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Discourse Analysis

Discourse can be considered an important element in language, so if we make a comparison between language and discourse the results are both the same but there are differences. As Nunan (2003) states that "discourse is the frame used by speakers and listeners and normally, with extended stretches of language rather than single sentences". Meanwhile, Cook (1992) defined discourse as "text and context together, interacting in a way which is perceived as meaningful and unified by the participants". But what distinguishes a person from another, is his language and inside it his discourse. Tang (2021) clarifies that discourse is a social target pattern in the use of language that shapes and is shaped by the way we think, act, and make meanings. Gee (2011) identifies that discourse is the combination of language with other sociocultural practices such as actions, values, beliefs, attitudes, and identities within a specific social community.

So discourse is what makes us human beings, distinguishing us from other people what allows us to communicate actively with others through ideas, facts, and feelings across time and space (Graesser, et al., 1997). From the other hand life is a constant flow of discourse either written or spoken, but it's our trait of preserving (Schmitt and Rodgers, 2020). And they add that "both spoken and written discourse have consistent and describable structures, with different complexities reflecting the different functions of speech and writing in our culture". According to Fung (2003) discourse is used to make shared knowledge as (you know, you see) to indicate responses like agreement, confirmation and acknowledgment like (Ok, oh, right/alright, yeah, yes, sure) in a way to claim understanding. But Halliday and Hasan (1976) from the other hand indicated that "the interpretation of any item in the discourse requires making reference to some other item in the discourse".

Hence discourse can be classified into a number of speaking situations and genres, and that successful L2 speakers should be able to operate in these situations and genres (Gan ,2011). But what make a person interested in how discourse works to govern and empower certain understandings of a subject (Procter,2004). Such as conversation, talk, turn taking.

Richards (2006) has categorizes speech activities as talk as interaction, talk as transaction, and talk as performance. Talk as interaction is defined by Richards as referring to what is normally meant by ‘conversation’, which describes interaction that serves a primarily social function. Talk as transaction is defined by Richards as referring to situations in which the focus is on what is said or done. Talk as performance is defined by Richards as referring to public talk, i.e., talk that transmits information before an audience, which follows a recognizable format and is close to written language rather than conversational language.

In most classrooms situations, one would often find a lot of talk and action practicing inside. It can be a teacher giving a lecture or students responding to the teacher’s questions and instructions. It can also be students talking among themselves as they are doing some written work (Tang,2021). Or as turn-taking in questioning and answering, of meaning, and feedback (Chaudron, 1988). According to Goffman (1981) turn taking refers to ‘an opportunity to hold the floor, not what is said while holding it. From a conversation analytic view point, turn taking indicates ‘structure or implicit rules that govern who speaks when, how long for and what can be said’ (Ingram and Elliott, 2014). Young (2013) argues that topical organization requires participants’ management of topics

during interaction such as ‘who has the right to introduce a given topic, how long a topic persists in discourse, and who has the right to change the topic. Li (2018:28) It is important for teacher and student participants in classroom discourse to be aware of how to control and develop the topics in the IRF cycle to maintain the flow of the conversation, while also achieving pedagogical goals.

Many scholars from different schools from the past to the present (e.g., Lezberg & Hilferty, 1978; Greenall & Swan, 1986; Eskey, 2005; Ivanov, 2009; Wenquan, 2009; McCarthy, 2010; Aidonlou et al., 2012; Sabet et al., 2013) in consensus, in their studies found in practicing teaching RC under the umbrella of D or DA improved native and foreign students in learning language in general and RC in particular. Hence, according to Schmitt and Rodgers (2020) these results happen when students-learners know how to engage in discourse which is the major goals in language learning and teaching. Therefore, discourse or discourse analysis is human interaction reflect on students to think actively and critically since they are prompted to analyze the text from different perspectives angles in a manner similar to how they solve problems in everyday life (Zeng, 2021).

In this position Cook (1989) also, agrees with Harris that doing D & DA in classroom helps students to adopt both top-down approaches in RC. In this regard L2 student who is able to understand discourse in its textual and social context may delay or neglect dealing with an unknown word if he or she gets the general idea of the text (Ivanov, 2009). In this concern understanding discourse level connections, which are utilized to develop and promote understanding, is necessary for RC (Mohammed, 2020). According to Bloor and Bloor (2007) discourse in border sense refers to the phenomena of interaction and communication

between people. While, Palincsar (1998) describes discourse as a tool for cognitive development. Reflect to us the language in use (Cook,1989) or what makes us active human beings, which allows us to share ideas, facts, and feelings across time and space to communicate (Graesser et al.,1997). So, our lives are a constant flow of discourse either written or spoken, but it's our trait of preserving (Schmitt & Rodgers,2020; Bloor & Bloor,2007).