

DISCOURSE ANALYSIS – CHAPTER ONE

LECTURER: **PHẠM HỒNG ANH**

CHAPTER ONE OUTLINE

- Lead-in activity
- Introduction to Discourse Analysis (DA)
- Discourse vs Text
- Definitions of Text Analysis, Discourse Analysis, and Conversation Analysis
- Spoken vs written language

LEAD-IN ACTIVITY

Read writing piece A and piece B of Activity 1 on page 7 and answer these questions:

A This box contains, on average, 100 Large Plain Paper Clips. 'Applied Linguistics' is therefore not the same as 'Linguistics'. The tea's as hot as it could be. This is Willie Worm. Just send 12 Guinness 'cool token' bottle tops.

B Playback. Raymond Chandler. Penguin Books in association with Hamish Hamilton. To Jean and Helga, without whom this book could never have been written. One. The voice on the telephone seemed to be sharp and peremptory, but I didn't hear too well what it said—partly because I was 7only half-awake and partly because I was holding the receiver upside down.

(Cook, 1989)|

1. Do you understand the two pieces of language? Why or why not?
2. What is the major difference between the pieces of language?

INTRODUCTION TO DA

DA concerns:

- Beyond the level of a single sentence;
- Meaningful and unified text;
- Coherence
- The relationship between language and the context

DISCOURSE VS. TEXT

DISCOURSE VS TEXT 1

D: Language in use, consisting of both written texts and spoken data

T: Originally written language, e.g. novels, letters, application form, etc.

DISCOURSE VS TEXT 2

D: Spoken data (with contexts)

T: Written forms of spoken data for the purpose of discourse analysis

DEFINITIONS OF TA, DA, CA

Definition of TA:


The study of formal linguistic devices that distinguish a text from random sentences.

Definition of DA:

The study of language in use: language and the context

Definition of CA:

The study of conversations, with close observation of the behaviour of participants in talks and on patterns which recur over a wide range of natural data.



SPOKEN VS. WRITTEN LANGUAGE

Speech

- auditory
- temporary
- prosody
- immediate feedback
- ...

Writing

- visual
- permanent
- Punctuation
- delayed or no feedback
- ...

DISCOURSE ANALYSIS – CHAPTER TWO: COHESIVE DEVICES

LECTURER: **PHẠM HỒNG ANH**

LECTURE OUTLINE

- Activity 6 page 23
- Reference
- Substitution
- Ellipsis
- Conjunction
- Lexical cohesion

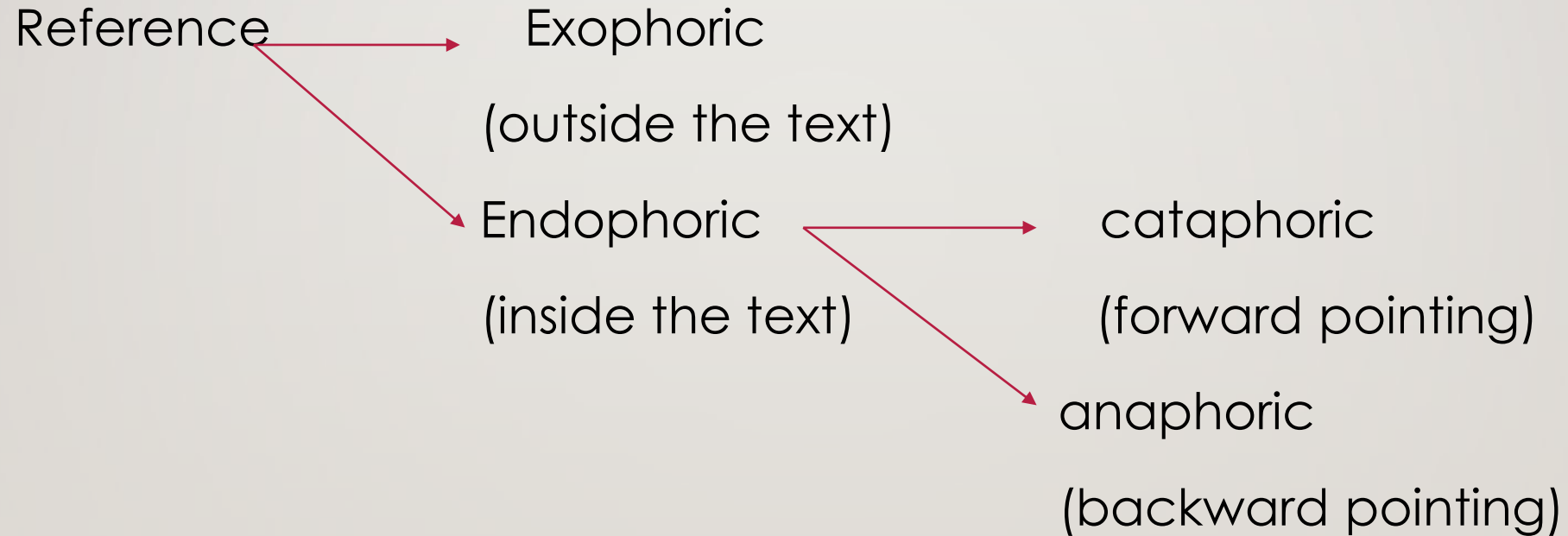
ACTIVITY 6 (P. 23)

- a) Inside its round fruits, called bolls, are masses of white fibers.
- b) But, in the cotton fields, the bolls are picked before this can happen.
- c) Pure copper is very soft
- d) Cotton grows best in warm, wet lands, including Asia, the southern United States, India, China, Egypt and Brazil.
- e) Cotton is a very useful plant.
- f) When the fruits ripen, they split and the fibers are blown away.

(Thornbury, 1997)

1. Arrange all the sentences in the correct order.
2. Explain your way of arranging the sentences.

REFERENCE



Personal reference, demonstrative reference, comparative reference,

REFERENCE

(EXAMPLES)

- Exophoric reference:

It needs a coat of paint (if someone says so and points to some object)

- Anaphoric reference:

Doctor Foster went to Gloucester in a shower of rain. He stepped in a puddle right up to his middle and never went there again.

- Cataphoric reference:

This is how he said it. ...

SUBSTITUTION

- Nominal substitution (the substitution of a noun): e.g. “one”
- Verbal substitution (the substitution of a lexical verb): e.g. “do”
- Clausal substitution (the substitution of a clause): e.g. “so”

SUBSTITUTION

(EXAMPLES)

- Nominal substitution

My knife is too blunt. I must get a sharper one.

- Verbal substitution

'Did you see Jim last week?'—'I did on Thursday'

- Clausal substitution

'Is there going to be a snow-fall?'—'They say so.

ELLIPSIS

- Nominal ellipsis: the omission of the head noun
- Verbal ellipsis: the omission of the lexical verb
- Clausal ellipsis: the omission of a part of parts of the clause

ELLIPSIS

(EXAMPLES)

- Nominal ellipsis

'Which hat will you wear?'—'This is the nicest ~~hat~~.'

- Verbal ellipsis

'Has she been crying?'—'No, ~~she has been laughing~~'

- Clausal ellipsis

'Where has Jim planted the roses?'—' ~~He has planted the roses~~ In the front border

CONJUNCTION

- Additive conjunctions: *and, furthermore, besides, incidentally, for instance*
- Adversative conjunctions: *yet, however, nevertheless, on the other hand, on the contrary*
- Causal conjunctions: *hence, therefore, consequently, as a result, that being so, otherwise*
- Temporal conjunctions: *then, after that, previously, thereupon, meanwhile, finally, from now on*

LEXICAL COHESION

Reiteration:

- Repetition of the same word
- Synonym
- Hypernym and hyponym

Collocation/conceptual field

LEXICAL COHESION (EXAMPLES)

- Repetition of the same word

There was a large mushroom growing near her. She stretched herself up on tiptoe, and peeped over the edge of the mushroom.

- Synonym

I turned to the ascent of the peak. The climb is perfectly easy.

- Hypernym and hyponym

Henry's bought himself a new Jaguar. He practically lives in the car.

- Collocation/conceptual field

Book: page, title, read, turn over, shelf, library ...



DISCOURSE ANALYSIS – CHAPTER TWO: COHESION VS. COHERENCE

LECTURER: **PHẠM HỒNG ANH**

LECTURE OUTLINE

- Lead-in activity 7, page 43
- Lead-in activity 8, pages 44, 45
- Cohesion vs. coherence
- Exercise pages 48,49

LEAD-IN ACTIVITY 7, PAGE 43

- Identify cohesive devices in the text.

The following text is invented. In fact, it is made up of sentences from different texts. Yet it has some superficial features of cohesion. Can you identify these? Do the texts cohere?

Hale knew, before he had been in Brighton three hours, that they meant to murder him. They made a dreadful row in the morning when it was feeding time. With a team of officials he went about inspecting the place this morning. No wonder reviewers have singled it out for special acclaim.

- Does the text make sense?

LEAD-IN ACTIVITY 8, PAGES 44,45

- | | |
|--|---|
| <ol style="list-style-type: none">1. Police discovered two 12 ft tall cannabis plants in a greenhouse when they raided a house at Wokingham, Berkshire.2. Memory allocation error,3. Harold Pinter was born in London in 1930.4. Please write firmly,5. There's nothing worse than coming Home to find plants in the greenhouse dead from the cold.6. Take one to four tablets daily.7. Please wipe your shoes clean on the mat. | <ol style="list-style-type: none">a) He is married to Antonia Fraser.b) There are mulberries being trod over the floors.c) Chew thoroughly before swallowing.d) Cannot load COMMAND, system halted.e) Two people were taken into custody.f) This sturdy British-made paraffin heater will safely keep the chill off your garage or greenhouse for up to 14 days.g) You are making six copies. |
|--|---|

COHESION VS. COHERENCE

COHESION

Internal properties of a text
(Cohesive devices: reference, conjunction, ellipsis, substitution, lexical cohesion)

COHERENCE

Contextual properties (*con-text*)

Two aspects of coherence:

- Situational coherence
- Generic coherence

EXERCISE, PAGES 48,49

Describe situations in which the following exchanges would make sense (Bolitho & Tomlinson, 1999)

(a) A: *It's nearly seven*

B: *Yes, I know. I'm just going to ring him now.*

(b) A: *The grass needs cutting.*

B: *It's nearly ten o'clock.*

A: *He'll wait.*

B: *Like last week and the week before.*

A: *The Robinsons are coming tomorrow.*

B: *It's starting to rain now anyway.*

(c) A: *Shall we stop for a while?*

B: *If you want.*

A: *The Cow's quite good, isn't it?*

B: *If you say so.*

A: *We met your friend Jane last time, didn't we?*

B: *My mother will be worried.*



DISCOURSE ANALYSIS – CHAPTER TWO: THEME-RHEME

LECTURER: **PHẠM HỒNG ANH**

LECTURE OUTLINE

- Introduction to theme and rheme
- Theme progression

INTRODUCTION TO THEME AND RHEME

- Theme is the initial element in a clause, and everything that follows the theme is rheme.

E.g.:

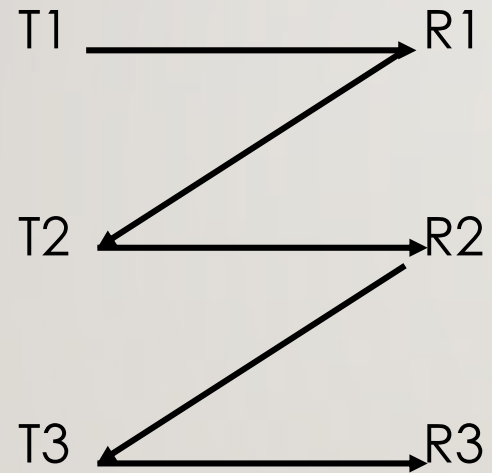
1. The cat ate the rat.
2. The rat was eaten by the cat.

- Three types of theme: topical, interpersonal, and textual.

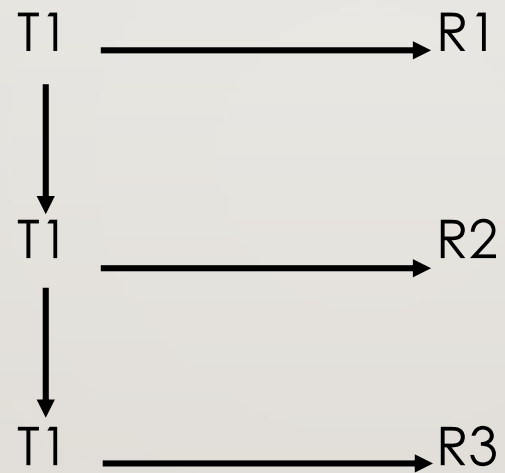
E.g.: Frankly, the movie was a waste of money. However, you should see it and make up your own mind.

THEME PROGRESSION

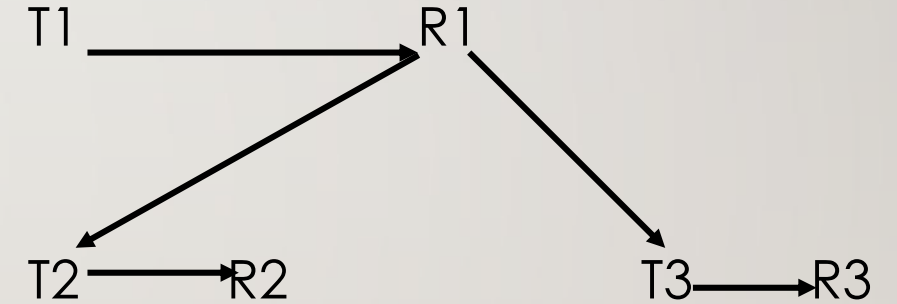
Zigzag theme



Constant theme

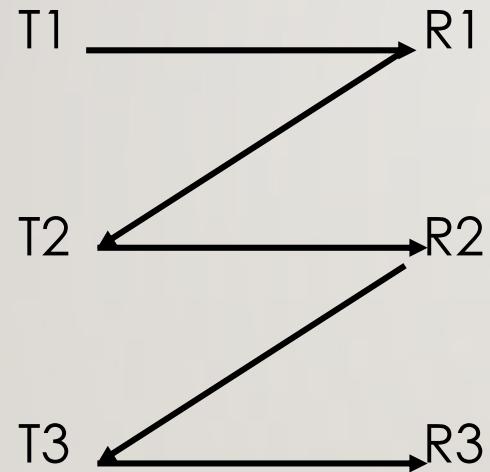


Multiple theme/split rheme



THEME PROGRESSION

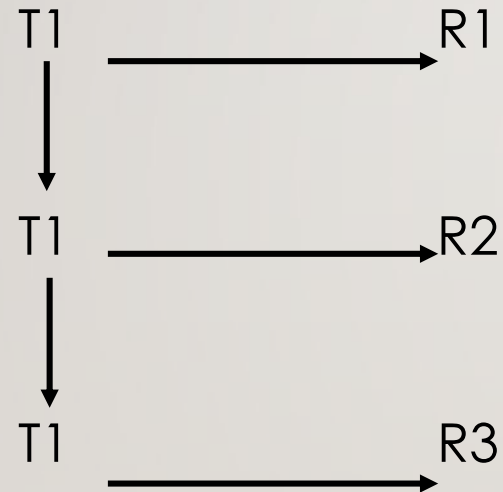
Zigzag theme



As you will no doubt have been told, we have *our own photographic club* and darkroom. *The club* is called '*Monomanor*' and there is *an annual fee of £5*. *The money* goes towards replacing any equipment worn out by use, or purchasing new equipment. *Monomanor* runs an annual *competition* with prizes, judging being done and prizes awarded at the garden party in the summer term. Besides *the competition*, we also have talks and/or film shows during the other terms.

THEME PROGRESSION

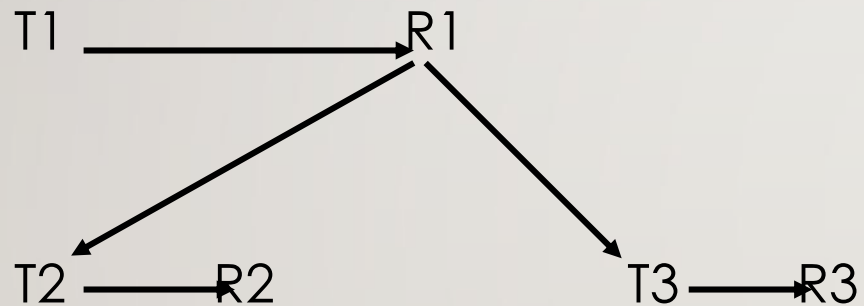
Constant theme



The bat is a nocturnal animal. ***It*** lives in the dark. There are long nosed bats and mouse eared bats also lettuce winged bats. ***Bats*** hunt at night. ***They*** sleep the day and are very shy.

THEME PROGRESSION

Multiple theme/split rheme



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DISCOURSE ANALYSIS – CHAPTER TWO: GENRES

LECTURER: **PHẠM HỒNG ANH**

DEFINITION

- Genres are types of spoken and written discourse recognised by a discourse community. Example: lectures, conversation, speeches, notices, advertisements, novels, diaries, shopping list.
- Text types have schematic structures, for example:

Instruction/Procedure: Goal – (Material) – Steps

Argument: Thesis statement/position – Argument A, B, C, etc –
Restatement of position

Report: Title – General statement - Description

GROUP WORK ACTIVITY

Work in groups of four or five

Analyse the text in terms of the following items:

1. Format
2. Generic structure
3. Language (vocabulary and grammar)
4. Purpose and intended audience

SAMPLE ANALYSIS: ARGUMENTATIVE ESSAY

1. Format:

- A title
- Five paragraphs

Argument Essay

Sample Argument paper:

Arranged Marriages

Many cultures believe in arranged marriages. Arranged marriages usually exist in the country of these cultures, such as India and Japan. Furthermore, many of these cultures bring this practice of arranged marriages to the United States, and they force their American raised children into marriages with people whom the children do not love. There are many people who are against arranged marriages, especially in the United States. On the other hand, there are many people who believe that arrange marriages should exist in America. I believe that arrange marriages should not exist in the United States because it is a free country, depression could occur, and it prevents true love

First, I am against arranged marriages in the United States because it takes away the freedom that America has to offer. Every person in America has the right to choose what he/she wants to do and whom he/she wants to be with. If people are forced into marriages, regardless of their culture, then it goes against everything that America stands for, which is freedom of choice. For example, I have a friend who is part of the Indian culture, but he is American raised. Although his parents live in America, they still forced my friend into a marriage against his free will. Well, the freedom that America offers did not apply to his parents, and my friend did not have the chance to experience the freedom that my other friends and myself got to experience. As you can see, America is a land of freedom, but arranged marriages take that freedom away, and everyone who lives here should be able to experience that freedom.

Furthermore, I believe that arrange marriages should not exist in America because it could cause depression. When you are with someone who you do not naturally love, you become unhappy. When you are unhappy, you become depressed. Depression prevents you from living a normal mental and physical healthy life. To illustrate, my next-door neighbors have an arranged marriage. The wife explained to my mother that she is very depressed because she did not marry someone she loved, and she was never depressed before this marriage. As a result, she never leaves the house, and she always looks frail when we see her. Perhaps if my neighbor did marry someone she loved, she would not be depressed.

A final reason why I am against arranged marriages in America is because true love is prevented. When true love is prevented, it becomes challenging to find or be with your soul mate. When a person does not have a soul mate, he/she tends to feel alone and incomplete. For instance, I watched a movie a long time ago, which was about a family who immigrated to America with another family. These two families arranged it that their kids would be married when they grew up. When the kids got married, they were not truly in love; they both loved other people. They lost their true soul mates, and they spent their entire marriage feeling alone, lost, and incomplete. Life is more fulfilling when you marry the one you love.

In conclusion, there may be specific reasons why arranged marriages exist; however, I am fully against them existing in America. Arranged marriages prevent freedom of choice, cause depression, and they prevent you from finding your true soul mate. My close friend never got a chance to experience the freedom that America offers because his parents forced him into an arranged marriage. Furthermore my family and I always feel bad for my neighbor's wife, who suffers from deep depression because of her arranged marriage. Finally, if the two characters in the movie that I saw would not have had an arranged marriage, then they would have been able to marry their soul mates and feel more fulfilled and complete in life. America offers many choices, and one of those choices should include being with the person who you want to spend the rest of your life with. Arranged marriages should not exist in America.

SAMPLE ANALYSIS: ARGUMENTATIVE ESSAY

2. Generic structure:

- An introductory paragraph with the thesis statement as the final sentence of the paragraph
- Three body paragraphs for three arguments
- A conclusion

Argument Essay

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SAMPLE ANALYSIS: ARGUMENTATIVE ESSAY

3. Language:

3.1 Vocabulary: Formal,
academic

3.2 Grammar:

A variety of sentence/clause
structures

Argument Essay

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SAMPLE ANALYSIS: ARGUMENTATIVE ESSAY

4. Purpose and intended audience:

4.1 Purpose: To argue, to persuade, to practise academic writing

4.2 Intended audience: The teacher/instructor of Academic Writing subject

Argument Essay

Sample Argument paper:

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CHAPTER THREE: CONVERSATION ANALYSIS

LECTURER: **PHẠM HỒNG ANH**

LECTURE OUTLINE

- Definition of Conversation Analysis (CA)
- Transactional interactions
- Interpersonal interactions
- Classroom discourse/ Three-part exchange
- Adjacency pairs

DEFINITION OF CA

An approach to study how conversations work; an attempt to find out patterns of interaction

TRANSACTIONAL INTERACTIONS

Offer of service ^ Request for service ^ Transaction ^ Salutation

INTERPERSONAL INTERACTIONS

Opening stages: Greetings ^ Initiating exchanges

Middle stages: Development of a wide range of topics

Ending stages: Pre-closing exchanges ^ Closings

CLASSROOM DISCOURSE/THREE-PART EXCHANGE

Teacher: Ask

Student: Answer

Teacher: Comment

ADJACENCY PAIRS

Utterances function

- Greeting
- Congratulation
- Apology
- Inform
- Leave-taking

Expected response

- Greeting
- Thanks
- Acceptance
- Acknowledge
- Leave-taking

PREFERENCE ORGANISATION/STRUCTURE

First part

- Request
- Offer/Invite
- Assessment
- Compliment
- Question

Second part

Preferred

- Acceptance
- Acceptance
- Agreement
- Acceptance
- Expected answer

Dispreferred

- Refusal
- Refusal
- Disagreement
- Rejection
- Unexpected answer

SEQUENCE EXPANSION

- Pre-expansion/announcement

E.g.

A: Mary?

B: Yes?

A: What are you doing?

B: Nothing

SEQUENCE EXPANSION

- Insertion expansion

E.g.

Customer: I would like a turkey sandwich please.

Server: White or wholegrain?

Customer: Wholegrain.

Server: OK.

SEQUENCE EXPANSION

- Post-expansion

E.g.

A: Do you like Virginia?

B: Yeah.

A: You do?

B: Well, not really.

CHAPTER THREE: CONVERSATION ANALYSIS (CONT'D)

LECTURER: **PHẠM HỒNG ANH**

LECTURE OUTLINE

- Turn taking
- Back-channel
- Overlap
- Relexicalisation
- Feedback
- Repair

TURN TAKING

How turns are taken:

- A brief silence
- Syntactic completeness
- Pitch level
- Linguistic devices for getting the turn (e.g. *I wonder if I might say something, Hang on a minute, Shut up will you, etc.*)

BACK-CHANNEL

Linguistic means of not taking the turn or simply making it clear to the speaker that the listener is attending to the message.

For example:

A: *After all you have done for me, I think I couldn't move on*

B: *...(silence)*

A: *I mean I wasn't able to stand it. Couldn't stand.*

B: *Mm*

OVERLAP

The way speakers predict one another's utterances and often complete them for them, or overlap with them as they complete.

For example:

A: *I'd like to get our [own...*

B: *[A glossy for us would be good too*

A: *... I'd like to get our own so that maybe we can even put two together*

RELEXICALISATION

How speakers take up, repeat, and modify the vocabulary selections of others in order to expand, develop, or change topics

Example on page 103

FEEDBACK

The way listeners show they are attending to what being said; can be verbally like *hm*, *uuh* huh, or non-verbally through body position or eye contact.

REPAIR

The way speakers correct things that have been said; this is often done through *self repair* or *other repairs*.

For example:

I'm going to the movie tomorrow ... I mean, the opera

