

The context and its role in the intentionality of the meaning of discourse

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Abstract:

Context is considered one of the fundamental factors in determining the purposes of discourse, as all meanings and intentions are associated with a specific context in which they are evoked. Context becomes clearly visible in many fields, especially in literature and specialized discourses such as political speeches. Human beings have the ability to perceive the relationships between what is intended and what is not intended for themselves. To understand the importance of the context mechanism, one must begin by analyzing the concept of context, starting from its basic definition.

Keywords: context, purposes of discourse, literature, political speeches, context analysis, discursive relations.

Introduction:

Context is one of the most prominent factors that greatly influences the determination and understanding of the purposes of discourse. Whether the text is literary, political, or even social, the context in which it appears plays a pivotal role in shaping meanings and guiding the correct understanding. The relationship between what is intended and what is not intended can become apparent based on the recipient's perception of the context surrounding the text. For this reason, the study of context is fundamental for understanding various discourses across different fields.

In literature, for example, context is considered an essential element for interpreting literary phenomena and understanding works in depth. Similarly, in political speeches, context forms the structure upon which arguments and political positions are based. The forms and patterns in which context appears are numerous, making its comprehension crucial for both the recipient and the researcher.

Problem Statement:

Despite the critical importance of context in understanding diverse discourses, there are challenges regarding the recipient's ability to perceive this context, especially in the case of ambiguous or multi-

meaning texts. What is context? What are the factors that influence its formation and interpretation? And how can the researcher rely on context analysis for a deeper understanding of discourses in literature and political speeches?

The Concept of Context:

Linguistically, the term "context" originates from the root word "sawq" (to drive), and its original form is "sawāq," with the "w" being replaced by a "y" due to the kasra (vowel) of the "s." It is said that "the camels followed one another (tasaāqat) or moved together (tasaūqat), implying a sequential movement. Tasaūq means following one another, as if one thing is driving another" .¹

In its linguistic sense, we observe that "context, in the linguistic sense and in the lexical connotation with the collection of meanings that this word indicates, signifies a continuous regular motion towards a specific goal. The sequence between things is called 'tasaūq,' which only occurs when there is a defined goal to be reached".² Therefore, the concept of context becomes a cognitive tool that has achieved significant success in text studies, and this tool is closely linked to the text itself.³ Through context, the meaning of a word or sentence is understood, as it is connected to what precedes or follows it, helping clarify the intended meaning. Often, there are similarities between sentences and phrases with subtle differences that distinguish them, and these differences can only be explained by referring to the linguistic context to observe the nuances that arise between the sentences. The change in context of words inevitably leads to a different meaning.

Thus, context plays a fundamental role in shaping the text, indicating that cohesion and coherence are closely related to the external circumstances that define all linguistic choices and organize all performative processes. Its influence extends beyond this domain to outline the map of text types and link them to their production conditions.⁴

When tracing the technical usage of this term, we find that it has a connection with its linguistic origin. We often hear expressions such as "context of speech," "context of the sentence," or "context of the text," etc. However, this usage remains general and lacks precision.

Some modern studies, particularly those by Western linguists, have given special attention to context. The London School, for instance, developed what is known as "contextualism," led by the figure of Firth (FIRTH, d. 1960), who formulated what became known as the "context theory." Among the key ideas emphasized by Firth in this theory was that "meaning can only be revealed through situating the linguistic unit in different contexts. Meaning is thus interpreted as a function of context".⁵

And the theory of context is considered one of the results of semantic research. When the conditions of the term and its linguistic material are studied, this serves as a prelude to giving this term its dimension within the text. In other words, context represents the study of the linguistic unit in practical reality, and it is a preliminary step in the analytical approach to discourse .⁶

- Based on this, it can be said that determining the concept of context is governed by two dimensions:
- An internal dimension
- An external dimension

The internal dimension relates to language and its structures, such as the position of the word among its peers, the manner in which words come together, and the place of this unity within the overall structure of the text. In other words, it refers to embedding these sentences within the overall framework of the text. This is known as the linguistic context, as it pertains to the verbal coherence within the sentence or text. It does not stray beyond the linguistic structure, and its role lies in determining the meanings of words and removing any ambiguity.

The external dimension represents the background and circumstances surrounding the text, including those connected to the speaker and the audience, as well as the temporal and spatial contexts from which the text originates. This type of context encompasses what rhetoricians refer to as the situational context or setting.⁷

Moreover, context plays an important role in achieving textual coherence and cohesion. In this regard, Mohamed Khatibi states, "Understandable and interpretable discourse is the discourse that can be placed in its context in the predetermined sense, as the receiver often faces a very simple discourse (in terms of its language), but it may contain clues (pronouns or conditions) that make it vague and incomprehensible without understanding its context. Therefore, context plays an active role in the communicability of discourse and its cohesion, and it would not be possible for discourse to have meaning without understanding its context".⁸

This means that the literary text cannot remain closed in on itself, confined to its abstract semiotic or formal structures. Instead, it must open up to the multiple, contextually rich worlds of meaning. In other words, the text must be subject to the principle of contextual interpretation by opening up to both the internal textual context and the multi-dimensional external context. According to (Parret), the types of context can be classified as:

- Textual context (moving beyond the sentence to the context of discourse).
 - The existential context (referring to objects in the external world).
 - The situational context (a set of situational, social, temporal, spatial, and institutional contexts).
 - The action context (context of speech act theory).
 - The psychological context (incorporating mental and psychological states).⁹
- The context plays a vital role in determining the appropriate meaning of the text through its circulation in different stages of this process. It starts with analyzing the meaning of the word, then the sentence, and finally the text. This results in a clear, semantically coherent text. The dominance of the context is evident in the fact that "from the various meanings a word might suggest, only the one determined by the context of the text will surface." This strong relationship between text and context is likely what prompted "Halliday" and "Ruquia Hasan" to title their book "Language, Text, and Context", as language and context are inseparable, and each can only be understood by referring to the other.¹⁰

As for the receiver, they are the recipient of the text and bear the responsibility of uncovering its deep structure through the indicators sent by the surface structure. In the realm of the text, the receiver is concerned with continuity relationships, which manifest in linking various occurrences in the text. If

one of these relationships is unclear, the receiver will resort to inference to fill in the gaps in the text .¹¹

Thus, the sender of the text must take into consideration the culture of the receiver and their ability to understand the text and grasp its intent in the way it is presented. The receiver's understanding is a sign of coherence between the parts of the text, and its absence indicates a lack of coherence.

On the other hand, there is a contemporary linguistic view of context that stems from pragmatics, which deals with language use in various intentional layers. This approach emphasizes the speech act and its three categories, addressing who is responsible for the matching directions in the action embedded in the speech and the role of the performative force in argumentative contexts. Accordingly, the mechanism of context involves procedural treatment across three levels:

The textual linguistic level:

- The level that falls within semantic analysis
- The non-linguistic level, which pertains to usage or pragmatics, addresses cultural and customary exchanges between the parties of discourse. From this perspective, it operates through different mechanisms: structural mechanisms, semantic mechanisms, and pragmatic mechanisms. Its subject matter revolves around seeking meaning first and then exploring intentions .¹²

Based on this, we can say that the quality and efficiency of context in a text depend on the extent to which it possesses capabilities that enable it to accommodate ideas and emotions. These capabilities provide the context with distinct features, allowing it to differentiate itself from other forms of communication in terms of quality. Language cannot be separated from the speaker, as it is not merely a tool for conveying thoughts. In literary texts, it becomes a set of symbols that embody the speaker's inner state, with all its imagination and emotions. These symbols only perform this role when the reader perceives them as a unified whole, reflecting on how the parts are connected. This connection impacts the reader, enabling them to engage with the text and fully grasp the author's intent. Hence, recognizing the context is crucial for a clear understanding of meanings .¹³

The Relationship Between Context and Text:

There is indeed a relationship between context and text. Context distinguishes a literary text from ordinary speech through unity and coherence. Every text must exhibit internal coherence, and context plays a role in linking the parts of the text, either through linguistic structures or the external context of the text .¹⁴

In semantics, context appears as a highly intricate and essential realm. Meanings emerge "in a contextual manner, governed by the situational clues that accompany speech, in addition to the clues specific to the linguistic system that the receiver grasps through their knowledge of that system" ¹⁵. In this regard, (Firth) called for studying the dimensions of speech from all its aspects. His approach

to studying different discourses involves reading them in their current, situational, and cultural contexts. The context of the situation (according to Firth) includes the experience of the speaker and the listener, the context of action, voice, and any other element within the discourse, as well as additional elements such as hand gestures, facial expressions, and sitting posture. According to Firth, context serves as the key that explains many of the processes accompanying language use by both the speaker and the receiver within the communicative function of language.¹⁶

In his research, John Lyons focuses on the role of deixis, pronouns, and the concepts of definiteness and indefiniteness, and their relationship to context. For him, deixis represents a relational system that links linguistic expressions to what these expressions represent in the discourse world. Pronouns are also considered part of the deictic context, as they are defined by the reciprocal relationships between individuals, and any change in these pronouns may indicate a shift in the speaker's mood or attitude. Lyons formulates basic hypotheses in the theory of text and context, which are:

- 1) The hypothesis of sentences and speech units: This suggests that the meaning of a sentence partially depends on the meaning of the words that make up that sentence, as well as on its syntactic structure and the forms of its words.
- 2) The hypothesis of a coherent text: A coherent text is one in which each word occupies its appropriate position to support the other words.
- 3) The context agreement hypothesis: Lyons explains this by saying, "We should not consider grammatical correctness as equivalent to sentence acceptability. All sentences may be grammatically correct, but semantic correctness is a condition for acceptability, as is the sentence's conformity to context"¹⁷.

From what has been discussed, we understand that the relationship between text and context is one of parentage. The text is the offspring of its context. While the text is required to exhibit cohesion and harmony between its parts, these parts must be connected by a single thread, known as the text's context. In order for the text to fulfill its function of enabling communication between its producer and its receiver, it must contain both its internal context and its situational context. If it does not contain this context directly, it must be identified by studying the surrounding circumstances at the time the text was produced. The rules of cohesion and textual interaction within the text help the receiver to understand and grasp it. However, if the text is disjointed and lacks cohesion, textual communication becomes difficult to achieve.¹⁸

Van Dijk, a Dutch scholar, has focused on studying the interaction between context and written discourse in what he calls the "text context." He emphasizes that every text must be distinguished from other forms of discourse by its contextual unity and cohesion. Situational context often helps make a text, written in a particular context, coherent.¹⁹ In addition to the importance of words in determining the meaning of other words (where each word is responsible for determining the meaning of the next), this continues the process of forming discourse units, rather than simply arranging words in representative units or as a collection. The meaning of discourse is not just the sum of the meanings of the individual words. Dialogue takes precedence over representation in meaning, because the

structure of words' composition is specific. At first glance, this may seem apparent, but delving into these structures and their potential meanings reveals that every syntactic possibility carries a particular meaning. One speaks to build knowledge about oneself and the world, not merely to reflect things as they are.²⁰

Many scholars agree that the book by Halliday and Ruqaiya Hasan, titled "Cohesion in English", published in 1976, is considered the best representative of the descriptive linguistic perspective on the relationship between text and context. They address this relationship by examining the functions of language, which are threefold: the experiential function, the interpersonal function (related to the social dimension), and the textual function, which includes the foundational elements of language that contribute to creating the text as a semantic unit. This enables the text to operate cohesively through its subject, harmonizing its internal relations within the situational context in which it is employed.²¹

Textual analysis through the feature of context:

Situational context (the situation):

This part of the research involves observing the external context of the text, often referred to as situational context or contextual situation, depending on the scholars' terminology. By "situational context," we mean all the historical, psychological, and environmental circumstances surrounding the text. It is insufficient to understand only the lexical meaning or the grammatical, morphological, or phonological systems of the language if the situational context is unclear. The situational context acts as a revealing light that must be considered when understanding meaning. Comprehending the context of a literary work is a necessary step that must precede any attempt to grasp its meaning and artistic significance. Without the situational context, the text remains ambiguous, and any attempt to interpret it becomes speculative in many cases.²²

Al-Raghib is recognized as a distinguished scholar, which is evident from his extensive work covering various fields of knowledge and literature. What was the secret behind this achievement? Did political, social, or even psychological conditions help him collect such diverse topics?

His knowledge came from multiple sources, and his intellectual tastes were so broad that they encompassed the entirety of the cultural landscape of his era. He had a deep understanding of Arabic literature and was a well-rounded intellectual, balancing cultural and intellectual dimensions. "As an author, his personality had three foundations: he was at once a jurist, a theologian, and a man of letters".²³

He grew up in a virtuous environment that valued knowledge, held it in high esteem, and adhered to lofty morals that elevated a Muslim toward greatness and distanced them from trivialities. This environment, in which he lived, was open to various intellectual and traditional sciences. The southern region of Persia, particularly (Isfahan), the homeland of (Al-Raghib), known as the "nest of scholars," was distinguished by such qualities.²⁴

The abundance of scholars in Rayy, and Khurasan's strong scientific renaissance during that era, is evident. In the Levant, within the court of Sayf al-Dawla al-Hamdani, gathered poets such as Al-Mutanabbi, Ibn Nubata, and Abu Firas al-Hamdani. Abu al-Faraj al-Isfahani presented his famous work "Al-Aghani" to Sayf al-Dawla, recognizing his support for scholars and intellectuals. Alongside poets, linguists, and other literati, Sayf al-Dawla's court also hosted prominent philosophers like Al-Farabi and doctors, with as many as twenty-four physicians, making his court one of the most splendid .²⁵

Conversely, the Buyids in Iraq and Persia had a significant influence on the scientific renaissance in the fields of writing and teaching. Rayy was the capital of the northern part of Persia during the Buyid period, which included Kerman, Rayy, Hamadan, and Isfahan. It is clear that Al-Raghib's era witnessed the emergence of many intellectual issues, such as the rise of the Ash'arites, especially with the support of many prominent scholars who adopted and defended this school of thought while criticizing its opponents.²⁶

Among the rulers of the Buyid dynasty, Adud al-Dawla stood out for his encouragement of scientific and literary movements. Ibn al-Amid, the chief minister of the Buyids during Rukn al-Dawla's reign, was renowned for his eloquence and prose, known for its beauty of imagery and precision of expression, leading to the famous saying, "Eloquence ended with Ibn al-Amid." Abu al-Qasim Ismail ibn Abbad, known as Al-Sahib ibn Abbad, worked under him and was closely associated with him, eventually becoming the vizier for Mu'ayyad al-Dawla and later his brother Qamar al-Din. Al-Sahib was known for his love of rhyme, his poetry, and his close association with poets and writers. Al-Tha'alibi mentions over twenty poets and scholars who adorned his court in Rayy, Isfahan, and Gorgan, including Judge al-Jurjani, Abu Bakr al-Khwarizmi, Abu al-Abbas al-Dhabi, and Abu Said al-Rustami, among others .²⁷

From these political and social circumstances surrounding the life of Al-Raghib, we understand that literal meaning alone is insufficient to grasp the full understanding of what is said. The literal meaning often lacks the current contextual clues that play a role in shaping the situational context. Much of our Arabic heritage texts have come down to us with ambiguity, partly because those who transmitted these texts did not provide adequate descriptions of the context surrounding them. Therefore, it is necessary when analyzing these texts to reconstruct their context correctly to ensure proper understanding .²⁸ This is because the situational context of a text clarifies whether a word should be taken as purely objective or if it was primarily intended to express emotions and feelings. Words can acquire new connotations due to the emotional tone that contributes to giving them an emotional resonance .²⁹

Psychological Context:

In the introduction to his book "Lectures of the Literati", al-Isfahani states, "... and I seek refuge in God from being among those who praise themselves and purify themselves, for thus they would blame and satirize themselves, and from being among those who underestimate their intellect out of admiration for their own actions, for it has been said: a person remains in possession of their intellect as long as they neither compose poetry nor write a book... " .³⁰

This statement reflects al-Isfahani's humility and self-denial in authoring his work. Readers of his texts can sense this in how he conveys the words of the Arabs, whether prose, poetry, or various sayings, with little evidence of his own personality in the text. Moreover, even in biographical accounts of him, the details are scarce, which can be attributed to his lack of association with court literati and his avoidance of seeking fame by courting princes and kings.

Since language serves as the medium for expressing an individual's thoughts and emotions, it varies from one person to another. It is a reflection of these thoughts and emotions, shaped and colored by them. Therefore, the words in a sentence or text may transcend their conventional meanings to convey additional implicit meanings added by the creator. These meanings serve a unique expressive function. Thus, words in their structure, as related to the speaker or creator, have an expressive function, while their function in relation to the objects they denote is symbolic.

The purpose of studying this type of context—the psychological context is to distinguish between psychological meaning and logical meaning. Psychological meaning differs among individuals and is subjective, unlike logical meaning, which is characterized by objectivity.

The psychological approach is one of the well-known schools in literary studies. One of the key principles of this approach is that artistic expression is a formulation of an experience influenced by both internal and external stimuli. Moreover, this expression or work cannot be separated from the creator's personality.³¹

The psychological study of literature differs from psychology itself in that its aim is not to uncover psychological complexes, as merely indicating such complexes falls outside the scope of literature. What matters in this context is to demonstrate the artist's ability to transform a subjective and individual image into a general and outwardly visible one.³²

Before words are spoken or written on paper, they exist as a fermented idea in the mind of their creator. This is a given fact. Furthermore, this speech must be influenced by the creator's mindset and psyche. However, the focus here is on the effects that the creator leaves on their words, as no speaker can fully detach themselves from the experiences and latent emotions within. These experiences often drive the creative process, making the subjective aspect dominate the objective one.

When the creator expresses themselves or a thought through the text, they cannot escape the linguistic framework that serves as a mediator between the creator and the audience. The language is an objective entity that the creator relies upon to build the literary text. However, the creator adjusts certain elements within it to reflect their individuality.³³

In this regard, we can examine Al-Raghib's introduction, which holds psychological significance, encouraging the reader to engage with the book. He writes:

"... of what I have compiled from the most subtle of accounts, the finest of poetry, and other books, forming chapters in "The Lectures of the Literati" and dialogues of poets and eloquent speakers, making it a polish for understanding and a resource for knowledge. I have included in it some fine verses and engaging stories, presenting it in a way that, when compared to its meaning:

- It is like the soul to the body, " like the moon to the sky, and the star to its pole.

It is a vessel filled with rare finds, a container stuffed with seriousness and frivolity. Whoever seeks it will find wisdom and tears in some parts, while others will find a witty rogue to make them laugh and entertain them.

For seriousness and jest are woven into its fabric, " with nobility and triviality, grief and joy..." ³⁴

From this passage, we observe the psychological underpinnings in the selection of linguistic units and their role in enhancing the aesthetic value of the text. "Psychological analysis (psychological context)" involves the emotional aspect, as it focuses on the connotations of words and their psychological meanings. The balance does not always lean towards logic but often blends with emotion. Therefore, expression is not limited to lexical meanings but transcends them to include secondary meanings and artistic connotations. When a writer uses language, they harness its potential to express the depths of their soul. To achieve this, they utilize the full range of the language's capabilities and arts, such as simile, metaphor, and at times, symbol and suggestion. These techniques give expressive value to the style used.

The Cultural and Social Context:

Discussing the time of the text and the time of writing is closely tied to the ideological frameworks that shaped the temporal reference. The text is not isolated from its external context, and thus, the references and citations within it will define the cognitive function contained in the text, which may point to social or economic meanings. ³⁵ Studying the text purely as an abstract structure, while neglecting its historical and social content, is no longer a satisfactory approach for many textual linguists. They found that disregarding the psychological, social, and pragmatic factors surrounding the text and focusing solely on what constitutes the utterance as a text prevents the researcher from identifying the distinctive textual features and from employing their knowledge of the world to uncover the degrees of textual cohesion. ³⁶

Modern textual linguistics, after presenting itself as a comprehensive alternative to rhetoric and stylistic approaches, has emphasized the need to study texts from the perspective of psychology or ideological criticism. This involves linking the extracted textual effects to certain structural features of the text, focusing on the text's historical treatment, the social status of the writer, and the choices they made from the available means dictated by circumstances, considering the audience to whom the text was directed. Additionally, the cohesion and continuity of the text's structure should be explored, describing the linguistic cohesion devices and discussing the text within its cultural and social context regarding production and reception, as well as the social and psychological factors influencing the text. ³⁷

Thus, when discussing the text in question—"Lectures of the Literati"—we observe that al-Isfahani crafted a unique language within the boundaries of his society. The various activities of society leave numerous impressions that can be reflected in artistic endeavors. It is well established that language is a social activity because it is closely linked to the society that uses it. Therefore, society forms a framework for language, shaping its character, and understanding it requires an awareness of societal conditions. This framework is what is known as the "social context", which encompasses the relationships between individuals, including customs, traditions, and more.

It is well known that the cultural and civilizational development of a nation influences language and the meanings of words, driving the writer to direct these meanings toward a specific orientation, which may diverge slightly or significantly from their original meanings depending on the level of cultural development. Each word acquires its meaning and connotation from the social experiences and events it encounters. The more experiences and events it passes through, the more it gains semantic nuances, expands its boundaries, and clarifies its image in the minds of readers.

Al-Raghib al-Isfahani describes his book with the following:

"... Those who should devote their attention to such a book are those who have adorned themselves with a touch of literature, so that they may become eloquent in speech and articulate in expression. How many a literate person finds themselves at a loss for words in many situations, unable to call upon their understanding or draw upon their knowledge. They may seem lost, like Baqil, even if their intellect is as vast as that of Sahl Ibn Wail. It has been said that the best knowledge is what you present in conversations, for those who possess no more than a casual knowledge of language and grammar appear in gatherings of leisure like a statue or an idle animal. And those who do not seek out some of the immortal virtues from the tongues of the ancients are deficient in intellect..."³⁸

Through this introduction, al-Raghib aims to convey several messages from his book, inviting the reader to focus on the pursuit of understanding and meaning. He emphasizes the importance of intellect, a topic central to his discussions, likely due to the intellectual conflicts and dominant schools of thought during his time, such as the Mu'tazilites and the Ash'arites. Additionally, al-Raghib's beliefs were at odds with those of the rulers of his time, who held authority over Isfahan and the surrounding areas. The Buyid dynasty, under which al-Raghib lived, adhered to the Shia sect, while al-Raghib was Sunni. This divergence in belief led to his exclusion from scholarly and administrative positions, and he was marginalized and diminished in status.³⁹

As a result, he lived in a period marked by social turmoil, where he was accused of being a Shiite and a Mu'tazilite, among other theological labels. However, he remained a follower of the Sunni doctrine.⁴⁰ This context explains why al-Raghib began his book with such an introduction, as a response to the attacks he faced from the intellectuals of his time. It was his right to defend himself, and a clear indication of this is his criticism of the Shiites in his book "Al-I'tiqad" (The Creed). Ahmad Amin quotes Al-Maqdisi, who said, "Isfahan is a large, prosperous city filled with goodness, and its people are adherents of the Sunni doctrine, knowledgeable in literature and eloquence. How many readers, scholars, and jurists it has produced".⁴¹

From the above discussion, it becomes clear that the context serves as a broad framework, starting with language in terms of its structure and grammatical relations. This context also includes non-linguistic elements, such as situational context and social markers like customs, traditions, and more. Linguistic and external contexts complement each other, as the text is not just a linguistic fabric with aesthetic qualities. Language is intertwined with the author's thoughts and cannot be separated from them. Similarly, the text is not merely a mirror reflecting the author's personality and external circumstances, as these alone do not precisely define the meaning of the text.

It is also worth noting that the literary understanding of creative texts should not be limited to their artistic elements alone. It should also consider the impact of the author's personality on the text and how the creator's individuality is reflected in the words, as well as how the author has employed language to express their inner thoughts.

The search for the intended meaning of the text is a crucial issue in linguistic research. "Researchers in text linguistics agree on the necessity of paying attention to how sentences are coherently arranged in a text, but they differ in their perspectives on textual coherence based on their approaches. Those who focus on formulating syntactic rules for texts dwell on the linear sequence of sentences. On the other hand, those who prioritize meaning and interpretation believe that linear, one-dimensional sequencing is not the primary factor in textual coherence. Instead, coherence is a multidimensional arrangement governed by a set of conditions. The coherence and unity of a text rely on various elements, with different linguistic and non-linguistic links organizing the components of the textual world. Thus, the arrangement of sentences in a text serves as an indication of the organization of the elements that make up the world of that text" .⁴²

Conclusion:

The effectiveness of context lies in revealing the intended functions of speech, including the tools used for this purpose. Therefore, its roles and functions are very important in determining the course of the discourse and ensuring proper communication between the speakers. Without a defined context, the balance of understanding would be disturbed, possibly leading to undesirable consequences. From this perspective, context has numerous benefits and significant advantages, including:

- Understanding spoken techniques and classifying them according to appropriate situations, in addition to the formal characteristics themselves.
- Describing the actual usage of a specific utterance in its unique context.
- Highlighting the social role of the speaker and all participants in the conversation.
- Clarifying the intentionality of the discourse.

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