A Discourse-Pragmatic Analysis of Instagram Comments on Educational Post

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Abstract:

This study analyzes the aspects of pragmatic analysis and discourse analysis of educational post on Instagram, focusing on the comments of this post by examining 3 comments from @jayfujiwara British account, distributed three communicative functions. This study aims to examine communicative functions, the theory of implicature, inference and attitude based on appraisal theory through the branches of attitude, which affect, judgment and appreciation. The main purpose of this study is to understand the analytical diversities on Instagram for educational posts.

Comments are classified as observed adhering to Grice's cooperative principle, and non-observed as flouting Grice's maxims,

in addition to distinguishing between negative and positive comments according to their attitude, presenting different viewpoints and how users can interact. The results suggested that there are important differences among British commenters who react with this educational post. This study contributes to understanding the communication on social media platforms.

Keywords: Pragmatic Analysis, Discourse Analysis, Instagram, Comments, Educational video.

تحليل الخطاب العملي لتعليقات الانستغرام على المنشور التعليمي

ملخص البحث:

تُحلـل هـذه الدراسـة جوانـب التحليـل التـداولي وتحليـل الخطـاب للمنشـورات التعليميـة علـى منصـة إنسـتغرام، مـع التركيـز علـى تعليقـات تلـك المنشـورات مـن خــلال فحـص 3 تعليقـات مـن الحسـاب البريطـاني لـ jayfujiwara@، بواقـع ثـلاث وظـائف تواصلية. تهـدف هـذه الدراسـة إلـى فحـص الوظـائف التواصـلية، نظريـة التضـمين، الاسـتدلال والميـول اسـتنادًا إلـى نظريـة التقيـيم عبـر فـروع الميول وهي التأثير، الحكم والتقدير.

الغرض الرئيسـي مـن هـذه الدراسـة هـو فهـم التنـوع التحليلـي للمنشـورات التعليميـة على إنستغرام.

تُصـنّف التعليقـات بـين التـي تلتـزم بمبـدأ التعـاون لغـرايس، وتلـك التـي تنتهـك المبـدأ التعـاوني، بالإضـافة إلـى التمييـز بـين التعليقـات السـلبية والإيجابيـة بنـاءً علـى ميول المعلق، مع تقديم وجهات نظر مختلفة وكيفية تفاعل المستخدمين.

تشـير النتـائج إلـى أن هنـاك اختلافـات مهمـة فـي كيفيـة تفاعـل المعلقـين البريطـانيين مـع هـذه المنشـورات التعليميـة. تسـهم هـذه الدراسـة فـي فهـم التواصـل علـى منصـة وسـائل التواصـل الاجتمـاعي وتسـلط الضـوء علـى أهميـة مراعـاة الحقـائق اللغويـة في دراسات التداولية و الخطاب.

الكلمات المفتاحية: التحليل التداولي، التحليل الخطابي، الانستغرام، التعليقات، فيديوهات تعليمية.

1. Introduction

Social media platforms have several ways that users use them. People who view the Instagram platform can learn new skills and interact with the content creator. The creator of the educational video teaches the consumer step by step about a specific topic.

Commenters use various communication functions to interact with tutorial content creators, making it crucial to understand their status, purpose, and meaning behind their comments.

The study aims to analyze communication functions, observed and non-observed maxims of speech, affect, judgmental, and appreciative attitudes expressed in comments on educational tutorial on British Instagram platforms.

The study hypothesizes that comments on educational tutorial post on Instagram are used by British commenters on @jayfujiwara account. The study also reveals different attitudes and pragmatic and discourse aspects of tutorial posts.

2. Theoretical Background

2.1 Pragmatics

Cyber pragmatics, often known as internet pragmatics, is a newly emerging multidisciplinary field that emerged from the interaction between pragmatics and the internet. This is a relatively new subfield of pragmatics that studies the language used in internet-mediated communication. Its primary focus is on the analysis of how information is created and understood in the context of the internet, as well as how users obtain contextual information to bridge the informational gaps between what people type on their keyboards and what they truly mean to say (Yus, 2011: 13). It looks at a broad range of online activities, such as chat rooms, blogs, emails, social media, instant messaging, websites, and more.

2.1.1 Implicature

A conversational implicature refers to an extra message or inference that the listener can deduce from what is stated by following the rules of effective communication. Saeed (1997: 192) argues that speakers or writers have the liberty to insinuate something instead of explicitly stating it, as they are aware that their listeners will fill in the gaps with conclusions.

In accordance with Grice's theory, participants function on the assumption that the maxims will typically be observed. The addressee is once again prompted to search for an implicature when this expectation is confounded and they are faced with the obvious non-observance of a maxim (i.e., the listener has ruled out the possibility that the speaker is attempting to mislead or is unable to speak more concisely or clearly, etc.) (Thomas, 2014:67).

According to Cutting (2005: 36), flouting the maxim of quantity happens when a speaker provides much more or less information than is necessary given the situation at hand. Cutting (2005:37-38) argued that a speaker violates a quality maxim when they merely say something that obviously does not reflect their opinions. When a speaker says something that needs to be seen as intentionally false, this happens. He suggests a few ways that people can use irony, metaphor, hyperbole, banter, and sarcasm to violate the quality maxim.

2.1.2 Inference

An inference is described by Nelson (n.d.) as "a mental judgement about some matter". Inferences can be made in verbally, nonverbally, or in a combination of both ways. They can also be true or false, or occasionally a combination of the two. Meaning is transferred from the speaker to the hearer through the expression of intentions and the hearer's understanding and comprehension of that meaning. This is the process of communication. It is the

speaker's responsibility to communicate meaning. This meaning can be done implicitly (when the speaker intends something different from what is stated) or expressly (where the speaker's intention matches the literal meaning). The task assigned to the hearer is to identify the intended meaning (Sa'eed,2006:59).

2.2 Discourse Analysis

Discourse analysis looks at how language is used to convey different points of view about reality and knowledge. It looks into how user interactions impact language use as well as the effects of language use on relationships and the formation of social identities. It also looks at how language use affects how people perceive the environment and who they are (Paltridge, 2012:2).

According to Painter (2003: 184), attitude is defined as the area of study that focuses on how positive and negative attitudes are expressed through language. It has three subcategories, which are affect, judgement, and appreciation. However, Martin and White (2005:49) define affect as the process of categorizing emotions into three main groups related to Un/Happiness, In/Security, and Dis/Satisfaction.

According to Korner (2000: 93), 'Judgement' is 'The semantic resource pertains to the interpretation of behavior evaluation within the framework of institutional rules on appropriate or inappropriate conduct'. Judgement is further divided into five categories: veracity, property, tenacity, capacity, and normality.

According to Page (2003: 214), appreciation has to do with an entity's "aesthetic attributes." The three factors that make up the appreciation framework are: reaction, composition, and valuation.

2.3 Instagram

Instagram is a mobile photo and video sharing service as well as a social networking service that enables users to take photographs

and videos, and publish them on a range of social networking platforms, such as Facebook and Twitter.

Videos are highly effective educational resources for individuals who learn best through visual and auditory means, and they have the ability to cater to a wide range of learning preferences. The integration of visual and auditory information has been found to enhance memory and cognitive processes due to the activation of two separate yet interconnected brain systems (Paivio, 2013:151).

2.4 Communicative Functions

2.4.1 Compliments

Compliments on looks, abilities, and possessions are the three basic categories into which compliment subjects typically fall. In person interactions, praises serve as a tool for building empathy and establishing common ground, which creates a sense of solidarity. In order to preserve good facial needs, they serve as social mixer devices (Wolfson, 1983: 89).

2.4.2 Advising

An understanding of advising as a learning-centered endeavor. The learning-centered paradigm, a philosophy of advising, is explained and contrasted with the current developmental paradigm. The learning-centered paradigm provides a clearer explanation of how advising is comparable to teaching than developmental theory does (Lowenstein, 2005: 65-73).

2.4.3 Bullying

Sharp and Smith (2002:2) described bullying as "the systematic abuse of power." Bullying can happen in many different contexts, such as the workplace or the family, but it is more common in social groups like the armed forces, prisons, and schools, where there are obvious relationships of power and no oversight.

3. Methodology

3.1 Data Selection

The data used in the current study consists of 3 Instagram comments from British commenters on educational post of @jamieoliver. The communicative functions behind Instagram comments will influence the content, with certain functions being more prevalent than others. The communicative functions are advising, complimenting and bullying.

3.2 Data Description

A specific educational post from Instagram is selected as the primary focus of analysis. This post is educational of the accounts of British people and serve as the basis for examining the associated comments.

The comments received on the selected post form the main data for analysis. These comments are analyzed to study their implicatures, inferences, and attitudes expressed through appraisal theory.

The researcher uses a smartphone as a tool, and to look for data, they use social media applications. A portion of the data from the data source is used to aid in the analysis. The researcher, who gathers the data in the subsequent steps, is the research instrument in this study. Initially, examine the descriptions and feedback left by followers on videos uploaded to the Instagram account. The second step is the researcher gathers comments on Instagram that suggest certain communicative functions exemplified in implicature and inference. Third, the researcher analyzes the data its attitude. The researcher finally divides the data into functions of positive and negative comments.

3.3 The Model Adopted

3.3.1 Pragmatic Perspective

From a pragmatic perspective, utilize the implicature model to examine the writer's intentions and inferences to explore how readers interpret and infer implications from the comments.

3.3.2 Appraisal Theory Perspective

From an appraisal perspective, Identify the attitude of the comments, whether positive or negative, according to the analysis and its sub-categories.

By adopting this research model, the current study aims to provide a comprehensive analysis of Instagram comments, applying relevant frameworks to shed light on the pragmatic aspects of implicature, inference and appraisal theory within the context of tutorial posts on the platform of Instagram.
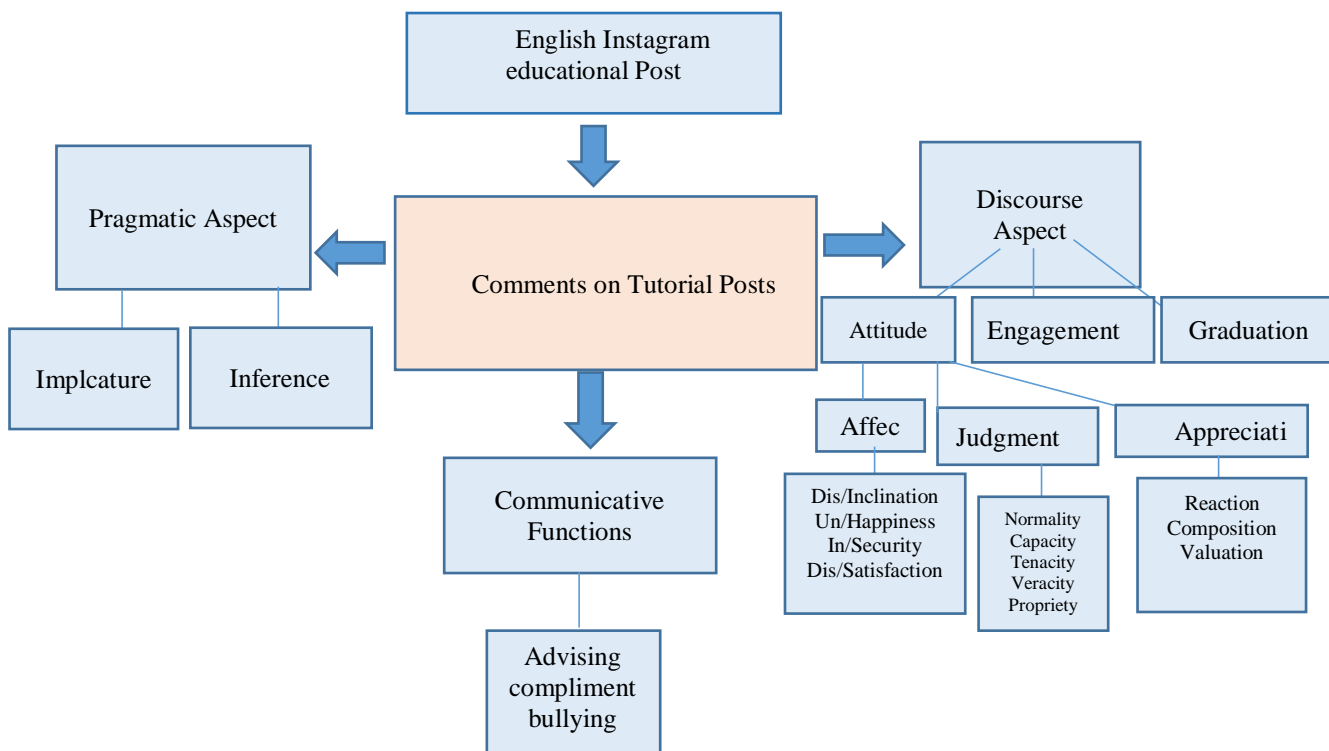

Figure (1): Model Adopted in Analyzing

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3.4 Procedures of Analysis

The following procedures are followed to complete the analysis process in order to meet the study's ultimate goal:

1. Presenting the post under the study and all of the gathered data are shown.
2. Applying the eclectic model that is chosen to recognize Instagram comments, and their evaluation is conducted using the appraisal theory's attitude.
3. Conducting a qualitative analysis according to the categories of model.
4. Discussing the results of the study.

4. Data Analysis and Results

@jayfujiwara is a British Instagram account by Jay Fujiwara, who teaches English in a fun and interactive way. Jay is an English Instagram star and an internet personality. He has earned more than 7 million followers. The followers of @jayfujiwara are 7.1 million. The link to the post that was used as data is https://www.instagram.com/reel/Cu0admpIjvj/?igshid=ZTcxMW MzOWQ1OA

This is an educational tutorial video by Jay, who teaches his followers 'Kitchen Vocabulary'. It has 1.8 million likes and 5.444 comments. Its contents (this is a pan, this is a fan, this is a pot, this is a stove, this is a toaster, this is a kettle, this is a oven). In this post, many commenters give their comments. The researcher takes seven comments as the data to analyze.

Comment (1):
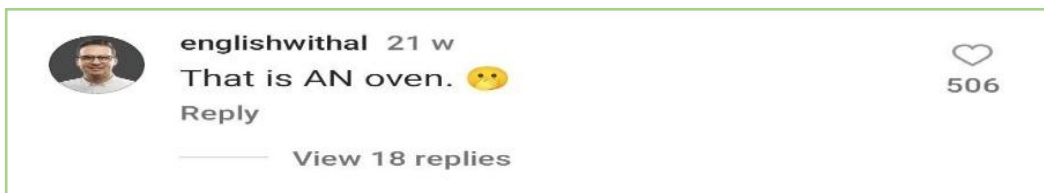
Communicative Function

The comment can be considered an advising one. The commenter is referring to the correct article 'AN' before 'oven' as an advice. It seems like a friendly correction to improve the accuracy of the content in the video.

Implicature

The comment fully obeys Grice's cooperative principle. Especially with the maxim of quality, the writer is likely aiming for accuracy in language, emphasizing the correct article 'AN' before 'oven'. The writer is providing a helpful correction to ensure accurate language use in the context of the tutorial video. All maxims are observed and obeyed with Grice's idea of conveying meaning beyond the literal words used, emphasizing the importance of shared expectations in communication.

Inference

The inference suggests that the reader may want to ensure linguistic accuracy and adherence to grammar rules, emphasizing the importance of using the correct article in this specific context. This use of language indicates that the reader is attentive to language details and receives

constructive input to increase the accuracy of the information presented in the tutorial video, which helps him in grasping the intended meaning.

Attitude

Affect: while not explicitly stated, the affirmative statement 'that is AN oven' suggests a positive assertive tone, conveying security affect.

Judgement: the use of 'that is AN oven' suggests a judgment of normality, indicating the commenter's inadmissibility of 'this is a oven' as abnormal item in the context of the video.

Appreciation: the comment implies a confusion of the use of the article before oven, expressing composition appreciation.

The above pragmatic and discourse aspects prove that this comment is relevant positive advising comment.

Comment (2):
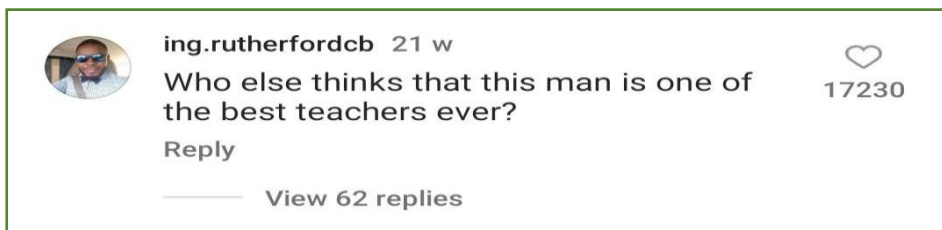
Communicative Function

The comment is considered a compliment. It expresses admiration for Jay's teaching skills, suggesting that the commenter believes that Jay is exceptionally good at conveying information and engaging the audience. This positive feedback acknowledges Jay's teaching prowess and increases his reputation as an effective and appreciated instructor.

Implicature

The comment **obeys** Grice's cooperative principle and its maxims of relation, quantity, quality, and manner, contributing to the cooperative and informative nature of the communication. The writer appreciates Jay's teaching style and wants to share this positive sentiment with others watching the kitchen vocabulary video. All maxims are observed and obeyed with Grice's idea of conveying meaning beyond the literal words used, emphasizing the importance of shared expectations in communication.

Inference

The reader sees Jay as an outstanding teacher based on the content that he introduces. The reader likely interprets Jay's effective teaching methods, communication skills, or presentation style as exceptional, prompting them to express this positive opinion and inquire if others share the same tutorial video. This inference indicates that the reader values Jay's instructional abilities and perceives him as a highly skilled and engaging teacher in the context of the provided video content.

Attitude

Affect: the comment seems to convey a positive emotion, falling into the category of satisfaction. The positive attitude is directed towards Jay's teaching abilities.

Judgement: The commenter explains that Jay is a person with a high level of wit and competence. The judgement is under capacity

Appreciation, the commenter appreciates Jay Fujiwara's teaching skills as unique. The overall positive evaluation of Jay as one of the best teachers ever is a clear expression of valuation.

The above pragmatic and discourse aspects prove that this comment is a relevant positive compliment comment.

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Comment (3)

> I can't believe millions of people follow this guy. There is no extraordinary education at all 🤔 most people know the meaning of this and those who don't don't understand you anyway. Why nothing makes sense. They just memorize and basic vocabulary and the BOMB! Skip being a trainer, go viral like this and look easy. 👏😂
>
> 1

Communicative Function

The comment could be interpreted as displaying elements of bullying. It contains harsh criticism and insulting language towards Jay Fujiwara, which could be considered a form of bullying, especially in the context of public social media platforms where such comments can have a significant impact on an individual's reputation and well-being, that further amplifying the bullying aspect of the comment. This criticism is not constructive, but insulting, and aims to belittle the individual and his work.

Implicature

The commenter believes that he is giving honest information about his disbelief regarding Jay's popularity. However, the comment may also contain exaggerated or unsubstantiated claims, which may flout the quality maxim due to its lack of truthfulness or accuracy. The way the comment is expressed can be considered a violation of the rules of manner. It contains harsh criticism and insulting language towards the content creator, which may not be consistent with the principle of clarity, brevity and order in communication. The comment may convey additional implicit meanings beyond its literal interpretation. This may indicate frustration or disbelief at the Jay's popularity and questioning the value of their content. Maxims of manner and quality are not observed.

Inference

From the reader's perspective, it may be inferred that the commenter is surprised and in disbelief at the large number of followers of Jay Fujiwara. The phrase 'I can't believe' indicates disbelief and indicates that the commenter finds it unexpected or unreasonable that so many people would follow Jay. The reader may infer that the commenter is skeptical of Jay's popularity and the ease with which he seems to have gained a large following. The phrase "go viral like this and look easy" suggests that the commenter is questioning the validity or merit of Jay's popularity, suggesting that achieving viral status may not necessarily be an indicator of quality. The commenter desires authenticity and substance in online content rather than superficial popularity. The comment indicates a preference for content creators who produce meaningful and valuable content rather than simply seeking to go viral for the sake of popularity.

Attitude

Affect: the affective aspect of the attitude can be characterized by unhappiness. The commenter seems to dislike Jay and the content of his tutorial video. The comment expresses a negative attitude towards both Jay Fujiwara and the content of the video.

Judgement: The commenter judges Jay as an incapable person, expressing disbelief at the large number of Jay's followers has garnered. The commenter questions the capacity or ability of Jay, suggesting that he lacks extraordinary education and that his popularity may be unjustified. The commenter is not kind and he assesses the propriety or appropriateness of the situation, suggesting that the content creator's popularity is undeserved and that they should focus on substance rather than seeking to go viral.

Appreciation: the commenter evaluates the situation as negative reactionary for Jay and his content that Jay and his content isn't worth.

The above pragmatic and discourse aspects prove that this comment is irrelevant negative bullying comment.

4. Results and Discussion

1. There is an educational tutorial content for video posts. Through this, British comments have emerged driven by motive of similar communication functions. These communication functions are advice, compliment and bullying. The commenters deal with tutorial content according to these communicative functions by indicating a common understanding shared within the contexts of discourse across social media platforms via the Internet. Since the commenters are from the same cultural backgrounds, they participate in the same purpose of communicative functions that enhanced connection to the global style of communication.

2. There are many comments that are observed by the commenters, as they adhered to Grice's cooperative principle and stated their information in an honest manner, informative, relevant and clear contributing to the verbal communication of the conversation. The most attention is paid that the maxims are flouted because they are implied and allow commenters to convey meanings beyond the literal meaning into words that can be used according to their intended purpose. The commenters intentionally and deliberately ignore the maxims of the cooperative principle, as some of them flout one maxim, and others flout two or three maxims for a specific purpose in order to communicate. The purpose of flouting these maxims varies depending on the situation and the relationship between the commenter and the owner of the post.

The implicature is generated in these comments from the point of view of the intention of the writer when commenting. Two comments are observed, and one is non-observed, as they flout the maxims.

3. As for the inference, it can vary among comments. These differences in interpretations differ according to different intentions.

4. Distinction in types of attitude includes affect, judgment, and appreciation. British use types of attitude of judgment that relate to appropriateness and honesty. Attitudes expressed by the British commenters are different. Among the comments shown by the English commenters are positive and negative attitudes.

5. Conclusion

The study has come up with the following conclusions:

1. This study identifies three types of communicative functions as motivations for commenting on educational posts for British commenters. The nature of discourse across social networking sites within the context of tutorial programs is primarily one of the results of the study. Communication functions are distributed in the educational tutorial.

2. There are slight differences between observed comments and non-observed of Grice's maxims.

3. The various inferences made from the data studied have been used by the researcher who takes the role of the reader to analyze British comments on educational tutorial.

4. The analysis of the comments reveals a group of different attitudes expressed by the commenters, which are categorized into effect, judgment, and appreciation. It is clearly shown that the commenters expressed a group of emotional attitudes, such as

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security and satisfaction, also followed by unhappiness. With respect to judgment most the comments were capacity, then normal comments, so a normality judgment was issued regarding the tutorial content, and this is what indicates that the comments adhered to certain standards and certain behaviors within the Instagram community. As for appreciation, it was valuation the more used by commenters, then composition.

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