**Lesson 1.**

**Introduction to the course (Discourse types (written and spoken discourse)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Task/Activity** | **Procedure** | **Objectives** | **Mode ofinteractio**  **n** | **Time** | **Materials** |
| **Activity**  **Lead-in** | ***Brainstorming.***  T asks Ss to answer thequestions What do youunderstandbyDiscourse  analysis? | pre-teach English developing speaking  skills | Wholegroup | 10min | Questions |
| **Activity2** | T.explainsthenewtopicby  usingPPTandgivesExercise1toreadtheinformation. | explanationofnewtopic | Groupwork | 20min | PPT,  Exercise1 |
| **Activity3** | T distributes Exercise 2 andaskstopreparetheiranswersaboutthe topic. | comprehensionof thegiven  material | Groupwork | 10min | Exercise2 |
| **Activity4** | T.dividesthegroupintothreegroups,distributestheExercise 3 and asks to put thesentencesinordertomakeup  thetext. | todevelopsuccessfulthinkingskillson  reading | Minigroups | 10min | Exercise3 |
| **Activity5** | T distributes Exercise 4 to thegroup and asks do they knowthe end of any of the followingquotes?Ifnot,whatdothey  thinktheycouldbe? | todevelopsuccessfullearningstrategies | Wholegroup | 15min | Exercise4 |
| **Activity6** | T.divides Ssinto pairsand  asks to develop situationsaccordingtothegiventopics. | toimprove  speakingskills | Wholegroup | 15min | Oralactivity |
| **Hometask** | Ss.havetofindanexampleofa small text from books thatthey are reading or newspaperor internet news and find asmuch information about thelanguage(factsaboutthe  language). | toreviewthe givenmaterial |  |  |  |

# Exercise1

About DiscourseAnalyses

Discourse analysis isconcernedwith thestudy of the relationship betweenlanguage and the contexts in which it is used. It grew out of work in different disciplinesin the 1960s and early 1970s, including linguistics, semiotics, psychology, anthropologyand sociology.Discourse analysts study language in use:written texts of all kinds, andspokendata,fromconversationtohighlyinstitutionalized formsoftalk.

This term – discourse analyses was first used in 1952 by Harris in his paper.Discourseanalysisisamethodofstudyingandanalyzingatext,beitinwrittenorspokenform.Thismethoddoesnotreallyanalyzeatextwhenitcomestoitsstructureandsyntaxbut the meaning behind these sentences; hence, the approach is often discourse analysisausefulmethodinthefieldoflinguistics,butisalsoappliedinotherareassuchassocialstudies,psychologyandanthropology.

Itlooksat(andaimstoidentify)discoursenorms.Thesearetheunderlyingruleswhichspeakersandwritersadheretoandtherealizationsofthesenormsandwhattheactuallanguageformsarewhichreflectthoserules.Itdoesnottrytoprovideamethodforteaching,butittriestoprovidewaysofdescribingandunderstandinghowlanguageisused.Discourseanalysisisinterestedinwhatlanguage'does'oris'doing'ratherthanjustthefunctionsitperformsandthegrammarandlexicalforms used(McCarthy1991).

However, discourse analysis is also directly concerned with the written andprinted words we consume daily. For example, newspapers, letters, recipes, stories,notices, leaflets and instructions. As McCarthy says (1991: 12) we usually expect thesewritten texts to be "coherent, meaningful communications in which the words and/orsentencesarelinkedtooneanotherinafashionthatcorrespondstoconventionalformulae, just as we do with speech; therefore, discourse analysts are equally interestedintheorganizationofwritteninteraction".

As the word “discourse” suggests, the method of discourse analysis focuses onany kind of discourse, a response of any sort. In this way, it broadens the range of topicsandsubjectsananalysescanuse,suchasinmedicaljournals,newspaperarticlesandevena president’s speech or a casual conversation. Take, for example, the medical journal: asthe writer conveys his message through the book, the reader, in turn, responds by eitherunderstanding the words or ignoring it. In this way, discourse analysis looks further thanthetextbydiscoveringwhatresponseordiscoursethewrittenwordcaninciteandwhy.

It may also look at the structure and pattern of the text, but only in order toexamine why such patterns are chosen by the speaker. Such as in a politician’s speech,ananalystcanfocusonwhypolitically–correcttermssuchas“economically–disadvantaged”replacetheword“poor”.Eventhelittlenuancessuchashowlongapauseisinbetweensentencescanconveyameaningorillicitaresponse.Inthisway,ananalysis

suchasthisalsotakesintoconsiderationthecontextofthetextandtheenvironmentwhereit wasplaced.

The aim and the end result of a discourse analysis may not always be to givespecific answers to a problem. By exploring a subject, it gives a newer and widerperspectiveontheissueandexposesthelittleimplicationsthatarehiddendecideonhowto respond to the analysis and ultimately madetheir own discourse. In a nutshell,discourseanalysisdoes notanswer,but interprets.

This subject aims to address the following issues. By the end you should have abetteridea of

* Whatatextisandwhatischaracteristicfeaturesare
* Howtocategorizeanddescribetexts,eg:accordingtotheirgenre,function,organization andstyle
* Howtofind,selectandadapttexts
* Howtoexploittextsforlanguageteachingandskillsdevelopmentpurpose
* Howtounpackthehiddenmessagesoftexts
* Howtouseliterarytexts intheclassroom
* Howtoevaluateanduselearners`texts.

# Exercise2

|  |  |
| --- | --- |
| **Question** | **Notes** |
| What is discourse? |  |
| What is discourse analysis? |  |
| Can you give examples for written discourse? |  |
| What are the examples for spoken discourse? |  |
| What is language? |  |
| What is text? And what is context? |  |
| Do you like learning English? Why? (Why not?) |  |
| What do you think, what is the main differences between spoken and written discourse? |  |
| What is the main features of spoken discourse? |  |
| What is the main features of written discourse? |  |
| What is discourse markers? |  |
| Can you say some information about discourse competence? |  |

**Exercise 3.**

Mrs.Jane was waiting for an important telephone call but she had no bread in the house.So she left the baby at home and said to his 5 years old brother.

I’m going to the shops Jimmy and I’ll be back in few minutes.While she was out the telephone rang and Jimmy answered.

“Hallo” – said a man, “Is your mother there?” “No”answeredJimmy.

“When will she comes back say to her, Mr. Baker telephoned.”“What?”

“Mr.Baker,writeitdownb-a-k-e-r”“Howdo youmakeaB? Howdo Imake?”

“Listen little boy, is there anybody else with you, any brother or sisters?”“Mybrother Billyishere.”

came

“GOOD – I want to talk to him, please”. “All right.”

Jimmy took the telephone to babe’sbed and gaveitto Billy.When the mother back she asked:

“Did anyone telephone?”

“Yes,a man”–said Jimmy–“but he only wanted to talk to Billy.”

# Exercise 4.

|  |  |
| --- | --- |
| *1.*Onelanguagesetsyouinacorridorforlife. Two languages  .*FrankSmith* | 1.Onelanguagesets you in acorridorforlife.Twolanguages**openeverydoor**  **along theway.** *FrankSmith* |
| 2.Americanswhotravelabroadforthefirsttime are often shocked to discover thatmanyforeignpeople  *DavidBarry* | 2.Americans who travel abroad for thefirst time are often shocked to discoverthat manyforeignpeople**still speakin**  **foreignlanguages.***DavidBarry* |
| *3.*If you talk to a man in a language heunderstands,thatgoestohishead.Ifyoutalktohiminhisownlanguage,  .*NelsonMandela* | 3.If you talk to a man in a language heunderstands, that goes to his head. Ifyoutalktohiminhisownlanguage,  **thatgoestohisheart.***NelsonMandela* |
| *4.*Learnanewlanguageandgetanew  **.***Czechproverb*  *5.* | 4.Learnanewlanguageandgetanew  **soul.***Czechproverb* |
| 5.Anytoolhasmultipleuses.Language,forexample,canbeeither **.**  *ShaneTourtelotte* | 6.Anytoolhasmultipleuses.Language,  forexample,canbeeither**abridgeora barrier.***ShaneTourtelotte* |
| *6.*It is of interest to note that while somedolphinsarereportedtohavelearnedEnglish,nohumanbeing  .*CarlSagan* | 7.It is of interest to note that while somedolphins are reported to have learnedEnglish,nohumanbeing**hasbeenreportedtohavelearned**  **“dolphinese”.***CarlSagan* |
| 7.Language is a roadmap of a culture. Ittells you where itspeople **.**  *RitaMaeBrown* | 8.Language is a roadmap of a culture. Ittells you where its people **came fromandwherethey aregoing.**  8.*RitaMaeBrown* |
| 9.Whenyougotoacountry,youmustlearn how to say two things:  ,and .  *LuisL’Amour* | 9.When you go to a country, you mustlearnhowtosaytwothings:**howtoaskforfood,andtotellawomanthatyou**  **loveher.***LuisL’Amour* |
| *10.*A man who speaks three languages istrilingual.Amanwhospeakstwolanguagesis .Amanwhospeaksonlyonelanguageis  **.***ClaudeGagniere* | 10.A man who speaks three languages istrilingual.Amanwhospeakstwolanguagesis**bilingual.**Amanwhospeaksonlyonelanguageis**English.**  *ClaudeGagniere* |
| *11.*Talkingissilver,whilestayingsilentis  .*Proverb* | 11.Talkingissilver,whilestayingsilentis  **golden.***Proverb* |

**Exercise5.** Developthesituations.Inpairsmakeupdialogues.

1. Youareaskedtointerviewafamousperson.Askabouthis/herattitudetotheburning issuesof theday.
2. Youarespeakingtoyourfriendafterthefilmyou bothhavejustseen.
3. Youareaskedaboutthelifeontheotherplanets.Youhavenoopiniononthetopic.
4. Youarediscussingthecurrentevents.Youaretryingtoavoidgivinganopinion.
5. Yourfrienddoesn'tgooutalot.He/sheisacoachpotato.Youtrytochangehis/heropinionandtomake him/hergoout withyou.

**Homework**: Find an example of a small text from books you are reading or newspaper or internet news and find as much information about the language