characters and other negative elements of classic texts. This demonstrates that classicism is a multifaceted engagement with history that recognises both its virtues and shortcomings, rather than a simple acceptance of the past.

Overall, the analysis demonstrates that the speaker uses language strategically to convince his audience of the merits of classicism and its applicability to modern society. The speaker creates a nuanced argument that acknowledges the intricacies of the subject and aims to engage the audience in a serious dialogue by relying on personal experience, historical examples, multicultural viewpoints, and moral critiques.

Conclusion

According to the study, practically all language functions have been employed in Zia Mohiyuddin's speech. The referential function is the most prevalent kind of language function in this speech. This indicates the speaker wanted to present a strong argument in front of an educated audience. He hoped to influence the viewpoints of his audience, who serves as his addressee, to accept and share his viewpoint in accordance with the speech's intended effects. He attempted to influence people's opinions in this speech, particularly about classicism.

It can be concluded that language functions in speech, as our primary means of communication, are unquestionably significant, whether for the speaker acting as the addresser or the audience acting as the addressee. As there are six components impacting communication which include contact, addresser, addressee, message, context, common code, the speaker must understand the aim of giving his talk for the sake of selecting the appropriate sorts of language functions (Jakobson, 1995). These components are crucial in ensuring that his message is understood by the audience. It will be challenging for the speaker to select the right utterances without an awareness of the components and varieties of language functions, particularly if the speaker plays a significant social role, as Mr. Zia Muhiyyuddin did in the literary and scholarly circles all over the world. The listener must also be aware of the purposes behind the speaker's statements.Without this information, the audience will likewise struggle to understand the primary message which the speaker is trying to convey to them.

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