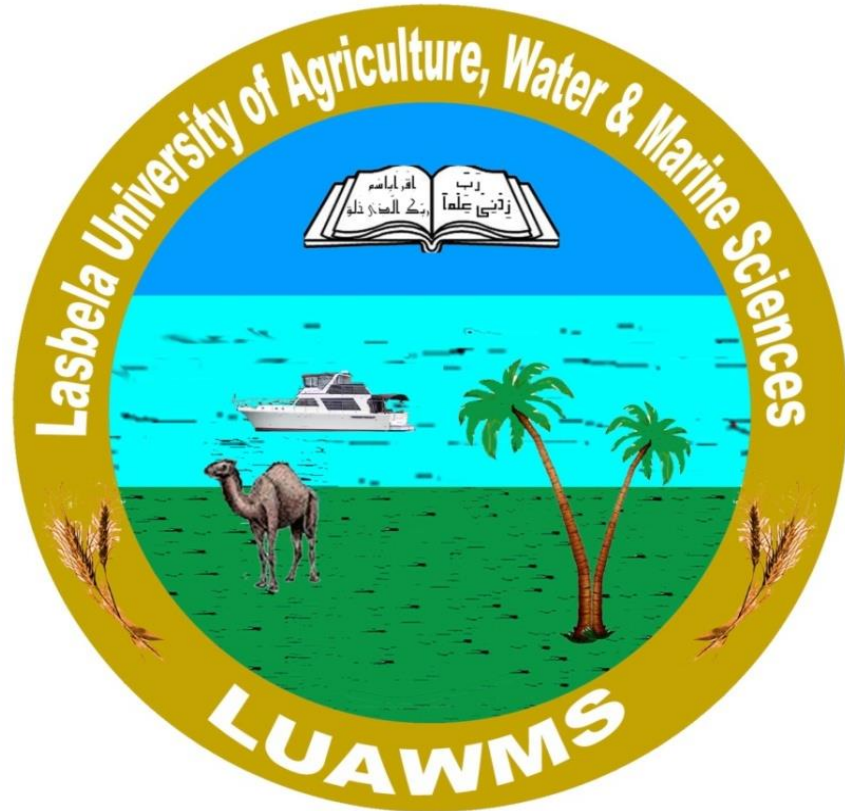


Balochistan Journal of Linguistics

ISSN-No. 2312-5454

(Volume 09)

2021



**Department of English Language & Linguistics,
Faculty of Languages and Literature,
Lasbela University (LUAWMS) Uthal, Balochistan,
Pakistan**

Editorial Board Balochistan Journal of Linguistics (BJL)

Patron in Chief

Prof. Dr. Dost Muhammad Baloch, Vice Chancellor, LUAWMS, Uthal

Editor in Chief

Dr. Nasir Abbas
Associate Professor,
Dean, Faculty of Languages and
Literature

Editor

Dr. Munir Khan
Assistant Professor,
Head, Department of English Language
Teaching

Sub-editor(s)

Mr. Abdul Waheed Shah
Mr. Mairaj Hoth

Publisher: Lasbela University (LUAWMS) Uthal, Balochistan, Pakistan

Advisory Board Balochistan Journal of Linguistics

International Advisory Board

Professor Dr. Lutz Martin,
School of Oriental and African Studies,
University of London.

Professor Dr. Nancy C. Kula,
Department of Language and
Linguistics, University of Essex, United
Kingdom.

**Dr. Shamala Paramasivam Associate
Professor.**
Department of English, Faculty of
Modern Languages and
Communication, University of Putra

Malaysia, 43400, UPM, Serdang,
Selangor, Malaysia.

Dr. Rodney C. Jubilado,
Associate Professor, Department of
English Language, University of
Hawaii,

Dr. Afida Mohamad Ali,
Department of Modern English
Language, Faculty of Modern
Languages and Communication,
University of Putra, Malaysia.

Professor Dr. Maya David Khemlani,
Asia-Europe Institute, University of
Malaya, Kuala Lumpur, Malaysia.

National Advisory Board

**Professor Dr. Nadeem Haider
Bukhari,**
Dean Faculty of Arts, University of
Azad Jammu and Kashmir,
Muzaffarabad.

Professor Dr. Sajida Zaki,
Chairperson Department of Humanities
and Social Sciences, NED University,
Karachi.

**Professor Dr. Muhammad Khan
Sanghi,** Institute of English Language
& Literature, University of Sindh,
Jamshoro, Sindh, Pakistan.

**Professor Dr. Muhammad Tariq
Umrani,**
Director, Institute of English Language
& Literature, University of Sindh,
Jamshoro, Sindh, Pakistan.

Guidelines for Authors

Balochistan Journal of Linguistics is a journal published annually by the Department of English Language and Linguistics, Lasbela University, Uthal, Balochistan. It accepts papers for consideration on any aspect of theoretical and applied linguistics. The authors are requested to send their papers according to the following guidelines.

I. All manuscripts in English should follow the following format:

The first page should contain title; author(s)'s name(s), affiliation, E-mail address; and abstract of 150-350 words, followed by three to five key words, main text, acknowledgment, endnotes, and references in subsequent pages. Key words should be given in italics.

II. Manuscripts in English should use the following style for headings and subheadings:

- 1.
- 1.1
- 1.1.1
- 1.1.2
- 1.2
- 2

The main heading should be written bold in font size 14. All other headings should be written bold in font size 12. DONOT underline any headings at all.

III. Tables, figures, and maps should have headings and be numbered consecutively and should be clearly presented. Notes and sources should be placed under each table and figure. Photo will be treated as figures.

Format

Use Letter size paper with Times New Roman writing style font size 12 for the main text with line spacing 1.5 and 10 for the abstract with 1.15 line spacing. Left margin should be 3.5 but all other margins should be 2.5 mm. Tables and figures should not be split on two pages.

Other requirements

Give one paragraph introduction of all authors in five to seven sentences (for each author) describing their educational background and research achievements in a separate file. But do not use hyperlinks.

Plagiarism

Authors should submit similarity index along with the manuscripts of the papers. They are also required to submit an affidavit declaring that the material in the paper is their own and it has not already been published. Quotes should be properly acknowledged.

References

- 1) Use APA style of referencing.

Note on Authors

Mr. Muhammad Omer is a Lecturer in English, at Govt. Graduate College Jhelum. He has more than four years of experience in teaching, research, and practical translation. He has more than 4 research papers in national HEC recognized journals. His areas of interest are Literary Studies, Translation Studies, and Practical Translation. He has the expertise in literary translation. He is the author of two books. As a short story writer, he got his short stories published with reputable publishers in Pakistan.

Dr. Muhammad Javed Iqbal is a lecturer in Translation Studies at the Centre for Languages and Translation Studies, University of Gujrat. He has more than eleven years of experience in teaching, research (HEC approved Ph.D. supervisor), and practical translation. He has more than 20 research papers in national and international HEC recognized journals. His areas of interest are Applied Linguistics, Literary Studies, Translation Studies, and Practical Translation. He has also the expertise in legal translation.

Dr. Hafiz Muhammad Qasim is a PhD in Linguistics from Bahauddin Zakariya University, Multan. He is currently working as Assistant Professor at the Department of Applied Linguistics, GC University Faisalabad. He has fifteen years of experience in teaching and research. He has many research publications in HEC recognized national and international journals to his credit. His areas of interest include systemic functional grammar, syntax, lexicography and teaching of English language & literature.

Ms. Faryal Waseem Khan, is working as a Senior English Lecturer at Army Public School- (APSACS) Sialkot Pakistan. She also serves the duty as Linguistics and ESL Trainer, English Coordinator, Students' counsellor, Wing In-charge, AIS coordinator, superintendent, CCA Coordinator and Educational Management In-charge. She holds a MPhil degree in Applied Linguistics (AL), M.A in English (Language and Literature) from University of Management and Technology Sialkot (UMT). More, she has done Professional Development of English Teaching course (PDET) from Ball State University of USA, Course of Core English Language skills, comprehension and writing for secondary English as well as (English Language Courses) from ELC. Furthermore, she has been a part of various national and international conferences. She has couple of publications in nationally and internationally peer reviewed journals. Her field of expertise is; Phonetics and Phonology, Computational Linguistics, Critical Discourse Analysis, Sociolinguistics, Corpus linguistics, and Pragmatics and Semantics.

Mr. Muhammad Saqib Zafar, is Ph.D. Scholar at the Department of Linguistics, Government College University, Faisalabad. He is a university teacher, linguist, trainer, school education consultant, and academic writer. He has published research papers in various linguistic domains, and he has also supervised several MPhil theses. He is especially interested in language testing, corpus linguistics, and essay writing.

Mr. Ameer Ali, is a researcher at University of Sindh, Jamshoro, Sindh, Pakistan. He has published over 20 research articles and book chapters. He is interested in doing

Sociolinguistic studies focusing on Sindh. He is a Solidarity Member of the Foundation of Endangered Languages.

Professor Dr. Maya Khemlani David, is an Honorary Professor at Asia Europe Institute, University of Malaya, Kuala Lumpur, Malaysia. She received the Linguapax Award in 2007 and is an Honorary Fellow of the Chartered Institute of Linguistics, United Kingdom and an Honorary Member of the Foundation of Endangered Languages. She has published over 400 book chapters and research articles.

Mr. Zeeshan Haider, is a student of English language and Literature. He belongs to Sargodha. He has done masters in English language and literature from University of Sargodha, Sargodha in 2019. Currently, he is working on his MPhil thesis. He is doing MPhil from the same university.

Dr Munir Gujjar, is Associate Professor at University of Sargodha. He belongs to Toba Tek Singh. He did his PhD from Punjab University. He is the author of 4 books and 18 research articles. Currently he is serving in the Department of Urdu and Oriental Languages, UOS.

Ms. Rakhshanda Fawad, is an English Lecturer at University of Central Punjab, Lahore. She has done her masters from COMSATS University, Islamabad, Lahore Campus. Her research interests are in the areas of English Language Teaching & Learning (MA Thesis "CLT for IELTS Preparation", Multimodality in Teaching, learning and Feedback "Effectiveness of Electronic Feedback on Writing Accuracy of Undergraduate Students of COMSATS". Recent publication is "Critical Analysis of Online Feedback Channels on Writing Skill at Undergraduate Level" Presented in International Research Conferences in Punjab University & AIOU Islamabad.

Ms. Noreen Akhtar, is English Language Lecturer at University of Central Punjab. She has done her MPhil in English from Kinnaird College. She is an aspirant academician and is dedicated to her commitments. Her area of interests is Phonology, speaking, and writing.

Ms. Asma Iqbal, is working as a lecturer in National Textile University Faisalabad. Her 1st book was published in 2018 on "Pakistani Englishes: Syntactic Variations" by "ROUTLEDGE". Her multiple articles were published in various National and international journals on Discourse, semiotics, and Syntax.

Ms. Farah Iqbal, completed her MPhil in English Literature from Government College University, Faisalabad. Her master's thesis was on Post colonial feminist analysis. Her research article on attributive words has recently published in HEC recognized research journal. She has attended several national and international research conferences.

Mr. Muhammad Naveed Arshad, working as a lecturer in Punjab Group of Colleges. His major research interests includes Semiotics, Discourse and Sociolinguistics. He is also serving as a language specialist in different academies.

Dr. Marghoob Ahmad, is a Ph.D. scholar in Department of English Linguistics, The Islamia University of Bahawalpur, Pakistan, professionally, he is working as an Assistant Registrar, Lahore High Court, Lahore, Bahawalpur Bench and is on study leave. His Ph.D. dissertation is almost completed and going to be officially submitted in the next month which is titled “*Effect of Global Englishes Paradigm on Language Brief of Pakistani ESL Learners*”

Dr. Riaz Hussain, is an Assistant Professor/Incharge Department of English Linguistics, The Islamia University of Bahawalpur, Pakistan. He supervises all academic and administrative activities of the Department of English Linguistics. He also has the honour of doing Ph.D. under kind supervision of Dr. Mamuna Ghani. His contribution in this paper is very important because he has read between the lines the manuscript and suggested to set methodology section properly by adding suitable model for a stylistic lexical analysis.

Dr. Mamuna Ghani, is currently serving as Director, Executive Training Center (ETC) The Islamia University of Bahawalpur, Pakistan. She has also served as Chairperson Department of English, Islamia University Bahawalpur and got retired as Dean Faculty of Arts. She is the supervisor of Mr. Marghoob Ahmad who is doing Ph.D. linguistics under her kind supervision. She did her Ph.D. in Linguistics from the UK and after her return to Pakistan joined IUB, Pakistan. She has served the Department of English, Islamia University, Bahawalpur for years and produced approximately forty PhDs in Linguistics in her splendid career.

Dr. Syed Alamdar Nabi, is working as Assistant Professor at Emerson University Multan. He has been teaching at Graduation, Masters and M.Phil. level for more than two decades. His specialization in research is in ELTR and Linguistics. He has completed his Doctorate from the University of Azad Jammu and Kashmir Muzafarabad. He has published many research articles in different journals. He is affiliated with many universities as a visiting faculty and supervising research scholars in his domain.

Ms. Lubna Yasir, is working as a Lecturer at University of Education Lahore(Multan Campus). She has been teaching at Graduation and Masters levels for 15 years. Her specialization in research is English for Specific Purposes. She has her M.Phil. in Linguistics from NCBA&E Multan, her Masters in English is from B.Z.University Multan. She has received many awards for excellent performance in education. She has published many articles in different Journals.

Dr Arshad Saleem, is a Social Scientist, author, Critics, policy maker, Strategic Planner, advisor, columnist, a true leader who has established & govern several public and private sector higher education institutions including Shaheed Benazir Bhutto University, Board of secondary and intermediate education SBA, PITE, SZABIST etc.

Mr. Hassan Bukhtiar, parallel to his academic career, is currently working with Punjab Police's department of communication as Field Communication Officer. He did also work with many institutes as a visiting Lecturer in the department of English. In 2020, he has completed MPHIL in Applied Linguistics from the University of Management and Technology, Sialkot. Furthermore, he has been a part of various national and international conferences. The author has couple of publications in nationally and internationally peer reviewed journals. His field of expertise is: Computational Linguistics, Critical Discourse Analysis, Applied Linguistics, Sociolinguistics, Corpus linguistics, SPSS, Syntax, and Semantics.

Contents

A CRITICAL DISCOURSE ANALYSIS OF BORIS JOHNSON’S SPEECH ON CORONA PANDEMIC: AN APPLICATION OF THREE-DIMENSIONAL MODEL OF NORMAN FAIRCLOUGH	1
ZEESHAN HAIDER ¹ , DR. MUNIR GUJJAR ²	1

A Critical Discourse Analysis of Boris Johnson's Speech on Corona Pandemic: An Application of Three-Dimensional Model of Norman Fairclough

Zeeshan Haider¹, Dr. Munir Gujjar²

Abstract

This study aims to analyzing the use of impression markers, main theme, and description of the social and cultural implication of the speech delivered by Prime Minister Boris Johnson. The research data comprised of the speech which Mr. Boris Johnson delivered on April 27, 2020, after he recovered from Corona virus attack. In this speech, he assured the people of England that the government is standing by them in this hour of difficulty. He appreciated the efforts made by NHS against the Pandemic. He also appreciated the patience of the people of England for following the SOP's given by government. He informed the people that England is going to enter into the second phase of COVID19 and it could only be defeated if they (people) keep on following the instructions given by the government and NHS. He used different impression markers in his speech to make coherence, to emphasize his key points, and to grab the attention of the audience. The audience' comments below the YouTube video showed that he successfully convinced people for being calm and hopeful.

Keywords: Impression markers, NHS, SOP's

¹ is a student at University of Sargodha

² is an Associate Professor at University of Sargodha

1 Introduction

The discourse, either written or spoken, is studied in an interdisciplinary field which is called Critical Discourse Analysis. The researchers aim to investigate the power relations in a text to expose the inequalities, violence, and social practices through analysing the text keenly. The main aim of Critical Discourse Analysis is to analyse the utilization of language as a social phenomenon and to study the contribution of language to the lives of people to understand how they communicate in different situations to convey their messages, ideologies, and agendas. According to Van Dijk (1989), CDA analyst takes his position as an outsider and analyses the political and social inequalities to change the social as well as economic injustice to all sections of society.

Fairclough is said to be one of the most renowned scholars who contributed to the development of CDA. His approach towards discourse analysis is social-theoretical. His model for CDA consists of three processes of analysis which are interrelated. These three interrelated processes are linked with three inter-related dimensions of discourse. Those three dimensions of discourse are Description, Interpretation, and Explanation. In Description, text and the formal properties of the text, (including verbal and visual texts) are analyzed. In Interpretation, the relationship between text and interaction is analyzed. Besides, it is also viewed how a text has been produced and consumed. In Explanation, the social practices behind a communicative event are analyzed.

The very first dimension of Fairclough's model is Description. It involves textual analysis. The second dimension of Fairclough's model, which is processing analysis, consists of "analysis of the process of production, interpretation, distribution and consumption. This aspect is concerned with how people interpret and reproduce or transform texts" (Rogers,2005). Social analysis, third dimension of Fairclough's model, is related to "Issues of Power".

In this study, we have applied the given model of CDA on a speech delivered by the prime minister of England Mr. Boris Johnson on April 27, 2020, on the outbreak of Corona Pandemic. He delivered this speech when he returned after getting recovered from COVID19. We got this speech from YouTube channel 'The Telegraph' and transcribed it. It consists of 1095 words. He addressed the people living in England.

2 Literature Review

According to Fairclough (1993), Critical Discourse Analysis is an analysis which makes strange relationships between different social and cultural groups. His focus is on textual and speech events. He relates them to the socio-cultural perspectives of discourses which unveil the hidden ideologies that contour the power relations. Fairclough also investigates the working of power in a society by the attitude of the aristocrats, which is hegemonic and by the use of texts based on a certain ideology which supported aristocracy. Fairclough (1992) introduces three dimensions for the analysis of discourse. Under the first dimension, personal knowledge and experiences, beliefs, views, and perspectives about a specific event of the speaker are analysed. Under the second dimension, social relations and their effect on the discourse are analysed. Under the third-dimension

speaker's identity is analysed by investigating his or her lexical choices and syntactical patterns that reveal his or her social and cultural background and true identity. He says that the prime object of Critical Discourse Analysis is analysing a text by keeping in view the social theory of language.

In CDA, the context of the text, language i.e., replete with ideology and cultural influences and ethnic groups of the speakers are the subjects of analysis. According to Brown & Yule (1985), language is used not only to convey the messages but also to motivate people to do some actions. Through the distinctive use of lexical choices and syntactical patterns the speakers represent their social and cultural background.

Fairclough's linguistic analysis of discourse practice in socio-cultural studies is called Inter-Textual Analysis in which lexical choices, syntactic patterns, grammar, and vocabulary are analysed. Furthermore, coherence, cohesion, and the texts' organization have also been included in the analysis. Fairclough explains his approach in the view of Textual Analysis as 'Critical Language Study' in which he aims to unfold the discrimination of social relations and practices that exploit the rights of the people with the use of language in society. He believes that a language is a tool that is being used to exercise power and hegemony by elites and text is a source of conveying thoughts to maintain dominance over the people. (Fairclough,1995).

Halliday (1978) says that language is a social phenomenon as people use language in a social setting, in a certain way. Society and Language are interdependent and linked to communication whereas language contours our identities. He asserts that our context plays a significant role in domination such as those who can fluently speak English are taken as belonging to superior class for speaking the language which is spoken by politically strong and socially dominant people.

Gee (1990) and Sampson (1980) argued that Critical Discourse Analysis analyses by using numerous methods with the perspective of the social and economic context. At the same time social semiotics plays a crucial role in discourse analysis to interpret the text and its analysis is based on social factors with that specific context.

Fowler (1996) says that CDA produces knowledge of exploitation and makes people aware of different perspectives of sociocultural context regarding any discourse. An analyst should perform discourse analysis positively and his analysis should be critical orientation rather than criticism.

Corson (1995) asserts that critical discourse analysis applies specific approaches to analyse the text such as stylistic and textual features in order to find out social relations and identities from a linguistic perspective. Discourses show all social issues whether they are about politics or education.

Van Dijk (1991,1993) declares media a puppet of dominating class. He asserts that politics and media are joined secretly as media promotes the ideologies and propagates their hidden motives with the help of language. They use specific lexical choices that are apparently common but their use on a particular stand advocates the elite's policies. Media

always supports the ideology which is propagated by the elite or state because they earn a lot through manipulation.

Afzaal et al. (2019) have done a valuable work in the field of discourse analysis. They analysed the conversations between doctors and patients in order to analyse the communicative patterns. The researchers used IRF (Initiation, Response and follow-up) model given by Sinclair and Coulthard (1975) to carry out this study. The researchers collected 30 audio tapes of the conversations between doctors and patients with the help of medical and non-medical staff of the hospitals. The data was translated into English and then transcribed. After transcription, it was analysed with care.

The study showed that there is a great communication gap between the patients and the doctors. The reasons behind the communication gap are rustic background of most of the patients, illiteracy, and the inability on the part of patients to speak lingua franca. Lack of experience and inability to understand local languages are the shortcomings on the part of doctors which create communication gap. There are many examples in the research which show that the patient was unable to communicate his problem, but the doctor comprehended it by virtue of his multilingualism, experience and the skill of reading body language.

Qiuhan et al. (2020) conducted a study on the influence of COVID19 pandemic on learning and to explore the effects of online learning in Hongkong. It was a quantitative study. The researchers used a questionnaire containing 22 questions. The questions were related to the student-teacher relationship, quality of online learning and the virtual classrooms. The data had been collected from two of the universities of Hongkong. The results of the data showed that in the adverse circumstances of COVID outbreak, the online technology helped a lot to make up the deficiency. A reasonable proportion of the students appreciated the use of online method of teaching and showed satisfaction over it. The study also highlights that the pandemic pointed out to universities the need of enhancing their infrastructure of online teaching and many institutions did it during the pandemic.

An important study in the domain of discourse analysis has been conducted by Van Dijk (1992). He carried out this study to explore the nature of the denial of racism on the part of elites. In his valuable work, the researcher qualitatively analysed more than 50 pieces of text, taken from day-to-day conversations, press and debates in the parliament. After a careful analysis of the data, the researcher concluded that people especially elite express their racist emotions in disguise. They express racism by using several 'denial strategies' such as euphemisms, victim blaming, and excuses etc. They show resent for immigrants, backs and refugees by using these strategies of denial.

It is clear from the above literature review of prominent linguists that CDA is a positive way of analysing texts on a large scale to unveil the manipulators of language who play with the people using language and impose their perspectives through hegemony, power, and domination. Thus CDA plays a significant role in bringing a positive change in societies and the lives of the people.

3 Methodology

Three-dimensional model of Critical Discourse Analysis given by Norman Fairclough has been applied to Boris Johnson's speech which was delivered on entering the second phase of Corona Pandemic in England. Fairclough has espoused a three-dimensional model of CDA to analyze hidden patterns and structures of power and ideology in a text. These three dimensions are Description, Interpretation, and Explanation. According to this model the text is analyzed under above-mentioned three dimensions.

Under the first dimension i.e., Description, a text is analyzed on the linguistics levels such as vocabulary, grammar, and textual structures. Under the second dimension i.e., Interpretation, the situational context and inter-textual context are analyzed. The participants, meanings and understandings which are constructed in the text through linguistics choices in interactions are also analyzed under this dimension. Under the third dimension i.e., Explanation, the re-description of linguistics choices and text's orientation are analyzed which means that the relationship of power and ideology are scrutinized. According to Fairclough, the main aim of explanation is to analyze some particular assumptions of cultures, ideologies, societies, and the practice that can bring change or maintain the prevailing power relation. (Fairclough,1989)

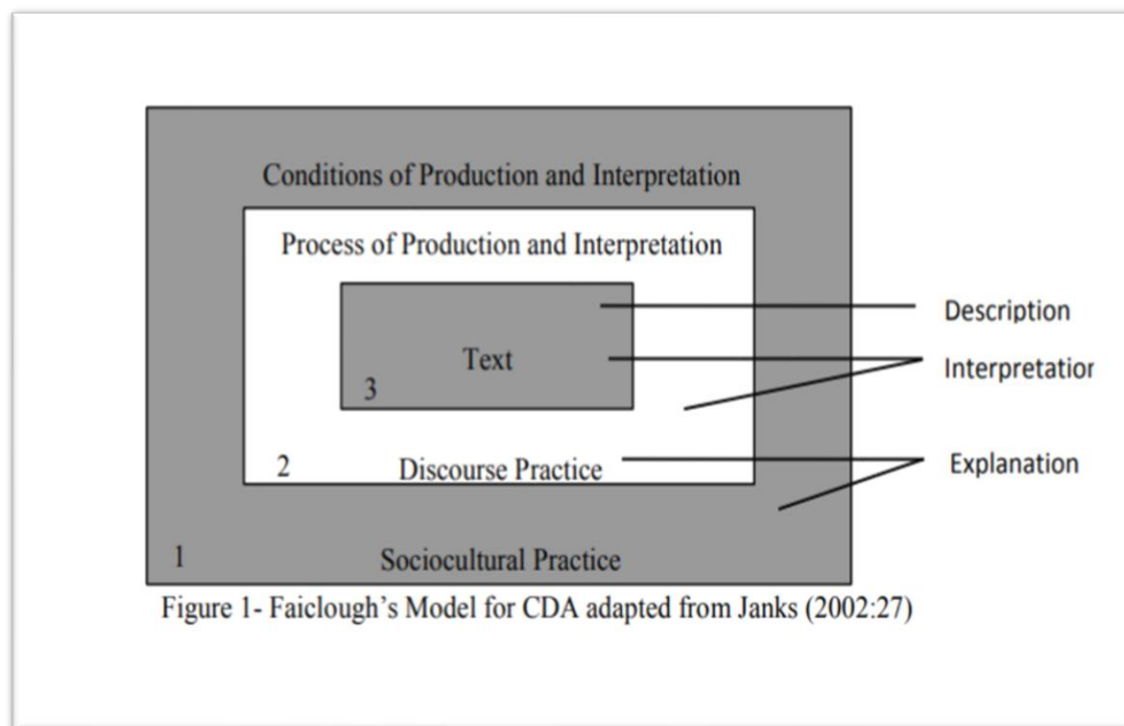


Figure 1- Fairclough's Model for CDA adapted from Janks (2002:27)

The figure of Norman Fairclough's three-dimensional model which has been given above clearly explains the working of the model. The first phase of this model which is called Description deals with the structural or formal properties of a text. It deals with the body of the text. The second stage 'Interpretation' involves text along with the process of the production and interpretation of the text. It takes into consideration the immediate context of the text and deals with the process of interpretation of a text by the reader on the basis of situational context and the formal features of the text. Third dimension of this model is Explanation. At this stage, a text is analyzed by keeping in view the sociocultural practices to explore the power relations.

The data that has been used in this research work has been taken from a speech delivered by Mr. Boris Johnson, the Prime Minister of England, on April 27, 2020. It has been taken from a YouTube channel “The Telegraph”. The speech was transcribed and analyzed. By the researchers. It consisted of 1095 words. The data used in this research is completely valid as the speech was transcribed with great care. Moreover, in the discussion, the data has been analyzed comprehensively, discussing the exact words and phrases used by the Speaker keeping in view his social and political standing as well as the criticality of the circumstances.

4 Discussion

Our research data is a speech which had been delivered by the prime minister of England Mr. Boris Johnson on April 27, 2020. He addressed the people of England to talk about then prevailing condition of Corona Pandemic and took them into confidence. After transcribing the speech, we have applied Fairclough’s CDA model on it. This model has three dimensions which have been given below.

4.1 Textual analysis (Description)

Textual analysis method is used by the researchers for the description and interpretation of the characteristics of a message in recorded or visual form. It aims at the description of the structure of the content and the functionality of message which is given in a text. The speech under discussion comprises of almost 1100 words. The context of the speech is that England is passing through the most critical phase of her history after World War 2. This critical situation has been created by COVID19 pandemic. Millions of citizens of England got effected by corona and thousands of them kicked the bucket in a few weeks. Prime Minister Boris Johnson himself got effected by Corona and delivered the speech after his partial recovery. In this speech, he appreciates the citizens of England for tackling this crisis with patience. He also encourages them and prepares them to face ‘Phase 2’ of this pandemic.

The language that has been used by the Prime Minister Boris Johnson is very simple and encouraging. He has not at all shown any disappointment as well as worry in his speech. Mr. Johnson gets somewhat informal in his speech to console the audience. He uses the word “sorry” when he talks about his absence. Afterwards, he says “thank you” many times in his speech which shows his concern for his people.

Prime Minister Boris Johnson has used many euphemistic expressions in his speech which mean nothing but to lighten the stress created by the situation. While talking about Corona, he never calls it ‘Corona or COVID19’ but refers to it by calling it “challenge” or “conflict”. By using the words ‘challenge’ and ‘conflict’, he wants to present the other side of this crisis before people. He does not want the people to get horrified and overwhelmed by it by. At one moment, he talks about “fighting” with this crisis/conflict which shows that he wants his people to play on front-foot against this pandemic.

Mr. Johnson, in his speech, shows his solidarity with the people of England. He repeatedly uses the pronoun “we” while talking about his plans. This shows that he wants to assure the people that they too are stakeholders in government’s decisions. In the same way, he

uses the word “collectively” while talking about himself and his nation. At one place he uses the phrase “all of us” which also shows his ties with his nation. While addressing his audience, he says, “I understand your impatience. I share your anxiety.” At another point, he consoles his people in these words: “I entirely share your urgency. It is government’s urgency.” Again, he takes his nation into confidence by saying “we would share all our working and thinking, my thinking with you”. In short, the text of the speech is altogether encouraging and consoling as far as its text is concerned.

4.2 Process Analysis (Interpretation)

The second step of textual analysis in CDA given by Fairclough is ‘Process Analysis’. In this step the researcher has to find out that what is the context of the text, how it is produced and what is its implication on societal level. Social roles, gestures and formation of words play very vital role in the understanding of a text. The speech under our discussion had been delivered amid Corona pandemics. Boris Johnson himself suffered from this virus and recovered. All the world is in the clutches of this disease. If we see the speech in this context, we can find out that the speech was consoling as well as warning. When he calls COVID19 an unexpected and invisible mugger and physical assailant to make the people realize the seriousness of situation, he refers to his own experience and says, “which I can tell you from my personal experience it is”. When the audience hear him quoting his personal experience, they must have the influence. But when he talks about ‘wrestling it down to the floor’ the context of his own experience reinforces the hope of recovery on the part of people. There is great distress and panic all around the world. The speaker manipulates the grave situation of the world and marks his country less affected as compared to the rest of the world and uses the word “elsewhere” for the world outside. In this way, he tries to encourage the English people and prepare them to confront the crisis.

4.3 Social Analysis (Explanation)

By using the words “we”, “all of us” and “collectively”, the Prime minister Boris Johnson tries to show integrity and oneness with the people of England. This technique decreases the state of depression and distress among the people. He uses the idioms such as “turn the tide” and “wrestle to the ground” in order to encourage the people. He encourages them to face the situation by mentioning WW2 and the struggle of Mr. Moore who just turned 100. He says that after the end of this pandemic, they would hopefully “emerge stronger than ever before”. The people of England see him recovered from Corona. He speaks hope and confidence. All these things make the nation look forward towards good times.

5 Conclusion

After analyzing the speech from all the three dimensions given by Fairclough in his CDA model, it could be concluded that this speech by Boris Johnson blew hope and confidence

among the masses. Mr. Johnson used idioms, euphemism, historical references, informal words, and personal experiences in order to console his nation in this hour of stress. He warned his nation against the upcoming dangers in the case of their carelessness. At the same time, he gave them a hope of coming out of this whirlpool if they followed the instructions given by the government. After analyzing the speech of textual, interpretative, and explanatory basis, we can say that text along with context was a storehouse of hope and consolation for the audience and best met its purpose.

References

- Afzaal, M., Khan, M., Ghaffar Bhatti, A., & Shahzadi, A. (2019). Discourse and Corpus based Analysis of Doctor-Patient Conversation in the Context of Pakistani Hospitals. *European Online Journal of Natural and Social Sciences*, 8(4), pp. 732.
- Brown, G. & Yule, G. (1985). Discourse Analysis. *Journal of Linguistics* 21(1), pp. 241-245.
- Corson, D. (1995). *Discourse and Power in Educational Organizations*, Cresskill: Hampton Press, N.J.
- Fairclough, N. (1989) Language and power. New York: Routledge.
- Fairclough, N. (1992) *Discourse and social change*. London: Polity Press.
- Fairclough, N. (1995). *Critical Discourse Analysis: The Critical Study of Language*. Longman. [ISBN 978-0582219847](https://doi.org/10.1080/00220499508667347).
- Fairclough, Norman (1995b). *Media Discourse*. London: Edward Arnold.
- Fowler, R. (1996). "On Critical Linguistics", in Caldas-Coulthard, C. R. and Coulthard, M. (Eds.), *Texts and Practices: Reading in Critical Discourse Analysis*, Routledge, London, 1996, 3-14.
- Gee, J. P. (1990). *Social linguistics and literacies: Ideology in discourses*. London: The Falmer Press.
- Halliday, M. A. K. (1978). *Language and Social Semiotics*. London: Edward Arnold
- Janks, H. (2002). Critical Discourse Analysis as a Research Tool: *Critical Discourse Analysis*. London: Routledge.
- Qiuhan, L., Afzaal, M., Alaudan, R., & Younas, M. (2020). COVID 19 Pandemic and Online Education in Hong Kong: An Exploratory Study. *International Journal on Emerging Technologies*. 11(5), [411-418](https://doi.org/10.1080/15438511.2020.1811111).
- Rogers, R. (2005). Critical Discourse Analysis in Education: A Review of the Literature. *Review of Educational Research*. 75(3), 365-416.
- The Telegraph. (2020, 04, 27). YouTube. URL <https://youtu.be/xk-i9923Qfg>.

Van Dijk, T. A. (1989). *A handbook of discourse analysis*. London: Academic Press Limited.

Van Dijk, T.A. (1991). *Racism and the press*. London: Routledge

Van Dijk, T.A (1992). Discourse and the Denial of Racism. *Discourse & Society*. doi:[10.1177/0957926592003001005](https://doi.org/10.1177/0957926592003001005)

Van Dijk, T.A. (1993). *Elite discourse and racism*. London: Sage Publications. pp. 242-282.

Citation for this paper:

Haider, Z., & Gujjar, M. (2021). A critical discourse analysis of Boris Johnson's speech on Corona pandemic: An application of three-dimensional model of Norman Fairclough. *Balochistan Journal of Linguistics*, 09, 57–65.