



UTPL
La Universidad Católica de Loja

Modalidad Abierta y a Distancia

Discourse Analysis

Guía didáctica



Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

Discourse Analysis

Guía didáctica

Carrera	PAO Nivel
▪ Pedagoía de los Idiomas Naturales y Extranjeros	VIII

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Asesoría virtual
www.utpl.edu.ec

Universidad Técnica Particular de Loja

Discourse Analysis

Guía didáctica

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ISBN digital - 978-9942-39-373-9



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1. Informative data

1.1. Course presentation



1.2. Generic competences UTPL

- Written and oral communication.
- Innovation and research orientation skills.
- Critical thinking.
- Teamwork.

1.3. Specific competences of the Major

Applies the linguistic knowledge of the English language at a level that allows effective communication to perform professionally in teaching English to children and young people according to international standards.

1.4. Issues addressed by the course

Limited dialogic communication and lack of involvement between educational actors in the development of effective institutional management and bonding processes.

Limited knowledge of research approaches, designs, techniques and instruments.



2. Learning methodology

In order to achieve the learning outcomes proposed in this course, the inquiry-based learning approach will be used. This approach aims to engage students by making real-world connections, through exploration and high-level questioning. In this way, learners engage themselves in problem-solving and experiential learning.

It is worth mentioning that this methodology will be very useful to help EFL pre-service teachers enhance their research skills, review and analyze different types of texts and develop their critical and reflective thinking. Besides, the students will use the Information and Communication Technologies (ICT) as an essential element to get access to a variety of texts produced by English speakers, so that based on their analysis, learners will be able to apply different discourse analysis methods, and reflect on their social implications in the field of EFL teaching and learning.

Based on the aforementioned methodology, it will be possible to enhance students' ability to analyze discourse from diverse contexts in order to understand its relationship with society, culture, and thought.



3. Didactic guidelines by learning outcomes



First bimester

- Learning outcome 1** ■ Describes the fundamentals of discourse analysis.

Contents, resources and suggested activities

In order to achieve the aforementioned learning outcome, you will analyze the contents of unit 1 (weeks 1 and 2), in which you will find different concepts about discourse analysis, useful explanations, digital resources and recommended activities. These resources are designed to help you understand the relationship of language and context, as well as the types of discourse and the building tasks of language. Best wishes in this learning experience!



Week 1

Unit 1. The fundamentals of Discourse Analysis

Dear students,

Welcome to the first unit of our Discourse Analysis course. I am pretty sure that the study of this field will be a very exciting experience to all of you. The main purpose of this unit will be to analyze the main perspectives involved in discourse analysis. In this context, it is necessary to start mentioning that Discourse analysis refers to the study of what humans do with language and what they do with it. I really hope you enjoy this learning experience since the study of these linguistic elements will be really useful to analyze different types of texts in English.

1.1. An introduction to discourse analysis

In order to be able to understand the fundamentals of Discourse Analysis, first it is important to pay special attention to the definition of language, which is described in table 1:

Table 1.

Definition of language.

What is language?

"A language constitutes a set of rules, unconsciously present in the mind, which enables human beings to represent and communicate meanings by producing audible, visible, or tactile symbols that these rules systematically relate to those meanings" (p. 28). (Delahunty and Garvey, 1994).

Nota. This table presents the definition of language as a set of rules that are used in communication.



In case you need to expand your comprehension on this definition, you can visit the following websites: [Concept and definition of language](#) [Concept of language](#) It is important to mention that both links contain useful definitions to understand what language is. Did you recognize the most important characteristics of language? I hope you did it!

As you could see, we can use language to think, to plan, to express emotions, to collaborate, or to carry out different types of actions, etc (Gee, 2018). Besides, language allows us to take on different socially significant identities, which involve various types of connections such as the ones presented in figure 1:

Figure 1.

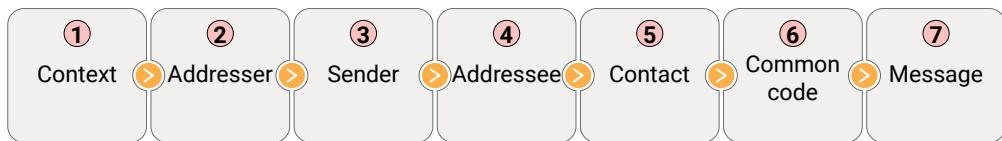
Uses of language.



Note: This figure describes the different types of connections involved in language use, which refer to the way of saying, doing and being.

After analyzing the aforementioned figure, it is necessary to consider that if we want to understand what someone is trying to say, we need to know who saying it and what the person saying it is trying to do; this process allows us to comprehend any message fully. For this reason, these concepts are considered the basis to carry out text analysis effectively. Now, let us analyze the principal functions of language in figure 2, which according to Jakobson's (1990) are fundamental in communication.

Figure 2.
Functions of language.



Note. This figure presents the principal functions of language as stated by Jakobson' (1990) model.

Did you find the functions of language interesting? I really hope you enjoy learning about this interesting topic. Now, I invite you to pay attention to the following concepts of discourse analysis in table 2.

Table 2.
Concepts of discourse analysis.

Author	Concept
McCarthy (1991, p. 5)	"Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used".
Gee (2014)	Discourse analysis considers how language, both spoken and written, enacts social and cultural perspectives and identities. In this sense, the author states that discourse that the word discourse refers to language that is used in specific contexts pf speaking and hearing or writing and reading.
Brown and Yule (1983)	Discourse refers to a system that tells us how to use and understand language in specific contexts or situations of use.
Johnson and McLean (2020)	Discourse analysis is a field of research composed of multiple heterogeneous, largely qualitative, approaches to the study of relationships between language-in-use and the social world. Researchers in the field typically view language as a form of social practice that influences the social world, and vice versa.

Note. This table presents a description of concepts of language from the perspective of different authors.



As you could see in the table above, discourse analysis is of immediate interest for language teachers because we have long had the question of how people use language. Now, can you state your own definition for Discourse Analysis?

Note: You can write your answer on your notebook.

Did you have the opportunity to identify the most important characteristics of Discourse Analysis? In this moment, it is time to review some of the most common uses of the infographic below.

"USES OF DISCOURSE ANALYSIS".

As you could see in the infographic, the field of discourse analysis involves the study of language from texts of different types. For this reason, let us analyze its relationship with context.

1.2. The relationship of discourse and context

According to Gee (2015), context is an essential element to understanding language-in-use and for doing discourse analysis. Context includes the physical setting in which communication takes place; however, context in writing is different than context in speech because writer and reader are not face to face. The context of an idea or event is the general situation that relates to it, and which helps it to be understood (Collins Co-build Dictionary, 1995).

In this respect, we can mention that a discourse and its context are in close relationship: the discourse elaborates its context and the context helps interpret the meaning of utterances in the discourse. Certainly, when we think about how context works, we employ a fundamental property of language, which is called "reflexivity" (Gee, 2015). In this sense, let us analyze the following example in table 3:

Table 3.

Example about reflexivity.

Two colleagues in an office corridor.

"How are you doing? Fine"

Note. This table contains an example about reflexivity, which refers to a conversation between two colleagues in an office corridor.

Why do they use those words in the conversation? Because they take the context they are in to be part of a brief encounter between fellow workers at work, and these are "appropriate" words to use in such a situation. But what do they take the context to be thus? In part, because they are using just such words and related behaviors. What if the context had been the one presented in table 4?

Table 4.

Example.

What's your problem, buddy?

Note. The table presents an example about the context of a conversation.

In this case, the context would have been construed quite differently, perhaps in terms of former hostilities or of a kidding relationship. Did you understand the examples? I hope they have been very useful for you.



After reading the previous examples, can you analyze the following conversation? Pay special attention to reflexivity.

Context: At a train station

A. What time is it?

B. Seven thirty.

A. Thanks

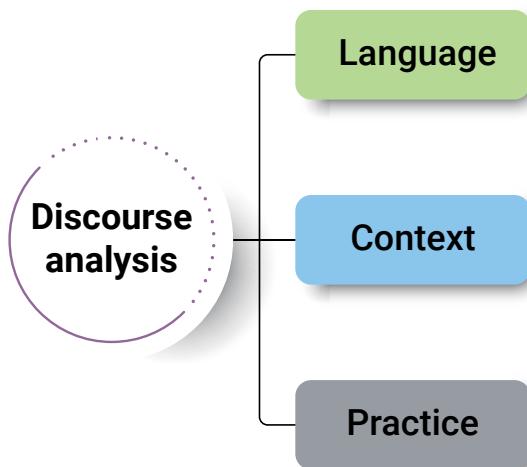
Note: You can write your answer on your notebook.

Was it easy for you to analyze the conversation above? I hope you did not have any problem. Please remember to contact your tutor in case you have any question.

Now, it is time to review figure 3, in which you will notice that context plays a significant role in the field of Discourse Analysis. In fact, discourse elaborates its context and context helps interpret the meaning of utterances in the discourse. For this reason, understanding the knowledge of context is a fundamental step when conducting an analysis of a discourse. Moreover, when we analyze a discourse, we should consider that no context, no discourse; that is why, we should not neglect the related context of a discourse (Song, 2010).

Figure 3.

The triangle of discourse analysis: language, practice, context.



Note. This figure represents the three aspects involved in discourse analysis, which refer to language, practice and context as stated by Angermuller, et al (2014).

After analyzing the importance of context, you will find a clear distinction by Cornish (2009) in table 5. It is important to remark that the definition of text has also been included in the table since it is necessary to understand its importance in the act of communication.

Table 5.

The respective roles of text, context and discourse.

Text	Context	Discourse
The connected sequence of verbal signs and non-verbal signals in terms of which discourse is co-constructed by the discourse partners in the act of communication.	The context is subject to a continuous process of construction and revision. It refers to the discourse that the addressee or reader may create on the basis of the connected sequence of textual cues.	The product of the hierarchical, situated sequence of utterance, indexical propositional and illocutionary acts carried out in pursuit of some communicative goal, and integrated within a given context.

Note. This table describes the roles of text, context and discourse as stated by Cornish (2009).



Can you establish the main difference between text, context and discourse? To answer this question, you can carefully analyze the information in table 6.

Note: You can write your answer on your notebook.

As you can see, the concepts of text, context and discourse are different since text refers to the connected sequence of verbal signs and non-verbal signals; context refers to the environment assumed by the text, and discourse is more related to the communicative process that is integrated within a given context.



Now, it is recommended that you watch this video in which you will find a clear explanation about the main concepts related to discourse analysis from the perspective of different authors:

[Critical Discourse Analysis: An Introduction](#)

After watching the video, what are Van Dijk's Assertions on Context? Can you explain the different types of contexts?

Note: You can write your answer on your notebook.

It is important to mention that according to the video, Van Dijk relates discourse analysis with social power abuse, dominance, and inequality, which are reproduced by text. Now, let us continue with the next topic!

1.3. Discourse practices across social, cultural and linguistic boundaries

Discourse Analysis is an increasingly popular and important area of language study. It discusses not only about language itself but also how it relates with society, culture, and thought. It is used to describe activities in several disciplines, such as linguistics, sociolinguistics and psycholinguistics.

Besides, discourse analysis looks not only at the basic level of what is said, but takes into consideration the surrounding social and historical context. Now, it is time to carry out the following activities.



Recommended learning activity

Activity N°1

Answer the following questions. In order to answer them, you need to review the contents included in sections 1.1 to 1.3.

- What is the function of language?
- Why is it important for EFL teachers to understand the function of language?
- Write your own definition for Discourse Analysis.
- Why do you think researchers in Discourse Analysis typically view language as a form of social practice?

Note: You can write your answer on your notebook.

Finally, it is important to emphasize that Discourse Analysis typically views language as a form of social practice because it is constructed by social life. In the next units you will reinforce your knowledge on these issues. Let us continue with the following section!



Week 2

1.4. Elements and types of discourse analysis

In this section you are going to study the main elements and types of discourse analysis. In this regard, let us start mentioning that every act of communication can be considered as an example of discourse with language at the center. In this context, Smith (2003) recognizes four primary types of discourse:

1. Narrative
2. Description
3. Report
4. Information
5. Argument

According to Smith (2003), the different types of discourse are grouped into genres, each genre with its own purpose, structure and conventions. Knowing the genre of a discourse provides indispensable cues to its structure. In order to expand your knowledge about this important topic, please read pages 8 and 9 in which you will find clear examples on the five types of discourse mentioned above: [Multimodal Communication 4: Semiotic Modeso](#)



Was it easy for you get familiarized with the different types of discourse? As you could see, each mode of discourse has its own characteristic principles, so Smith (2003) asserts that knowing a language includes knowing about its linguistic features and their meaning.



After reading about this interesting topic, I invite you to make a concept map about the main characteristics of narrative, description, report, information and argument modes of discourse.

Note: You can write your answers on your notebook.



Finally, you can visit the following Slideshare presentation, in which you are going to find a clear explanation about the different types of discourse: [Discourse Types](#)

As you could analyze in the previous presentation, in order to identify a discourse type, you must pay attention to the writer's purpose, the main idea of the speech/passage, the type of language used, and the way the information is organized (Parris, 2016).

1.5. Building tasks through language

According to Gee (2015: 31), "every time a person uses language, that person does so in ways that fit the conventions, and that at the same time are unique, expressing what that person has to say and how they have chosen to say it". In this way, it is evident that we use language to make meaning in different contexts of use. These meanings are considered identities. In other words, we use language to build things in the world, to engage in world building, and to keep the social world going. Now, let us see some examples:



The rules of a marriage allow a marriage to actually happen in the world when a ministry or a judge says it.

In this context, Gee (2015) suggests that whenever we speak or write, we often simultaneously construct seven things or several areas of reality. These are called "Seven building tasks" of language, which are described as follows:

What we build: significance, practices, identities, relationships, politics, connections, sign systems and knowledge.

How we build them: Social languages, socially situates identities, discourses, conversations, figures worlds, intertextuality.

In order to understand this topic in a better way, it is recommended that you review the information described in table 6, in which the buildings tasks of language are described.

Table 6.

Seven Building Tasks" of Language (Gee, 2011).

Building task	Description
Significance	Some aspects can be more significant than others.
Practices	Language can be used to signal certain practices.
Identities	Language can be used to signal certain identities.
Relationships	Language can show the relationships between the speakers.
Politics	Language can control what is correct or incorrect behavior.
Connections	Language can create connections between things or disconnect them.
Sign systems and knowledge	Language can favor one language or sign over others.

Note. This table contains a description of the seven building tasks of language.

Did you understand the building tasks of language? Are you ready to start analyzing the first texts? If so, I invite you to use the table above in order to analyze the following text:

The life of Carmen Alfaro

Because my grandma has worked hard all her life, from childhood on, she is successful, and I admire her.

Why do you think the aforementioned text is significant for the writer?

Note: You can write your answer on your notebook.



In order to reinforce your knowledge about this important topic, you can visit the following website in which you are going to find some strategies and examples to applying significance to text types and genres: [Significance](#)

It is important to mention that you can analyze the seven types of building tasks by answering the questions included in figure 4. In order to expand your knowledge on these tasks, you can choose any written or oral text from the Internet so that you can analyze it by using those questions as a reference. Now, let us carry out the following activities.



Recommended learning activities

Activity N°2

Answer the following questions. Before you start please review the contents included in sections 1.4 to 1.5.

- Write a short summary about the seven building tasks of language.
- Choose an argumentative text from the web and analyze its significance and connections.

Note: You can write your answers on your notebook.

Was it easy for you to develop the aforementioned activity? I hope you have not had any difficulty. Please remember to contact your tutor at any time in case you have any doubt.

We have finished the first unit of this course. I hope you have enjoyed learning about the fundamentals of discourse analysis. Now, let us complete the following self – assessment, in which you are going to demonstrate what you have learned in this unit. Please do not forget to check the answer key in the corresponding section.

Stay motivated and do not give up!



Self-assessment 1

Read the following questions. Then choose the correct alternative.

1. Which of the following is the best definition for Discourse Analysis?
 - a. It addresses social life, through analysis of all types of interactions. Besides, it is focused on investigating meaning, whether in conversation or in culture.
 - b. It influences the social world, and vice versa by means of pedagogical approaches that are used to change the relationships between language-in-use in English speaking contexts.
 - c. It is used to analyze and offer solutions to human interactions in several disciplines and cultures, such as linguistics, sociolinguistics and psycholinguistics.
 - d. It discusses the function of social practices in which people are involved. It follows different approaches dealing with psychological practices, through attending to difference, resistance, relativism and reflexivity.

2. One of the most common uses of Discourse Analysis is that

- a. it discusses how native English speakers use English when writing texts, or when having informal communication among them.
- b. it can be employed to understand and offer solutions to the political issues of a country by means of written and spoken texts based on analysis.
- c. it tries to solve the issues among the speakers by revealing their hidden motivations through the application of research instruments.
- d. it not only addresses the basic level of language, but it also considers the social and historical context that is around the speaker.

3. An important advantage of Discourse Analysis is that

- a. it helps people to have a subjective point of view about social interaction in order to speak similarly.
- b. it aims at allowing us to view communicative interactions from a higher stance and to gain a comprehensive view of them.
- c. it is used to find the problematic elements of a conversation and also to identify the possible solutions.
- d. it is strongly concerned with the description of linguistic units in terms of what they are.

4. What are contexts in Discourse Analysis?
- a. They are linguistic units that vary depending on the function they play in the text, which means that they have a powerful grammatical role.
 - b. They constitute essential words that are mainly used to communicate our feelings, to persuade, to ask for and give information, or to exchange information.
 - c. They are subjective constructs that are designed and ongoingly updated while people from diverse groups and communities interact.
 - d. They are the settings in which native English speakers usually interact. In these settings written or non-verbal interactions are excluded.
5. Why is it important to understand language as a social practice?
- a. Because it can help us understand the dynamic and fluid practices that people engage with in order to produce meaning and communicate in a variety of contexts.
 - b. Because learning constitutes a social process which considers that our decisions and actions should have a direct influence in changing people's minds.
 - c. Because it can help us understand that people can live separately. This means that living in groups or in society is an issue that we should analyze due to the pandemic.
 - d. Because it can help EFL teachers implement new methods to help students speak with people from all over the world.

Choose True or False for each of the following statements.

6. () Spoken Discourse is an interactive speech between two or more people. It is also considered as one of the most practical and common ways in which that language is used.

7. () A good practice in Discourse Analysis is to try to reveal the speaker's intentions behind a particular text by using parallel supporting arguments in relation to the message.
8. () "Criticism" is considered an important element of communication in Jakobson's (1990) model.
9. () Discourse refers to a system that tells us how to transform spoken language into written language.
10. () Context is an essential element to understanding language-in-use.

Answer Key

To check your answers, please review the "Answer key" in section 4 of this text-guide.

- Learning outcome 2**
- Analyzes written or spoken discourse in English as a Foreign Language.

Contents, resources and suggested activities

In order to achieve the second learning outcome of this course, you will review the contents of weeks 3 and 4, in which the different types of texts, and the difference between written and spoken discourse are explained. Besides, some interactive resources and recommended activities have been designed to give you the necessary insights to conduct discourse analysis of written and spoken language. Let us continue!



Week 3

Unit 2. Written, vocal, or sign language use

Dear students,

Welcome to the second unit of our course. In this opportunity, you will receive an introduction to written, vocal, or sign language use, which are going to be very useful to achieve the learning outcome stated at the beginning of this unit. It is important to mention that understanding language use is an essential aspect in discourse analysis because it allows us to understand written and spoken variations that are usually employed by English speakers. Let us start!

2.1. Text types

According to Cornish (2006), “text refers to the connected sequence of verbal signs and non-verbal signals in terms of which discourse is co-constructed by the participants in the act of communication”. In this context, Aumüller (2014) asserts that the notion of text type is related to an abstract category, which is designed to characterize the main structure of a particular text or one of its parts according to its dominant properties.

Moreover, other researchers such as Neubert, as cited in Langmyhr and Sager (1997: 31) define text types from a social-function-based perspective, which means that “they refer to socially effective, efficient, and appropriate molds into which the linguistic material available in the system of a language is recast”. In addition, ThoughtCo. (2022) states that:

Table 7.
Definition of text.

What is a text?
A text is a unit larger than a sentence (clause).
It is a combination of a number of sentences (clauses) or a number of elements of structure, each made of one or more sentences (clauses).

Note. The table contains a definition of text based on a linguistic perspective.



Now it is time to review the different types of texts by visiting the following YouTube video: [Text types characteristics](#)

Was it easy for you to understand the different types of texts mentioned in the video? As you could see, texts can be fictional or non-fictional.

If you need to expand your comprehension on this topic, you can visit the following digital resource in which will find information on a range of text types. Please pay special attention to the explanation included on page 2: [A guide to text types](#)

Then, it is necessary to read pages 1 and 2 at the following link. There you will find a clear explanation on the concept of “text type”, which covers both written and spoken language: [A model of text types and genres](#)

Did you easily recognize the most important characteristics of text types? I hope you did it! Now, let us turn your new knowledge into action!



Recommended learning activity

In order to enhance your knowledge on this topic, please review the information in section 2.1 again. Then it is important to answer the following questions:

Activity N°3

What is the definition of text? How many types of texts can you recognize?

Read the following text. What type of text does this example refer to?

The Legend of Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

“Yummy, this is my lunch,” said Baya.

“No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Source: [The Legend of Sura and Baya](#)

Note: You can write your answer on your notebook.

Did you recognize to which type of text the previous passage belongs? If you carefully analyze its structure you will notice that it corresponds to a fictional text. You can also categorize it as a narrative text based on its features and examples. Now, you can move on to the next section!

2.2. Speech and writing

According to McCarthy (2007), both spoken and written discourses are dependent on context. As you know, in the previous unit you already received an introduction to what context is, so you can review that information again in case you need to remember the main features involved on it. Now, it is important to pay attention to the following examples included in table 8:

Table 8.

Context in written and spoken discourse.

Natural conversations
A piece of natural conversation might be difficult to decode if we do not have explicit knowledge on it, or if we do not have visual aids.
Language in action, where language is used to accompany actions being performed by the speakers usually needs context to be understood.
A sign saying NO CARS is dependent on context since it may mean that it is forbidden to park, or that all cars have been sold.

Note. This table describes the importance of context in order to understand and analyze natural conversations.

If you carefully analyze the information in table 6 you will notice that written texts can need a high degree of shared knowledge between reader and writers; for instance, McCarthy (2007) gives the example shown in table 9:

Table 9.

Shared knowledge.

Dear Simon,
Thanks for your letter and the papers. I too was sorry we didn't get the chance to continue our conversation on the train. My journey wasn't so bad, and I got back about nine.

Note. This table describes an example about the importance of shared knowledge between readers and writers as a factor to understand discourse.

In this example, both reader and writer depend on mutual knowledge to be fully understood. In fact, when conducting discourse analysis of this text, we can only make intelligent guesses because we are not sure about the previous conversation they had. However, even explicit texts are usually written by someone for someone and for any reason, so explicitness and implicitness will depend on the message that is being communicated (McCarthy, 2007).



Now, it is time to review the main differences between written and spoken discourse by reviewing the following website: [Oral and written Discourse: definitions and characteristics](#)

Besides, it is important to review the resource below, in which you will notice that there are different psychological processes involved in spoken and written discourse. For example, written discourse is more complex than spoken discourse since sentences in spoken discourse are usually short and simple. [COURSE 503 PROF AWADESH SPOKEN VS WRITTEN LANGUAGE](#)



After having reviewed the aforementioned websites, can you state the main difference between oral and written discourse? Why is context important in analyzing discourse?

Note: You can write your answer on your notebook.

Did you have the opportunity to review and understand the characteristics of both types of discourse? Now, I invite you to watch the following video in which you will find a clear explanation on this important topic:

["DIFFERENCE BETWEEN SPOKEN AND WRITTEN DISCOURSE"](#)



Week 4

2.3. Units in written discourse

In this section you will learn the characteristics and functions of units in written discourse. This topic is relevant because it will give you clear insights on the different aspects that are involved in this type of discourse. According

to Mizan (2012), written language works at different levels, which are described in figure 4:

Figure 4.

Written language levels.



Note. This figure describes the language levels involved in written discourse.

In figure 4 you could observe that language works at a variety of levels, which means that they constitute the basis for conducting discourse analysis. In other words, after choosing a text you can analyze it in terms of the linguistic levels that it contains, you can determine if it corresponds to a certain culture or ideology, or you can decide if it establishes any kind of relationship.



In order to expand your knowledge on this topic, let us review the following website in which you are going to find a clear explanation on the aforementioned levels: [Discourse, Spoken and Written language and Sentences and Utterances](#)

Now, it is time to analyze the role of units in discourse analysis. In this regard, McCarthy (2007) states that a number of things in a clause and sentence grammar usually have important implications for the discourse as a whole, particularly, word order, cohesion, and tense aspect since they can help us understand any text clearly. Similarly, Degand and Simon (2009) assert that “basic discourse unit” refers to a text segment that is composed by linguistic properties which are used to build both semantic

representations (interpretations, inferences) as well as text and context models".

However, how "units" should be analyzed? In order to understand how to conduct this process, I invite you to read the following resource:

[**An investigation of verbal episodes that relate to individual and team performance in engineering student teams**](#)

As you could notice in the previous resource, episodes seem to be linguistically and psychologically relevant units of discourse. In this regard, van Dijk (1999) affirms that besides the morphophonemic, syntactic, semantic or pragmatic units of sentence grammars, new aspects, such as 'coherence', 'cohesion', 'topic', 'theme', among others constitute important elements in discourse analysis.

According to Danielsson (2007), meaning belongs to multi-word units rather than to individual words. For instance, the English word scruff is defined in the Collins English Dictionary (2022) as 'the nape of the neck; however, according to the author, its most frequent usage in the Bank of English is described in table 10:

Table 10.

Concordance of the word scruff.

Scruff

is picked up by the scruff of the neck

and taken the game by the scruff of the neck with

took the game by the scruff of the neck

drag Marti in by the scruff of the neck and

take the match by the scruff of the neck by

Gavin Peacock by the scruff of the neck into

take the game by the scruff of the neck, no

take the match by the scruff of the neck and

grab the game by the scruff of the neck.

took the game by the scruff of the neck. He

aken the match by the scruff of the neck in

Note. This table presents some examples showing concordance of the word "scruff" from the Bank of English, as stated by Danielsson (2007).



After analyzing the previous topic, can you state your own definition about "unit" in the context of discourse analysis?

Note: You can write your answer on your notebook.

In the next section you are going to review the most important characteristics of spoken discourse. Before you continue, please do not hesitate to contact your tutor in case you have any question about the previous topics.

2.4. Spoken discourse

Spoken discourse is one of the most common ways in which language is used. In fact, we use spoken discourse in every day communication to express our ideas. In this sense, "analyzing spoken language as it occurs in natural interaction provides radically new insights into language" (Mauranen,

2006). However, are you aware of the importance of spoken discourse? Why should we be able to analyze this type of discourse? Let us review some important concepts in relation to this topic!

According to Cornish (2006), "spoken discourse is the ongoing, situated interpretation of a speaker's communicative intentions, of which the addressee's expected and actual reactions are an integral part".



In order to expand your knowledge on this topic, it is recommended that you visit the following website in which you will understand that discourse analysis can go beyond the sentence.: [What Speakers Do in Conversation](#)

Additionally, please pay special attention to the characteristics of spoken discourse stated by González (2006):

Figure 5.

Characteristics of spoken discourse.

interactive: two or more participants.

face to face: in the same place at the same time

language as action: using language to accomplish some task

spontaneous: without rehearsing what is going to be said.

casual: informal and everyday.

Note. The figure describes the main characteristics of spoken discourse.

Finally, it is necessary to watch the following YouTube video in which you are going to find the characteristics of both written and spoken discourse: [Spoken vs written discourse](#)



Recommended learning activities

Activity N°4

Answer the following questions. Before you start, it is important to review the aspects that were addressed in sections 2.2 to 2.4.

- What is the role of the social-function based perspective in discourse analysis?
- Which are the main characteristics of spoken and written discourse?

Note: You can write your answer on your notebook.

Did you have any problem to complete the recommended activities above? I think the questions were very easy, weren't they? It is important to remember that spoken language is produced by using intonation to emphasize words and phrases, while written language requires more planning, and its needs from accurate grammar constructions.

If you have any question, please contact your tutor at any moment. Now, it is time to develop the self-assessment evaluation of this unit. Good luck!



Self-assessment 2

1. Which of the following is the best definition of text?
 - a. It refers to the connected sequence of verbal signs and non-verbal signals in terms of which discourse is co-constructed by the participants in the act of communication.
 - b. It is a unit smaller than a sentence. It consists of a combination of a number of sentences or a number of elements of structure.
 - c. It states that a number of things in a clause. It has important implications for the discourse as a whole.
 - d. Is refers to coherence, cohesion, topic, or theme, which are present in natural conversations.
2. What is a communicative act?
 - a. It refers to concatenated sentences, each with its own truth value, and it also counts as one intentional unit.
 - b. It is a work of remarkable form produced by an artist; it is detached from specific organizational settings.
 - c. It is an utterance that has linguistic form, is a representation of some state of affairs, and counts as a social act.
 - d. It is meant to be a true representation of some states of affairs talked about; it is most often written language.

3. How is a practical text in discourse analysis?
 - a. It is meant to be a true representation of some states of affairs talked about.
 - b. It is a work of remarkable form produced by an artist; it is detached from specific organizational settings.
 - c. It is often explicitly addressed to specific people having roles, rights and duties in institutions, etc.
 - d. It is a text composed of many sequential verbs and adjectives that appear in a sentence.
4. Which of the following options best expresses the difference between sentences and utterances?
 - a. Sentences are written, usually formal and isolated from the context. Utterances are spoken, largely informal and related to the context.
 - b. A sentence is supported by body language. An utterance is not supported by body language.
 - c. A sentence is usually studied in pragmatics. An utterance is usually studied in semantics and syntax.
 - d. A sentence has repetitions of words or phrases. An utterance does not have repetitions of expression.
5. What is a basic discourse unit?
 - a. It refers to all the information that is relevant in a conversation. It considers good pronunciation and fluency.
 - b. It refers to the grammatical structures that appear in syntactic representations in order to be analyzed.
 - c. It refers to a text segment that is composed by linguistic properties which are used to build both semantic representations as well as text and context models.
 - d. It involves a combination of sound and text. Only in this way it is possible to analyze their relevance.

Choose True or False for each of the following statements.

6. () Spoken discourse is more structurally complex than written discourse.
7. () The notions of turn or move are frequently used in conversations.
8. () Sentence structure is a characteristic of spoken discourse.
9. () Written discourse frequently needs quick response.
10. () Clauses are considered “units” of written discourse.

Answer Key

To check your answers, please review the “Answer key” in section 4 of this text-guide.

- Learning outcome 3**
- Explains the relationship that society, culture, and context have in discourse analysis.

Contents, resources and suggested activities

In order to achieve the learning outcome stated above, you will read the contents of unit 3, in which some theories and methods for analyzing discourse will be introduced. After learning about the advantages of each method, you will be able to analyze the different types of spoken and written discourse used in social and cultural contexts. I hope you enjoy learning about these interesting topics!



Week 5

Unit 3. Theories and methodologies for the study of human discourse, or language in use

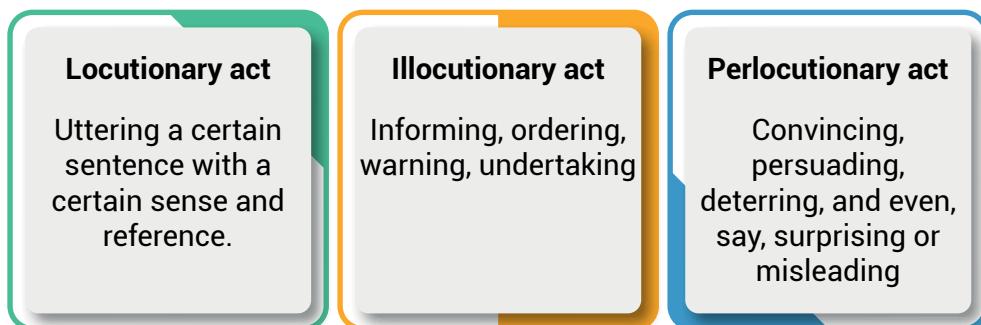
In this unit, we will study the current theories and methodologies for the study of human discourse. The main purpose of this unit will be to help you achieve the learning outcome presented above, so that you can be ready to analyze written or spoken discourse in English as a Foreign Language based on a socio-cultural perspective. I really hope that you enjoy learning more about this interesting topic, which is essential in the field of discourse analysis. Let us start!

3.1. The Speech Act Theory

According to Nordquist (2020), “the Speech Act Theory is a subfield of pragmatics that studies how words are used not only to present information but also to carry out actions”. It is important to mention that the speech act refers to an action that is performed in saying something. For example, we can perform different types of speech acts when offering an apology, greeting, request, complaint, invitation, compliment, or refusal. In this regard, Pregrin (2012) affirms that the Speech Act Theory was first stated by Austin

(1961) who put emphasis on categories of utterances. Later, in 1964 he distinguished between three kinds of acts, as described in figure 6:

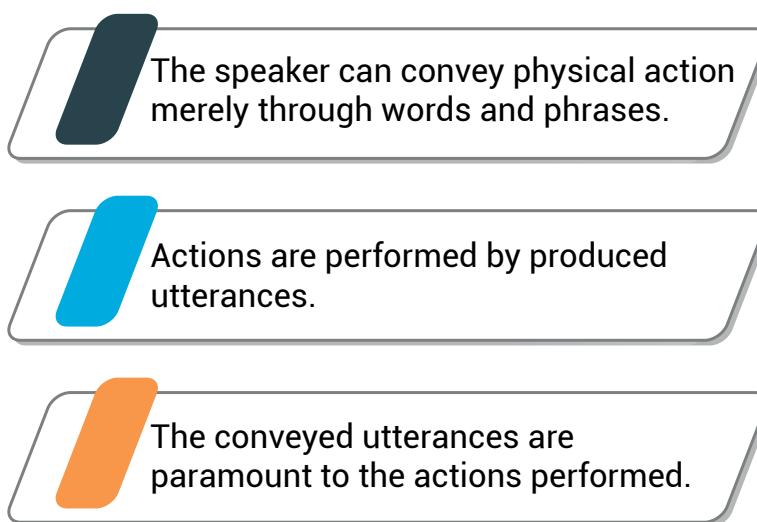
Figure 6.
Types of speech acts.



Note. This figure describes the characteristics of locutionary acts, illocutionary acts, and perlocutionary acts, which constitute types of speech acts involved in discourse analysis.

Additionally, according to Hidayat (2016), "in speech acts there are certain aims beyond the words or phrases when a speaker says something". The author affirms that through speech acts the following actions can be performed:

Figure 7.
Actions performed through speech acts.



Note. This figure presents some examples of actions performed through speech acts.



Similarly, Communicationtheory.org (2022) states that the speech act theory considers language as a sort of action rather than a medium to convey and express. In order to learn more about these topics, you can visit the following website: [Speech Act Theory](#)

Then, you can read the following reflection paper by Hidayat (2016) in which you are going to find a clear description on the definition and types of Speech Acts: [Speech Acts: Force Behind Words](#)

If you need to expand your knowledge on the topic, please visit the following Slideshare presentation by Celis (2012): [Speech Acts and Events](#)

Considering the importance of this topic, I think it is going to be easier for you as future EFL teachers to determine the intended meaning of utterances in English. Please remember that a speech act is intended to express information by performing a particular action.



Recommended learning activities

In order to carry out this activity, it is important to review the concept of Speech Act as well as the theory related to this concept, which were presented in section 3.1. Then, you can read Celis' presentation again to be ready to answer the questions below.

Activity N° 5

- What are the three acts of speech involved when performing an action?
- What type of speech act does the following statement belongs to? He found the defendant guilty. Explain your answer.

Note: You can write your answer on your notebook.

Did you like the previous activities? I hope they have been useful for practicing the Speech Act Theory. Remember that the three acts of speech involved when performing an action deal with locutionary acts, illocutionary acts, and perlocutionary acts. Now, let us analyze some of the most important characteristics of Ethnography of Communication.

3.2. Ethnography of Communication

According to Farah (1997), the ethnography of communication concept was first stated by Hymes in 1974. Hymes asserts that the study of language must be focused on describing and analyzing the ability of native speakers to use language for real communication. In other words, the focus of this approach is on analyzing real communicative competence instead of limiting it to describing if speakers or listeners are able use grammar utterances correctly.



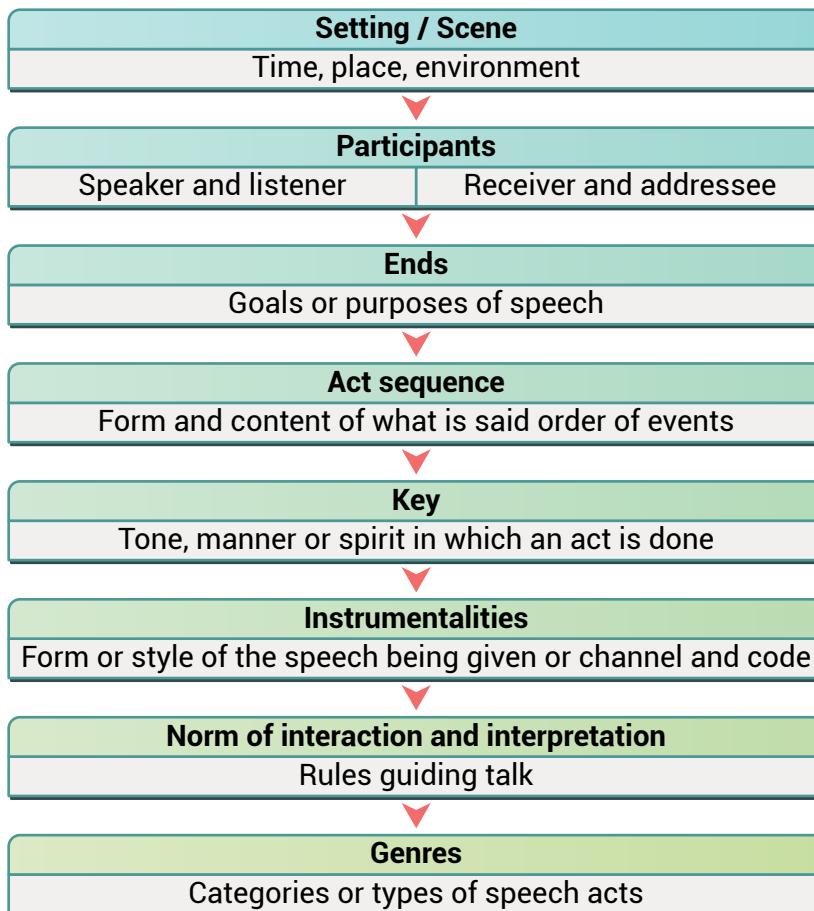
In order to get acquainted with the aspects that should be considered for the analysis of speech events through Ethnography of Communication, it is recommended that you read pages 125 and 126 at the following link, since it will help you recognize the way native speakers communicate each other:
[Ethnography of communication](#)

As it was mentioned by Farah (1997:125), "speakers of a language in particular communities are able to communicate with each other in a manner which is not only correct but also appropriate to the socio-cultural context". Now, it is time to review how to analyze discourse by learning about the SPEAKING model stated by Hymes. This model is explained in detail at the following website: [Dell Hymes Speaking Model For Advanced English Conversation](#)

After analyzing the information presented in the previous website, it is time to analyze figure 8, which contains a brief description of Hymes'model as cited in Jitpranee's (2020) article:

Figure 8.

The Speaking Model.



Note. This figure shows the factors involved in Hymes' Speaking model as stated by Jitpranee (2020).

Was it useful for you to analyze the information in figure 8? I hope you are able to recognize the main characteristics of this model. In fact, this model will help you to analyze a variety of written or spoken texts. Now, it is time to develop the following recommended activities. Good luck!



Recommended learning activities

Activity N° 6

In order to reinforce your knowledge, it is necessary to review the contents of section 3.2. Then, answer the questions below.

- What are the key components of the SPEAKING model?
- To which aspect of the SPEAKING model do “form and order of events” correspond?

Note: You can write your answer on your notebook.

Did you have any difficulty to answer the questions above? In regards to the previous questions, form and order of events correspond to the act sequence included in Hymes's model. Thus, it is recommended that you review the model again in order to clarify any of your doubts. Now, let us learn about conversation and variation analysis!



Week 6

3.3. Conversation and variation analysis

According to Hoey and Kendrick (2017), “Conversation Analysis (CA) is an inductive, micro-analytic, and predominantly qualitative method for studying human social interaction”. The main principle of CA is that human interaction exhibits ‘order at all points’ (Sacks, 1992, p.484), which means that “this orderliness is produced and maintained by the participants themselves in their orientations to social rules or expectations”. Do you think this method will be useful? Let us continue learning about it!

 In order to expand your knowledge on the Conversation Analysis model, you can read pages 1 to 3 included in this research article: [Conversation Analysis](#) Then, it is necessary to remark that the CA model refers to the study of recorded, naturally occurring talk-in-interaction. With respect to interactions, they refer to the way participants understand and respond to one another in their turns at talk, with a central focus on the way sequences of action are generated (Hutchby, et al, 2008). In order to clarify this topic, you can visit the website below: [Conversation Analysis \(CA\)](#) Based on the previous information, it is time to review how to conduct conversation analysis by watching this interesting video: [Conversation Analysis and Theory](#)

Finally, it is necessary that you review the presentation below since it contains a very detailed explanation on the Conversation Analysis method. Please pay special attention to the different aspects that are usually involved when analyzing discourse: [Conversation Analysis](#)

As you could analyze, some of the aspects involved in conversation analysis deal with opening and closing, adjacency pairs, topic management, turn-taking, preference organization, feedback, and repair. Now, you are ready to carry out the following activities. Best wishes!



Recommended learning activities

After analyzing the presentation about [Conversation Analysis](#), let us answer the questions below. Before you start, please review the information presented in section 3.3.

Activity N° 7

- Is the discourse structure of conversations easier to predict than other genres? Please explain your answer.
- What is the role of “opening and closing” in conversations? Provide one example.

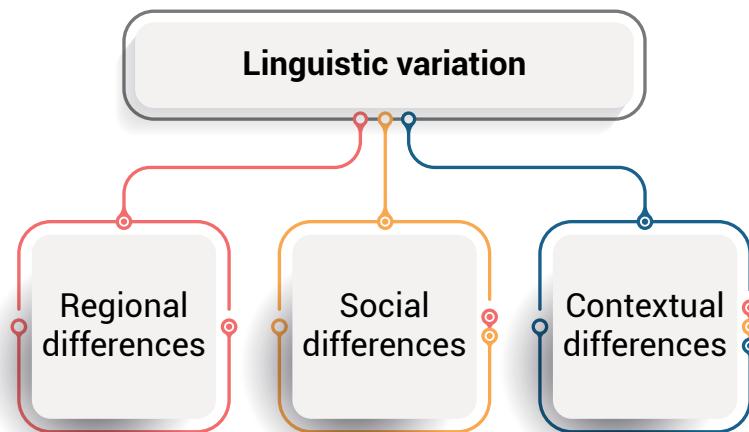
Note: You can write your answer on your notebook.

Finally, let us remember that opening and closing in conversations play a fundamental role because they determine how the conversation will be started and finished, and in some cases how it will be going on. In addition, opening and closing can vary from culture to culture. If you have any questions about the contents addressed in this section, do not hesitate to contact your tutor.

3.4. Variation Analysis

According to Macaulay (2002: 284) “the study of discourse variation is the attempt to find patterns of language use that characterize the spoken language of a definable group in a specific setting”. In other words, it examines how conversations are structured. Now, in figure 9, let us analyze the factors mentioned by Nordquist (2019) as the ones involved in the way a particular language is used.

Figure 9.
Linguistic variation.



Note. This figure presents the three aspects of linguistic variation, which deal with regional differences, social differences and contextual differences.

It is important to mention that according to Nordquist (2019), variation between languages, dialects, and speakers is known as interspeaker variation, while variation within the language of a single speaker is called intraspeaker variation. Was it easy for you to understand these concepts? If not, please contact your tutor immediately to clarify your doubts.

In order to expand your knowledge on this topic, please visit the following link in which you are going to find clear examples about linguistic variation: [Linguistic variation](#). Besides, it is important to pay special attention to the **Open Educational Resource (OER-REA)** resource entitled: [An introduction to Language Variation and Change](#). After reviewing this resource you will have a better idea on the main components of language variation.

Additionally, if you want to learn about other features of variation analysis, it is necessary to watch this video in which you are going to find an important explanation on the topic. Similarly, you will learn the difference between register, gender, and style, since those aspects will be fundamental when analyzing discourse variation: [Language variation](#)

As you could see, the concept or linguistic variation varies according to text. In this way, learning about this concept will be helpful to associate different types of texts with their corresponding area of knowledge; for example: medicine, business, engineering, etc. In order to find a clear example on how to apply variation analysis, you can read the following research paper by Huang et al (2016): **Understanding U.S. regional linguistic variation with Twitter data analysis**

Did you recognize the characteristics of variation analysis? I hope you have found these concepts interesting and useful. If you still have any doubts, please review the concepts as many times as you need or contact your tutor immediately. Now, it is time to continue with another discourse analysis model.



Week 7

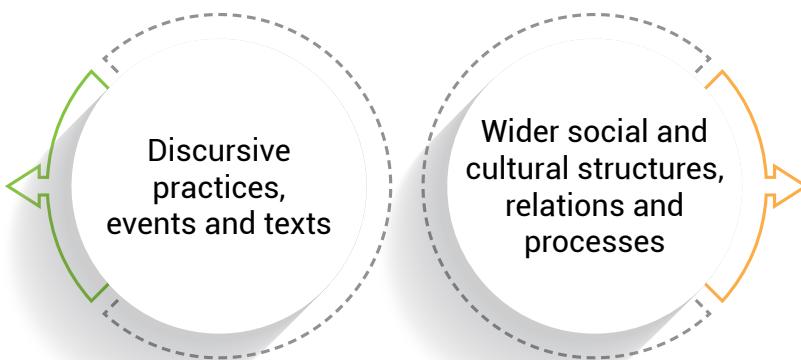
3.5. Fairclough's Critical Discourse Analysis

The last topic of this unit deals with Fairclough's Critical Discourse Analysis (CDA). In this regard, it is necessary to review the following **Open Educational Resource (OER-REA)**, which introduces the theory and methods of CDA and provides interesting media texts that can be used to apply this important method: [Media Discourse Analysis](#). Additionally, you can analyze all the chapters included in this resource; however, it is recommended to

study chapter 1 since it contains some discussion questions about Norman Fairclough's framework, which will be clearly explained next.

According to Fairclough (1993), the CDA approach aims to systematically explore often opaque relationships of causality and determination between, as described in figure 10:

Figure 10.
Relationships of causality and determination.

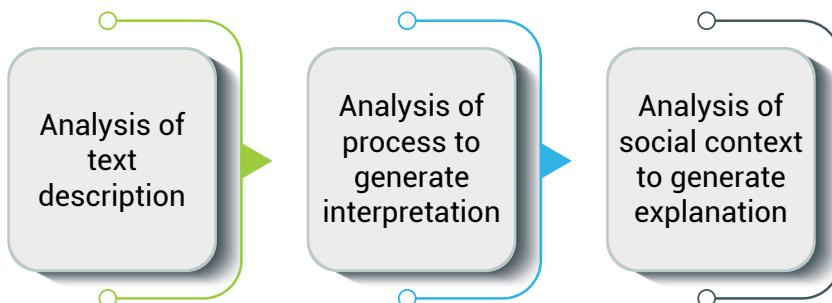


Note. This figure represents the relationship of causality and determination, which are important elements to investigate how discursive practices, events and texts arise out of and are ideologically shaped by relations of power.

In other words, "the goal is to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony" (Fairclough, 1993 p. 135). Similarly, Van Dijk (1998a), as cited in Sheyholislami (2001), asserts that "Critical Discourse Analysis is concerned with studying and analyzing written and spoken texts to reveal the discursive sources of power, dominance, inequality and bias". Thus, the main purpose of this model is to examine how these discursive sources are maintained and reproduced within specific social, political and historical contexts. Additionally, let us review the three dimensions involved in Fairclough's model as stated by Ellyawati (2017) in figure 11:

Figure 11.

Dimensions of discourse analysis.

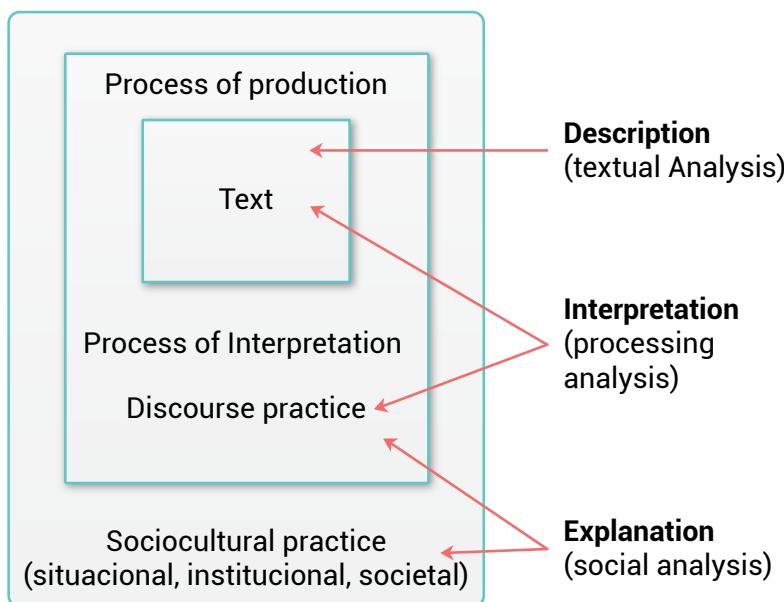


Note. This figure presents the three dimensions of discourse analysis, which include text description, process, and social context.

In order to understand these dimensions in a better way, please analyze the information in the figure below.

Figure 12.

Fairclough's critical discourse analysis framework.



Note. This figure presents Fairclough's critical discourse analysis framework, adapted from Fairclough (1995: 98) as cited in Humaniora (2018).

As you could see, different authors have addressed the importance of Fairclough's method for critical discourse analysis. Thus, the main dimensions of this approach are related to the following aspects:

1. Description: it refers to the use of vocabulary, grammar, and text structure.
2. Interpretation: it is related to making inferences between the discursive process of production and the interpretation of the text. Moreover, it involves the situational context (time and space) and the intertextual context (visual and verbal texts).
3. Explanation: It includes ideas related to the social or cultural factors of the verbal and written texts.



Did you understand the core aspects of each dimension? I hope you have found this topic useful. Now, let us watch the following video in order to understand the main characteristics of this model in a better way: [What is Critical Discourse Analysis?](#)

Then, it is recommended that you analyze the application of this approach through the following research paper by Reza and Ghanizadeh (2012): [Critical discourse analysis and critical thinking: An experimental study in an EFL context](#) Did you find the article useful? I hope you have analyzed the most significant aspects related to the CDA model. Now, it is time to develop the recommended activities of this section. Good luck!



Recommended learning activities

Activity N° 8

It is time to reinforce your knowledge by answering the questions below. Before you start, please review the contents discussed in sections 3.4 and 3.5 of this guide.

- Write a list of five characteristics of the Critical Discourse Analysis model.
- Apply the dimensions of description, interpretation and explanation to analyze the text below:

Figure 13.

Donald Trump's Tweet.

A screenshot of a Twitter post by Donald J. Trump (@realDonaldTrump). The post reads: "I would like to extend my best wishes to all, even the haters and losers, on this special date, September 11th." The tweet has 4,510 retweets and 4,138 favorites. It was posted at 7:21 AM on September 11, 2013. Below the tweet are standard Twitter interaction icons: a reply arrow, a retweet arrow, a star, and three dots.

Note. This figure is an example of text taken from Donald Trump's twitter account in 2013. The sample was taken from politico.com.

Note: You can write your answer on your notebook.

As you could see, the CDA model is very interesting and useful since it can help us understand many aspects of language. Did you have any problem when analyzing Donald Trump's tweet? It is important to take into consideration that in order to analyze the text in figure 13 through the three dimensions suggested by Norman Fairclough, first you need to describe what type of text it is. In this case, we can mention that it is a post on twitter, which was published by the ex-president of the United States in 2013. After making an inference about the intention of the speaker, we can affirm that it is a political discourse, which could have provoked many positions for and against. After this explanation, we have finished all the contents of this bimester; however, you still have an extra week to review all the contents we have studied again!



Week 8

Dear students,

Welcome to the last week of this term!

During the present week, it is important that you review all the contents studied in units 1, 2, and 3. Please consider that only in this way you will be ready to take an effective on-site evaluation, which has been planned

according to the university calendar established for the distance modality. If you have any doubts regarding this schedule, you need to look for it on Canvas platform in advance.

Additionally, it is necessary to mention that in order to apply the new knowledge acquired throughout this term, you can check the answers you gave in the recommended activities that were proposed. It is necessary to mention that until this moment, you need to be able to describe the fundamentals of discourse analysis, to analyze written or spoken discourse in English as a Foreign Language, and also to explain the relationship that society, culture, and context have in discourse analysis.

Finally, it is important to develop the self-assessment evaluation about unit 3, which has been designed to help you practice for the mid term test. Do not forget to verify if your answers were correct by going to the answer key of this guide. Please remember that only with effort and determination you will reach all your personal and professional goals.

Good luck in the onsite evaluation!



Self-assessment 3

1. What is the best definition for Speech act?
 - a. a conversation between two or more people in a narrative work.
It is a literary technique that serves for several purposes.
 - b. an utterance that serves a function in communication. For example, apologies, greetings, requests, complaints, invitations, compliments, or refusals are some examples of speech acts
 - c. a talk, especially an informal one, between two or more people, in which news and ideas are exchanged.
 - d. an effective communication of thought by words. It is the generalization of the notion of a conversation to any form of communication.
2. When talking about speech acts, we should keep in mind that

 - a. They are related to linguistic expressions that can be explained in terms grammar rules.
 - b. They refer to non- verbal actions that accomplish something.
 - c. They affect an audience by means of the speaker's intention when saying something.
 - d. They refer to utterances that are used after an act has been performed by the speaker.
3. What is true about the Speech Act Theory?
 - a. It is a subfield of pragmatics that studies how words are used not only to present information but also to carry out actions.
 - b. It is a social phenomenon that can help linguists understand the impact of discourse.
 - c. It is a morphological procedure that linguists use to analyze discourse based on texts produced by a society.
 - d. It refers to a sentence with a certain sense and reference, which normally appears in spoken discourse.

4. Questions, orders, promises, or assertions are some examples of

- a. Speech acts
- b. Causatives
- c. Commissives
- d. Discourse analysis

5. What is the best definition for "Illocutionary" acts?

- a. They are related to the consequences of the utterances used by speakers.
- b. They describe the acts performed by or resulting from saying something.
- c. They refer to the act of expressing the speaker's intention.
- d. They deal with the act of saying the literal meaning of an utterance.

Choose True or False for each of the following statements.

6. () Thanking, apologizing, welcoming, or congratulating someone are example of " commissive" speech acts.

7. () Informing, ordering, warning, undertaking are examples of illocutionary acts.

8. () The main goal of ethnography of communication is to analyze real communicative competence instead of limiting it to describing the potential ability of the ideal speaker/listener to use grammar utterances correctly.

9. () Economic differences are considered part of linguistic variation.

10. () Critical Discourse Analysis (CDA) is mainly concerned with the study of discourse variation, which is the attempt to find patterns of language use that characterize the spoken language of a definable group in a specific setting.

Answer Key

To check your answers, please review the “Answer key” in section 4 of this text-guide.



Second bimester

- Learning outcome 2**
- Analyzes written or spoken discourse in English as a Foreign Language

In order to achieve the aforementioned learning outcome, you will review the contents of unit 4 in weeks 9, 10 and 11. In this way, you will acquire the necessary insights to identify the situational aspects and turn-taking in contexts involved in discourse analysis, and we are going to analyze language as a form of social and cultural practices. Let us continue!

Contents, resources and suggested activities



Week 9

Unit 4. Situational aspects and turn-taking in contexts involved in discourse analysis

Dear students,

Welcome to the second bimester of our course! I hope you enjoy studying and learning about these important topics, which have been carefully designed to help you analyze different kinds of texts. Let us start!

4.1. An introduction to context

In this unit, you will analyze the situational aspects involved in discourse. According to Song (2010), "Discourse analysis involves many aspects, such as adjacency pairs, coherence, cohesion, and so on, among which context plays an important role". In this regard, many linguists have tried to define context from a variety of perspectives. For instance, Widdowson (2000, p. 126) defines context as "those aspects of the circumstance of actual language use which are taken as relevant to meaning.". Similarly, Cook (1999, p. 24) as mentioned in figure 14 asserts that:

Figure 14.

Definition of context.

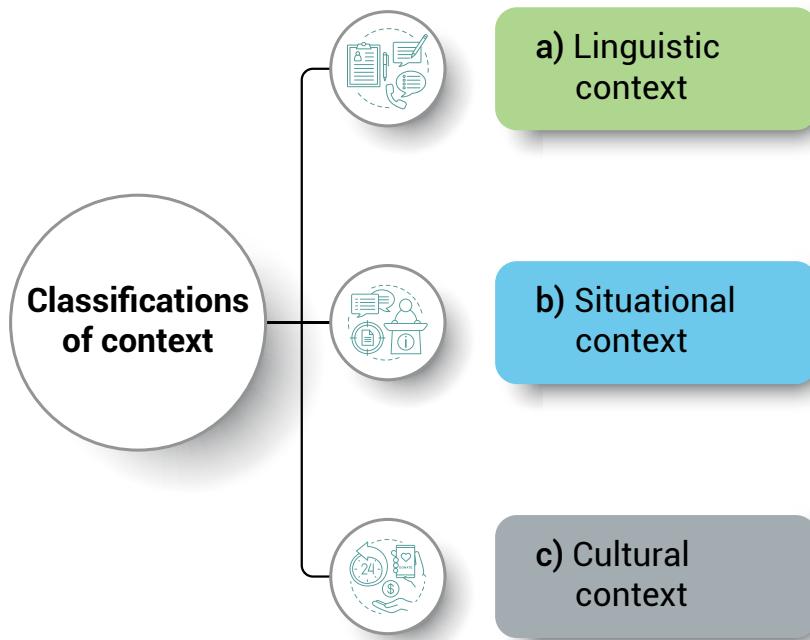
"In the narrow sense, context refers to (knowledge of) factors outside the text under consideration. In the broad sense, it refers to (knowledge of) these factors and to (knowledge of) other parts of the text under consideration, sometimes referred to as co-text".

Note. This figure presents the definition of context.

Is it clear what context is? Did you notice that it refers to factors outside the text? If this concept is not clear at all, you can immediately contact your tutor to clarify any doubts. With respect to the classifications of context, Song (2010) distinguishes three important types as shown in figure 15:

Figure 15.

Classifications of context.



Note. This figure presents the three classifications of context.

In order to find a clear explanation about the three types of contexts mentioned above please read pages 1 and 2 at the following link: [The Role of Context in Discourse Analysis](#). After analyzing the article, let us consider that one of the main characteristics of context refers to the environment in which

a discourse takes place. Now, think about the characteristics of the three types of contexts that are involved in discourse analysis. Then, you can carry out the following activities.



Recommended learning activities

Activity N°9

In order to carry out the following activities it is recommended that you review the information discussed in section 4.1

- What is the role of context in discourse analysis?
- What does situational context refer to? Please provide some examples.

Note: You can write your answer on your notebook.

After having discussed the concept of situational context, please consider that it is about the environment, time and place, etc. in which the discourse occurs. Now, it is time to review another topic which is fundamental in discourse analysis. Remember to contact your tutor in case you have any doubts. Let us continue!

4.2. Adjacency pairs

According to Nordquist (2020) “in conversation analysis, an adjacency pair is a two-part exchange in which the second utterance is functionally dependent on the first, as exhibited in conventional greetings, invitations, and requests. It is also known as the concept of nextness. Each pair is spoken by a different person”. Similarly, McCarthy (1991) states that adjacency pairs refer to pairs of utterances that appear in talk. For example, a question normally predicts an answer, and an answer a response. In table 11, you can find some examples about adjacency pairs provided by McCarthy (1991:119):

Table 11.

Examples of adjacency pairs.

Utterance function	Expected response
Greeting	Greeting
Congratulation	Thanks
Apology	Acceptance
Inform	Acknowledge
Leave-taking	Leave-taking

Note. The table presents some examples of adjacency pairs.

After analyzing the examples in table 11, we can notice that the table includes preferred responses only; however, in some cases dispreferred responses could appear; for example, when someone greets you but you do not respond to that greeting.

It is important to notice that pairs of utterances are mutually dependent because we can only be sure of the function of the initiating utterance (the first pair-part), especially when it is contextualized with the response it gets. For example, in table 12 let us pay attention to the following conversations in which adjacency pairs have been used:

Table 12.

An example about adjacency pairs.

(on a train)

Ticket collector: (inspecting passengers' ticket) Change at Madrid station.

Passenger: Thank you so much.

Note. The table presents an example of adjacency pairs.



Please find additional information on this topic by visiting the following links: [Adjacency Pair \(Conversation Analysis\)](#) You can also find clear examples to understand this topic by reviewing the following link: [Adjacency pairs](#)

In order to find a detailed explanation on how to analyze context by considering adjacency pairs you review the example at the following

research paper entitled: [The Adjacency Pairs Analysis of Teacher Students Talks in Hearing Impairment Classroom](#)

After reading the previous examples, did you realize that the English teacher involved in this study had a dominant role? Besides, this dominant role was related to students' activeness in the classroom. Now, let us put your new knowledge into action by analyzing the example in figure 16.

Figure 16.

Adjacency pair in a conversation.

Context: University lecture

Student: It's not focused.

Lecturer: Thank you (immediately adjusts the projector)

Note. The figure presents an example of adjacency pairs in a conversation.

In order to expand your knowledge on adjacency pairs, you can review the following infographic, which is intended to help you understand this topic in a better way.

["ADJACENCY PAIRS"](#)



Then you can visit the link below: [Conversation Introducing analysis and the Corpus Linguistics structure](#). Then you can analyze some of the most common characteristics of exchanges. Please do not forget to contact your tutor in case you have any questions.

4.3. Exchanges

According to McCarthy (1991), "exchanges are independently observable entities; adjacency pairs may be found within their boundaries, but first and second pair parts do not necessarily coincide with initiation and responding moves". Similarly, Ahmed and Dogondaji (2018) indicate that an exchange is considered the smallest interactive unit, which is composed by minimally two turns produced by two different speakers. For instance, according to Sinclair and Coulthard (1992, p. 3), "A typical exchange in the classroom

consists of an initiation by the teacher, followed by a response from the pupil, followed by feedback, to the pupil's

response from the teacher..." Were these concepts clear? I hope you have found them interesting.

After having analyzed the concepts and examples stated above, let us pay attention to the following excerpts in figure 17, which show that there is a coincidence in conversation 1, but in 2, adjacency pairing occurs in the initiation and response (statement of achievement – congratulation), and in the responding and follow-up move (congratulation – thanks) (McCarthy, 1991):

Figure 17.

Example of exchanges.

1. A: Congratulations on the new job, by the way.
B: Oh, thanks.
2. A: I've just passed my driving test.
B: Oh, congratulations.
A: Thanks.

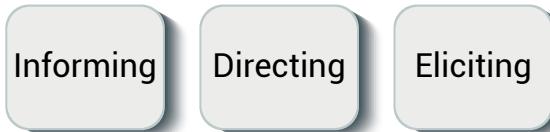
Note. The figure presents some examples of exchanges.



In order to reinforce your knowledge on this interesting topic, please read pages 3 to 8 at the following article by Dailey (2010):
[An Analysis of Classroom Discourse:](#)

Finally, it is necessary to consider that according to Sinclair and Coulthard (1999), the three principal exchanges are the ones presented in figure 18:

Figure 18.
Exchanges.



Note. The figure presents the three principle types of exchange according to Sinclair and Coulthard (1999).



Finally, in order to figure out how to conduct an analysis of discourse exchanges, it is recommended that you to read page 1 in the following paper, as well as pages 29 to 34 since the author analyzes some transcripts from real conversations in English:
[The application of the exchange theory](#) Besides, you can read pages 70 and 71 in the following article: [Interlanguage refusals : a cross-sectional study of Thai EFL learners' refusals in English](#)

Now, please carry out the activities below!



Recommended activities

Activity N° 10

Review the information included in sections 4.2 and 4.3. Then answer the questions below.

- In your own words, what is the role of Exchange in discourse analysis?
- In Vivekmetakorn (2006: 70) it is mentioned that "Boundary exchange is the exchange that signals the transition from one section of the lesson to the next section". What does this affirmation mean?

Note: You can write your answer on your notebook.

Did you have any difficulty to answer the questions above? I hope you did not. Let us remember that a boundary exchange is like a signal that involves a change of direction of discourse, so in the case of Vivekmetakorn's affirmation, it is evident that there is an exchange in the context of that

lesson. Please remember to contact your tutor in case you have any question.



Week 10

During the present week you will be introduced to two interesting topics that are part of discourse analysis. I hope you can take advantage of the resources and activities that will be recommended in order for you to put knowledge into practice. Let us start with transactions and topics!

4.4. Transactions and topics

According to Brown and Yule (1983) language has two main functions: interactional and transactional. Let us see some examples:



A : Hi, are you ok?

B: Yeah, fine thanks.

As you could observe, the exchange in the aforementioned conversation is purely interactional, which means that it is used only to demonstrate relationship; thus, the answer is conventional (not necessarily true).

On the other hand, according to McCarthy (1991), transactions are concerned with how speakers manage longer stretches of talk. Similarly, they refer to the transmission of information as in the example below:

If at the supermarket I say ..

A: One kilo of sugar.

... the vendor immediately understands the information. Only if the vendor has any doubts he might ask any additional question.



If you need additional information on this topic, please visit the following website to find more examples on transactional language: [Transactional and Interactional Functions of Language](#). Besides, it is important to analyze this presentation, which contains a clear description about transactional language in discourse analysis: [Discourse functions - Transaction and interaction](#)

Now, in table 13 you will find some examples of transactional vs interactional language, which have been discussed by Peterson (2005) in the following research study entitled: [Learning interaction in an avatar-based virtual environment: A preliminary study](#)

Table 13.

Examples of transactional vs interactional language.

Behavior	Strategy type
Use of communicative features	Transactional
Use of nicknames	Transactional
Deployment of addressivity	Transactional
Use of discourse markers	Transactional
Greetings and leave takings	Interactional
Positive and negative politeness behaviors	Interactional
Use of keyboard symbols to display	Interactional
Clarification requests	Interactional

Note. This table contains some examples of transactional vs interactional language.



After analyzing the examples above, can you recognize the difference between interactional and transactional language? Please explain your answer.

Write an example of transactional language.

Note: You can write your answer on your notebook.

With respect to topics, McCarthy (2007) asserts that they "could be defined, on the formal level, as stretches of talk bounded by certain topic and/or transactional markers, such as lexical ones (changes in pitch)". Similarly, Lautamatti (1978: 71) states that "the discourse topic within an extensive piece of discourse may be thought of in terms of a succession of hierarchically ordered subtopics, each of which contributes to the discourse

topic, and is treated as a sequence of ideas...". In this context, it is evident that sentences relating to the same subtopic form a sequence.



Now, let us review an explanation about this topic at this digital presentation: [Spoken language \(Discourse Analysis\)](#). Now let us review the conceptualization drawn by Marasabessy (2019):

Figure 19.

Topics.

Topics are stretches of talk bounded certain topic and/or transaction markers.

Topic as titles for the subject matter of speech events

Topics can be the reason for talk.

Note. This figure presents the concept of topics.

After reading the information in figure 19, do you know what a topic is? I hope this concept is clear enough. Now, it is time to continue with an interesting topic that will help you understand interactional and transactional talk.

4.5. Interactional and transactional talk

In this opportunity, you will get more familiarized with the application of discourse analysis based on interactional and transactional talk. In this regard, it is necessary to consider that according to McCarthy (2007), the main purpose of transactional talk is to produce some change in the situation that pertains. For example, it could be to tell somebody something he/she needs to know, to affect the purchase of something, to get someone to do something, or many other word-changing things. On the other hand, interactional talk has as its primary functions to confirm and consolidate relationships, express solidarity, and so on.



Did you understand the previous explanations? I hope so; however, in case you need to clarify your doubts please contact your tutor. Now, it is time to review how interactions and transactions can be analyzed by reading the following research papers: [Communication Games Between Teachers and Students at the Tertiary Level: A Study Based on Transactional Analysis Theory](#)

[Functional approach to communication strategies: An analysis of language learners' performance in interactional discourse](#)



Recommended activities

Activity N° 11

Based on the information presented in the research papers above, it is time to develop the following activity:

- What methods or strategies can be used to analyze interactional talk?
What aspects of talk do you need to consider?
- What methods or strategies can be used to analyze transactional talk?
What aspects of talk do you need to consider?

Note: You can write your answer on your notebook.

In the previous research studies, we could notice that it is possible to analyze transactional talk by means of a natural classroom setting. In the case of the study conducted by Mohiuddin (2020), qualitative and quantitative approaches and data were collected by direct observation, and also by using authentic data gathered from experimental and the control groups. In this way it has been demonstrated that the CA approach can be very useful to carry out different research activities in the EFL classroom.



4.6. Stories, anecdotes, jokes

Welcome to the last topic of this unit. As you know, telling stories, anecdotes, jokes and other kinds of narratives is very common in social interactions. In fact, McCarthy (2007) affirms that “the ability to tell a good story or joke is a highly regarded talent, probably in all cultures”. According to Labov (1972), some important elements, which are shown in figure 20, are commonly found in personal narratives, which are very useful to analyze this type of discourse:

Figure 20.
Elements involved in normal narratives.



Note. This figure presents the elements involved in narrative texts: abstract, orientation, evaluation, coda, resolution, and complicating event.

It is necessary to emphasize that according to McCarthy (2000) in personal narratives:

- Abstracts refer to short statements of what the story is going to be about.
- Orientation sets out the time, place and characters for the reader/listener.
- Complicating events are the main events that make the story happen.
- Resolutions are how the events sort themselves out.
- Codas provide a bridge between the story world and the moment of telling.
- Evaluation means making the story with listening to / reading, either by directly telling one's audience.



After analyzing these concepts, is it possible to apply Labov's narrative model in discourse analysis of stories, anecdotes or jokes? Let us read the following research paper by Ikram et al (2018) [Rhetorical Analysis Of Stand-Up Comedy Performances By Three Famous American Comics](#) Besides, you can read the paper by SAGE (2019) in which you are going to find a clear example on how to apply Labov's technique. It is important to pay especial attention to pages 6 to 10: [What is NARRATIVE?](#) [What does NARRATIVE mean? NARRATIVE meaning, definition & explanation](#)



Did you find the Ikram's et al study useful to understand how to conduct discourse analysis of comedies? I hope you have found this topic interesting. It is time to develop a practical activity through which you can practice Labov's discourse analysis model!



Recommended activities

Activity N° 12

Review the information presented in section 4.6. Use Labov's (1972) model to analyze the following text that belongs to the "comedy" category:

They asked me what I don't have tattoos... so I told them:

"Do you see a Ferrari with bumper stickers?"

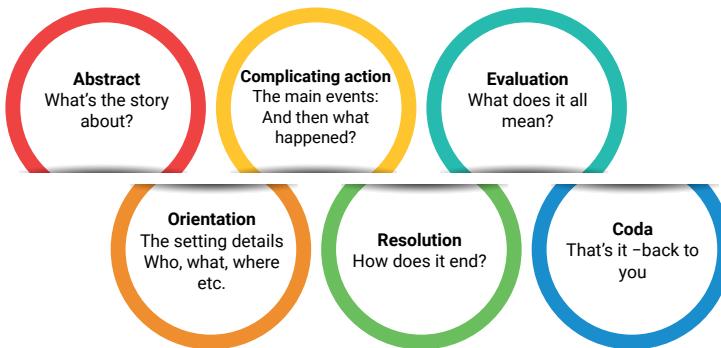
Source: [Boldomatic.com \(2022\)](https://www.boldomatic.com/comedy-tattoos-ferrari-bumper-stickers)

Note: You can write your answer on your notebook.

In order to apply Labov's model, first you need to analyze what the story is going to be about, then you need to describe the time, place and possible characters that appear in that comedy. Later, you can continue analyzing other elements of the model by following the process described in figure 21:

Figure 21.

Labov's sociolinguistic model of personal narratives.



Note. This figure presents Labov's sociolinguistic model of personal narratives, which includes abstract, orientation, complicating action, resolution, evaluation and coda.

Finally, it is important to remember that you can contact your tutor at any time in case you have any question. Now, it is time to develop the self-assessment of unit 4. Good luck!



Self-assessment 4

1. What is an adjacency pair in conversation analysis?
 - a. It is a two-part exchange in which the second utterance is functionally dependent on the first.
 - b. It refers to grammar constructions that need to be used in written communication.
 - c. It is a part of speech that does not need contextualization in order to be understood.
 - d. It refers to observable entities that do not coincide with initiation moves.
2. What is a boundary exchange in discourse analysis?
 - a. It is the exchange that signals the transition from one section to another.
 - b. It is the part of speech that cannot suffer any morphological change or transformation.
 - c. It involves a set of social relationships that require communicative interaction.
 - d. It refers to the transmission of information from one person to another, especially in written communication.
3. What is a characteristic of the interactional function?
 - a. It refers to social relationships.
 - b. It involves the transmission of information.
 - c. It refers to language routines.
 - d. It is about greetings used by speakers.
4. Which of the following is not an example of interactional language?
 - a. Positive and negative politeness behaviors.
 - b. Clarification requests
 - c. Language routines.
 - d. Use of nicknames.

5. What is the best definition for “topics” in discourse analysis?
- a. They constitute the development of the discourse topic within an extensive piece of discourse.
 - b. They could be defined as stretches of talk bounded by certain topic and/or transactional markers, such as lexical ones.
 - c. They refer to the discrepancies between discourse topics and language utterances.
 - d. They are simples of written information about a certain topic or situation.

Choose True or False for each of the following statements.

- 6. () The main function of interactional talk is to share information through narrative texts in order to understand discourse.
- 7. () The purpose of orientation in narrative texts is to set out the time, place and characters for the reader/listener.
- 8. () Jokes, anecdotes and stories are considered arguments.
- 9. () Transactions in spoken discourse are intended to show the subject matter of specific events.
- 10. () Codas provides a bridge between the story world and the moment of telling.

Answer Key

To check your answers, please review the “Answer key” in section 4 of this text-guide.

Learning outcome 4

- Illustrates the roles of society, culture, and context in discourse, and particularly in language teaching.

In order to achieve the fourth learning outcome of this course, you will read the contents of unit 5 in weeks 12 to 15, which show the relationship between language as a form of social and cultural practices and its implications in EFL teaching. I hope you enjoy learning about these important topics!

Contents, resources and suggested activities

Unit 5. Language as a form of social and cultural practices and its implications in EFL teaching

Welcome to the last unit of our course. The purpose of this unit is to conduct discourse analysis by considering a socio-cultural perspective. Besides, you are going to have the opportunity to learn the implications of discourse in the EFL classroom since some strategies for selecting texts and adapting material will be discussed.



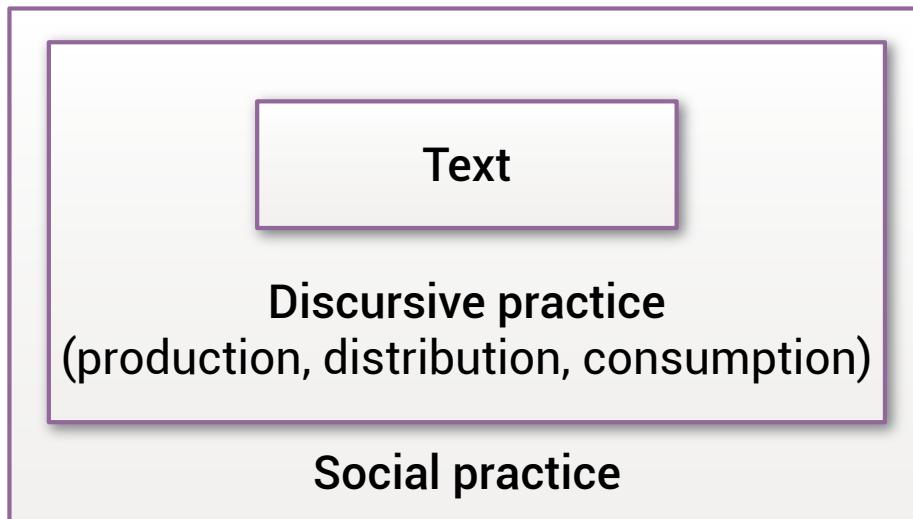
Week 12

5.1. Discursive practice: production, distribution, consumption

In week 7 of the first term, we studied Fairclough's framework for discourse analysis. Based on that framework, it is important to notice that discourse is considered a form of social practice, which focuses on the processes of text production, distribution and consumption (Lawson, 2008). In order to expand your knowledge on this topic, it is important to pay special attention to the **Open Educational Resource (OER-REA)** resource entitled: [Notes for Norman Fairclough's Analyzing Discourse](#) Did you find this resource useful to remember the key points about the framework? I hope you are ready to continue! Now, let us review figure 22, in which you will find a visual representation of Fairclough's framework:

Figure 22.

Fairclough's Framework for Discourse Analysis.



Note. This figure represents the elements involved in Fairclough's (1992) framework for Discourse Analysis.

After analyzing the previous figure, it is evident that Fairclough's (1992) framework attempts to conduct close textual and linguistic analysis, to analyze social structures, and to see the impact of social practice. When using the Critical Discourse Analysis model, it is important to consider the discursive practice of production, distribution, and consumption of text (Jorgensen and Phillips, 2002). According to Sari et al. (2018), a good example that can be relevant to these particular aspects is the interpretation of a recipe. "As you know, recipes contain descriptions; however, it is not uncommon for a recipe to be read in a very rhetorical or aesthetic fashion" (Sari et al, 2018:4).

It is time to reinforce your knowledge by reading the following reflection essay by Sari et al (2018): [Theories Media Discourse Studies in Critical Discourse Analysis](#) In addition, please review the following presentation in which you will be able to recognize the meanings that the production, distribution and consumption of interrelated texts construct. Please pay special attention to pages 6, 28, 30, 34 and 36: [Using Discourse Analysis to Study the DDT](#)



Finally, let us watch this video in which some important tips to conduct text analysis and text production are described: [Text analysis and text production](#)
Now, it is time to develop the following activities.



Recommended activities

Activity N° 13

- Read the information in section 5.1 again. Then answer the following questions.
- What aspects should be considered when analyzing text production, distribution and consumption of texts?
- In your own words, explain the production, distribution and consumption framework for discourse analysis.

Note: You can write your answer on your notebook.

Before you continue with the following topic, it is important to consider that being able to describe and analyze text production, distribution and consumption is really important for EFL teachers because in this way discourse they will be able to integrate Fairclough's model when teaching receptive or productive skills. In this way, the students will receive clear insights about the socio-cultural aspects that are part of any English-speaking community. Now, let us continue with the following topic.

5.2. Validity in discourse analysis

According to Gee (1999), discourse analysis usually considers a small part of the whole picture. However, any discourse analysis process needs to pay attention to all the elements involved on it. For instance, you can remember some of the most significant elements involved in this process by reading the information provided at the following **Open Educational Resource (OER-REA): [Analyzing discourse](#)** Then, it is important to mention that according to Gee (2015) "a discourse analysis involves asking questions about how language, at a given time and place, is used to engage in seven building tasks". Let us know which are those building tasks by analyzing the information in figure 23:

Figure 23.

Building tasks in discourse analysis.



Note. This figure describes the building tasks of discourse analysis, which correspond to significance, practices, identities, relationships, politics, connections, sign systems and knowledge.



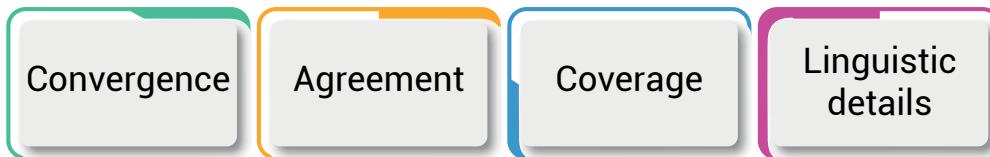
In order to understand each task, let us review the following website in which you are going to find a clear explanation on each one of them: [Seven Building Tasks](#)

Based on the aforementioned information, it is time to analyze the importance of validity in discourse analysis. According to Gee (1999), validity is not constituted by arguing that a discourse analysis "reflects" reality in any simple way". Certainly, discourse analysis is an interpretation of different types of texts, so there will be different ways to analyze it. In this process, some analyses are more or less valid than others. Additionally, validity is never once and for all, which means that they are open for further discussion; however, Gee (2005) suggests four elements that should be

considered to establish validity for any type of discourse, as it is shown in figure 24:

Figure 24.

Elements to establish validity.



Note. This figure presents the elements that should be considered to establish validity, which correspond to convergence, agreement, coverage, and linguistic details.



In order to understand the four elements suggested by Gee, it is important to review the following presentation entitled: [Computational models for discourse analysis](#) Now, it is time to answer the questions below.



Recommended activity

Activity N° 14

Read the information in sections 5.1 and 5.2 again. Then answer the following questions.

- What aspects do you need to consider to analyze validity of discourse analysis?
- Why is validity important when analyzing discourse analysis?

Note: You can write your answer on your notebook.

It is important to mention that validity is an important process in discourse analysis because it can help you ensure that the text that will be selected for teaching purposes is pertinent to be used in your lessons. Please remember to contact your tutor in case you have any question about the previous contents. Now, let us continue with another interesting topic that will be very useful to understand discourse from different types of social interactions.



5.3. Analyzing discourse from social interactions

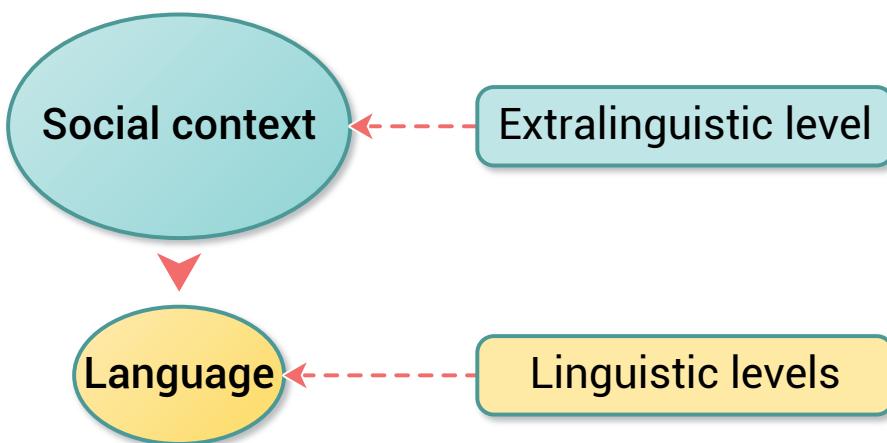
During the present week, we will learn about the different processes that should be considered when analyzing discourse from social interactions. In this way, you will be able to select useful texts to be used in the EFL classroom. First, it is important to mention that according to Kale (2003), “in using the phrase “language as social practice” we take the position that we do not study ‘language’ and ‘society’ as separate entities. Rather, language is seen as one of the mechanisms/strategies that speaker-members of any society use to regulate and reproduce that society, to order and control it and transmit it to the next generation”.

As you can see, language and society are interrelated concepts; for this reason, when teaching English as a foreign language we should be aware of the types of discourse used by native speakers when they interact each other. Only in this way, our students will expand their possibilities to acquire the target language effectively.

Similarly, it is essential to recognize that according to Fairclough, “language use in society is a form of social practice rather than an individual activity” (1992:63). In other words, conducting discourse analysis allows us to determine factors such as people’s economic or politic activities, or presence of certain ideologies. Besides, their identities and socio-historical context can be analyzed. What about teaching English with this new perspective? I hope you have found this topic very useful. In figure 25 you will find the factors that are usually involved when analyzing a language situation based on texts.

Figure 25.

Factors involved when analyzing language situations.



Note. This figure represents the different factors involved when analyzing language situations, which correspond to language, the social context, linguistic and extralinguistic levels.



Now, it is time to review the following presentation [Using social practices in language](#)

Did you notice the relationship between social practices and language? What could be the implication of this perspective in EFL teaching? I hope everything has been clear. If not, do not hesitate to contact your tutor to clarify your doubts.



In the following video [Language ideology: introduction](#) you will learn about an important social aspect that can be analyzed from texts. It is a very interesting topic that can be integrated in your own lessons since it deals with understanding people's ideology in relation to any topic. Based on these considerations, can you imagine how to teach ideology in your lessons? For example, when teaching oral skills, you can choose a text in which a socio-cultural situation (ideology) is expressed. Then you can ask your students to carefully analyze the situation. Another strategy that could be used in this lesson could be to ask the students to work collaboratively in order to discuss about that topic. In this sense, you will be integrating discourse analysis in your lessons, and the students will enhance their reflection skills at the same time.

After watching the video about language ideology, please analyze the following text. Can you analyze the social context where the event in picture 26? At the linguistic level, what do the phrases "You play like a girl" and "I win like one, too", mean? How would you integrate this text in your lessons? For example, is it valid enough to teach speaking or writing? I think it is!

Figure 26.

A text about ideology.



Note. This figure is a text representing ideology, which was taken from therealcartoon.blogspot.com

After analyzing the possible teaching implications of the text presented in figure 29, it is time to read pages 29 to 39 at the following research paper related to this topic: [The Ideology of Emanuel Macron's statement in BBC on 10th](#) Did you recognize the relationship between discourse and social interactions? How can you analyze social interactions to reveal people's ideology, beliefs, etc.? As you have noticed, it is possible to reach this goal; however, you will need to employ a variety of tools that will guide you in this process. For instance, using Fairclough's framework can be an excellent alternative to discuss several types of texts in an impartial way, but most importantly, you can use it as a reference for selecting pertinent texts to be used in your English lessons. Let us move on to the next topic!





5.4. Implications of Discourse Analysis in the EFL teaching

As you know, discourse analysis refers to the study of the relationships between language and contexts. According to Yoshida (2008:1), discourse analysis “examines how sentences in spoken and written language form larger meaningful units in various social contexts ranging from conversation to highly institutionalized forms of talk”. In this context, the application of discourse analysis based on classroom discourse can reveal important information about the way EFL instructors perform their classes. For example, many aspects such as teacher and students talk, classroom interaction, the procedures used, the relationships, and so on, can be analyzed to evaluate approaches to language classrooms and explore new alternatives in language teaching (Jaworsky & Coupland, 1999: Schiffri, 1999, as cited in Yoshida, 2008).



In order to understand how discourse analyses can be conducted through text analysis of classroom situations, please read the following paper by Yoshida (2008): [An analysis of discourse in the EFL classroom](#) Additionally, you can review the method and procedure used in the following articles: [EFL \(English as a Foreign Language\) Classroom Discourse](#)

[The Impact of Teacher Questioning on Creating Interaction in EFL: A Discourse Analysis](#)

Now, it is time to develop the following activities.



Recommended activities

Activity N° 15

Read the information in sections 5.3 and 5.4. Then answer the following questions.

- What is the relationship between discourse and EFL teaching?
- Which aspects from the EFL classroom can be discussed through discourse analysis?
- Does Norman Fairclough's CDA method can be used to conduct discourse analysis from classroom situations?

Note: You can write your answer on your notebook.

Before we finish this topic, it is important to consider that discourse and EFL teaching are interrelated aspects that can help students in the process of language acquisition. For this reason, it is recommended to review all the implications of the CDA method in EFL instruction. Once you have finished the suggested activities, it is time to continue with the following topic.

5.4.1. Text selection criteria

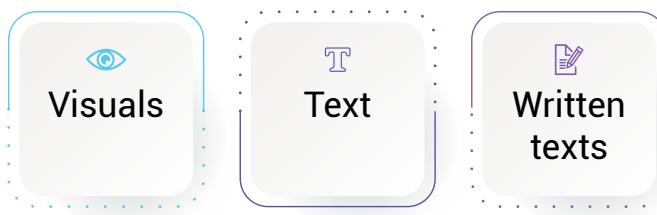
With respect to text selection criteria in discourse analysis, there are many alternatives for choosing texts in order to analyze discourse. In this regard, it is recommended that you watch the following video, which contains a detailed explanation on this important topic.

[**"TEXT SELECTION CRITERIA"**](#)

Besides, we need to remember that in discourse analysis the term "text" refers to visuals, and written text, as stated in figure 27:

Figure 27.

Text.



Note. This figure shows the different types of texts.

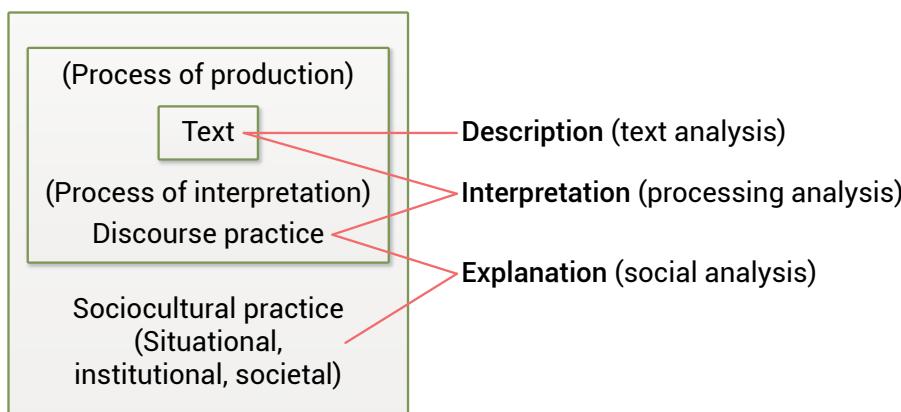
It is also necessary to remark that a text can also include a combination of both types of texts (visual or written). In addition, let us consider that discourse analysis can be conducted on items without written text since in some cases you can interpret how they conveys a certain message.



In order to find additional information on this topic, it is important to review this presentation: [How to Do a Critical Discourse Analysis](#) Finally, you can analyze figure 28, which will help you recognize the importance of text in discourse analysis.

Figure 28.

Text in discourse analysis.



Note. This figure presents the three dimensions of discourse analysis, and their relationship with text.



Finally, let us remember that text and discourse are different and they should not be described as the same linguistic components. In order to understand this difference, it is recommended to visit the following presentation in which you will find a deeper explanation about text: [Text in discourse analysis](#) Now, you can find the main differences between text and discourse by visiting the following website: [Difference Between Text and Discourse](#) After reading the information above, please carry out the following activities.



Recommended activities

Activity N° 16

Read the information in section 5.4.1. Then answer the following questions.

- What is the main difference between text and discourse?
- Write a list of 5 different types of texts.
- Are there any similarities between text and discourse?

Note: You can write your answer on your notebook.

How much have you progressed? I hope you have learned a lot. Please remember that text and discourse are different, but they are integrated at the same time. For example, when you choose a text based on visual format (video), and ask your students to analyze the idiomatic expressions used by native speakers that appear on it. In this way, you will be employing a discourse analysis process in your lesson. Do you have any question? If so, do not hesitate to contact your tutor immediately. Now, I invite you to study some important considerations that can be considered when adapting material for EFL teaching and learning.



Week 15

5.4.2. Material adaptation for EFL teaching and learning

The purpose of the present week will be that you learn some strategies EFL teachers can use to adapt material in order to implement Critical Discourse Analysis (CDA) in the classroom. As you know, in order to be ready to

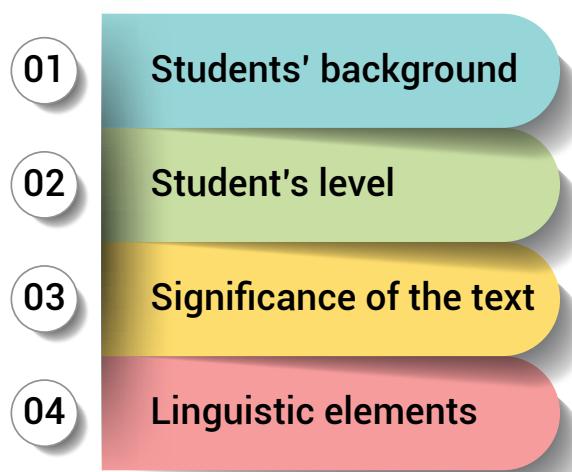
design any lesson plan in which the CDA is integrated, first, it is essential to understand the core concepts involved in discourse analysis since only in this way you will be ready to use it for teaching and learning purposes. Based on this context, Celce-Murcia & Olshtain (2000) affirm that discourse analysis has shifted language teaching and learning from the traditional grammar approach to a discourse approach. In this way, Critical Discourse Analysis (CDA) can be also considered as an approach that is aimed to offer EFL instructors the opportunity to integrate some levels of analysis in the EFL lesson. In this way, they enhance their critical thinking and critical language skills (Fairclough, 1995).

As it was mentioned before, the implementation of CDA in the classroom can help students to explain their opinion and sociocultural background of text. The idea is to enhance not only their linguistic but also their reflective skills. In this way, teachers can adapt the materials in order to reach the aforementioned goal. For example, let us analyze the implementation and adaptation of the CDA model in a reading lesson: [Teaching reading with a critical attitude](#)

After analyzing the previous presentation, you can read this paper by Hazaee and Alzub (2017) in which they have employed the CDA approach by adapting teaching materials to enhance EFL students' analytical reading practices: [Effects of CDA Instruction on EFL Analytical Reading Practices](#) As you could notice, adapting your teaching materials and employing the CDA model can help EFL teachers in terms of improving students' communicative competences; however, it is necessary to take into account that before using CDA, the aspects included in figure 29 should be considered:

Figure 29.

Using CDA in EFL teaching.



Note. This figure presents the factors that should be considered by EFL teachers when applying discourse analysis in the classroom.

Finally, it is necessary to answer the following questions.



Recommended activities

Activity N° 17

Read the information included in section 5.4.2. Then answer the questions below.

- Is it possible for EFL teachers to implement Critical Discourse Analysis in the classroom?
- What was the most interesting aspect that you noticed in Hazaee and Alzub's (2017) study?
- What strategies would you employ in order to adapt your teaching materials for using CDA in your English lessons?

Note: You can write your answer on your notebook.

I hope you had a nice experience when studying all the topics of this unit. In case you have any difficulty to understand them, you can contact your tutor immediately. Finally, it is important to remember that is it absolutely possible

for EFL teachers to implement the CDA model in the classroom. In this context, it is recommended to employ this method through active learning strategies because in this way it is going to be easier for you to introduce discourse analysis in your English lessons, and your students will full enjoy this learning process.



Week 16

Dear students,

Welcome to the last unit of the second term. It is time to review all the contents studied in unit 4 and 5, since this will help you be ready to take the second on-site evaluation established for this course. As you know, thought the second bimester we have studied the situational aspects and turn-taking in contexts involved in discourse analysis. Besides, we emphasized on the implications of critical discourse analysis in EFL teaching. At this moment you should keep in mind that discourse analysis considers how language, both spoken and written is used in social and cultural situations. For this reason, it will be essential to try to integrate the Critical Discourse Analysis approach in your own lessons since in this way you will be able to evaluate its effectiveness.

We have reached the end of the course. It has been a pleasure to guide you through this learning experience. Please do not forget to develop the self-assessment of unit 5, since this activity will help you practice for the test.

Good luck in the on-site evaluation!



Self-assessment 5

1. Which affirmation is true about discourse?
 - a. It is considered a form of social practice, which focuses on the processes of text production, distribution and consumption.
 - b. It is a framework that allows linguists to interpret and distribute written texts in different settings.
 - c. It is a tool used to analyze social structures, and to see the impact of social practice.
 - d. It is a piece of written information that is produced by linguistics to analyze social structures.
2. Which of the following is not a building-task in discourse analysis?
 - a. Significance
 - b. Connections
 - c. Practices
 - d. Arguments
3. When using the phrase “language as social practice” we take the position that
 - a. we do not study ‘language’ and ‘society’ as separate entities.
 - b. We study written interaction instead of favoring oral communication.
 - c. We can transmit information to all the society.
 - d. We employ mechanisms that speakers understand.
4. An important contribution of discourse analysis is that it can help us:
 - a. To explore the culture of society in order to promote effective solutions.
 - b. to determine factors such as people’s economic or politic activities, or presence of certain ideologies.
 - c. To clarify any doubts about proper use of syntactic and morphological rules.
 - d. To formulate linguistic projects aimed at helping people from a society.

5. Discourse analysis examines:
- Hierarchy in the communication process in order to institutionalize forms of talk.
 - The different alternatives for selecting texts in order to analyze discourse.
 - The adaptation and integration of teaching material in an EFL classroom.
 - How sentences in spoken and written language form larger meaningful units.
6. () When conducting analysis, you need to write the pros and cons of the text in order to ask the reader to improve it.
7. () When you choose a text based on visual format (video), and ask your students to analyze the idiomatic expressions used by native speakers that appear on it, you are implementing critical discourse analysis.
8. () Critical Discourse Analysis (CDA) in EFL teaching aims to integrate spoken language in a single lesson.
9. () Genre in discourse analysis is a recognizable communicative event characterized by a set of communicative purposes identified and mutually understood by members of the community in which it occurs.
10. () The Critical Discourse Analysis (CDA) pedagogy allows teachers and students to recognize the meaning behind texts based on critical procedures.

Answer Key

To check your answers, please review the “Answer key” in section 4 of this text-guide.



4. Answer Key

Self-assessment 1		
Question	Answer	Feedback
1	a	Discourse Analysis addresses social life, through analysis of all types of interactions. In addition, it emphasizes on the importance of investigating meaning.
2	a	The most common use of Discourse Analysis is that it can be an effective tool to understand and discuss the way English speakers use in written or oral communication.
3	b	One of the most important advantages of Discourse Analysis is that it can help us to understand language interactions in a general way, and it can be helpful to comprehend them in detail.
4	c	Contexts refer to subjective constructs that are present while people from different social and cultural groups interact; for this reason, they can be very useful to conduct discourse analysis.
5	a	It is very important to understand language as a social practice because in this way we will be able to learn about the communicative practices used by people to produce meaning in various types of contexts.
6	T	The statement is true because spoken discourse is about interactive interactions in which language is used between speakers.
7	F	The statement is false because instead of trying to reveal the speaker's intentions, we need to identify the intended meaning shared by them in communicative interactions.
8	F	The statement is false because the elements of communication in Jakobson's (1990) model are context, addresser, sender, addresser, contact, common code, and message.
9	F	The statement is false because discourse analysis considers how language, both spoken and written, enacts social and cultural perspectives and identities.
10	T	It is true because without any context it will be really hard to understand language used by speakers in oral or written communication.

Self Assessment

Self-assessment 2		
Question	Answer	Feedback
1	a	Text deals with the verbal and non-verbal signals used by speakers in communicative situations.
2	c	A communicative act can be considered as a linguistic form, which is used in social settings through written or spoken discourse.
3	c	A practical text deals with any act in a social practice, which is addressed to specific people having different roles; they consist of connected sentences with a social purpose.
4	a	Sentences normally have the form of written text, while utterances are more related to oral discourse, which is used in context.
5	c	A basic unit of discourse is a text with linguistic properties.
6	F	Written discourse needs to be structured many times, while spoken discourse has to be understood immediately.
7	T	Turn or move appear in communicative interactions between speakers.
8	F	Sentence structure is more common in written discourse. Spoken discourse is more spontaneous and it implies language action.
9	F	Written discourse is static, while spoken discourse often needs immediate interactions.
10	T	Clauses are considered important units of discourse structure.

**Self
Assessment**

Self-assessment 3

Question	Answer	Feedback
1	b	A speech act is considered an utterance that has a special function in communication.
2	c	Speech acts directly affect an audience, for this reason we can affirm that speakers always have an intention when they communicate.
3	a	The Speech Act Theory corresponds to a subfield of pragmatics that is mainly used to present information and perform different types of actions.
4	a	Questions, orders, promises, or assertions are examples of speech acts, and they cannot be considered causatives, nor commissives, or discourse analysis.
5	c	An illocutionary act refers to the speaker's intention in communicative acts.
6	F	The statement is false because apologizing, welcoming, or congratulating someone are considered "expressive" speech acts.
7	T	The statement is true because illocutionary acts are performed with an intended meaning behind the utterance.
8	T	The statement is true because the main purpose of ethnography of communication is to analyze real communicative competence among speakers.
9	F	The statement is false because social, contextual and regional differences belong to linguistic variation.
10	F	It is false because Critical Discourse Analysis (CDA) is mainly concerned with studying and analyzing written and spoken texts to reveal the discursive sources of power, dominance, inequality and bias.

Self
Assessment

Self-assessment 4		
Question	Answer	Feedback
1	a	An adjacency pair in conversation analysis is a two-part exchange in which the second utterance is functionally dependent on the first. It does not refer to grammar constructions.
2	a	A boundary exchange signals the transition from one section to another in a conversation.
3	a	An interactional function refers to social relationships, not to the transmission of information or language routines.
4	d	Use of nicknames is not an example of interactional language. On the other hand, language routines, clarification routines or positive and negative behaviors constitute interactional language.
5	b	Topics constitute stretches of talk bounded by certain topic and/or transactional markers, such as lexical ones.
6	F	The main function of interactional talk is to confirm and consolidate relationships, expressing solidarity, and so on.
7	T	Orientation in narrative texts aims to set out the time, place and characters for the reader/listener, and its purpose is not to discuss the way grammar should be used.
8	F	Jokes, anecdotes and stories are considered narratives.
9	F	Transactions in spoken discourse are intended to manage the longer stretches of talk.
10	T	Codas refer to the way of learning about the human mind by taking a close look at what people say and how they say it

Self
Assessment

Self-assessment 5		
Question	Answer	Feedback
1	a	Discourse is considered a form of social practice, and it is focused on the processes of text production, distribution and consumption. It cannot be considered a framework used to analyze written texts only.
2	d	Some of the building tasks of language deal with significance, connections or practices, and not with arguments.
3	a	When we mention that language is a social practice it means that both fields should be integrated when conducting discourse analysis.
4	b	Discourse analysis is a fundamental method that can be used to determine other factors such as people's economic or political activities, or presence of certain ideologies. It is not an approach to help people.
5	d	Discourse analysis is an ideal approach to understand written and spoken language.
6	F	When conducting analysis, it is our responsibility to analyze the assumptions that exist in texts that less-critical readers may overlook.
7	T	It is true because in this way your students will use a text produced by native speakers as a resource to understand their culture or ideology.
8	F	Critical Discourse Analysis (CDA) in EFL teaching aims to enhance students' linguistic skills but also to promote their reflection.
9	T	Gender has different communicative purposes, which can be understood by members of any community
10	F	The Critical Discourse Analysis (CDA) pedagogy allows teachers and students to explain how the structure of the text works to convey social cognition.

**Self
Assessment**



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