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designed for specialists, teachers and doctors respectively, who already. have grammatical competence, and some sociolinguistic, discourse and. strategic competence in the language and who need to be able to per-. form like native speakers in their professional roles.

DISCOURSE ANALYSIS AND LANGUAGE TEACHING

Discourse Analysis and English Language Teaching: A Functional Perspective Muhannad Abbas Mit'ib University of Al-Qadissiya College of Education Abstract This paper aims at manifesting the role of Discourse Analysis in English Language Teaching from a Functional Perspective. Most of the research to date has

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ing for applying discourse analysis to language teaching. McCarthy (1991) goes into the details of how discourse analysis relates to the different language areas (grammar, vocabulary, phonology) and to spoken and written language. The main objective of the book is to help language teachers become knowledgeable about dis-course analysis.

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DISCOURSE ANALYSIS FOR LANGUAGE TEACHERS. Michael McCarthy. Cambridge: Cambridge University Press, 1991. Pp. \times + 213. \$37.50 cloth, \$14.95 paper. - Volume 14 Issue 4 - James Paul Gee

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Chapters 2,3 and 4 of this book will therefore be concerned with examining the relationships between language forms (grammatical, lexical and phonological ones), and discourse functions, for it is language forms, above all, which are the raw material of language teaching, while the overall aim is to enable learners to use language functionally.

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This paper is a summary of the major findings of discourse analysis, and is concerned in particular with the implications it has for the foreign language teacher. The main focus of the article is on the analysis of conventional discourse, which is less strongly structured by non-linguistic factors than other kinds of discourse.

Discourse analysis: implications for language teaching ...

Cambridge University Press 978-0-521-36746-2 - Discourse ...

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