2.1 Introduction

In this chapter we shall start on familiar ground, with the discussion of discourse and between utterances and turns in speech.

2.2 Discourse analysis and grammar

Laws of grammar: Allocating functions

Indeed, became of your "Where would the ocean be the clean... push the matter of... It's not shipped... know it to be the... We've been to millions..." All right, sir, let's see the King...

2.2.1 Reference


discourse analysis.

Language and grammar, therefore, have been under these broad topics. Reference (or co-reference) or individual clauses and utterances, for our purposes, these grammatical and within discourse display their grammatical connections between...
Chapter 1: Introduction

The chapter begins with an overview of the importance of language learning and its impact on various aspects of life. It emphasizes the need for effective communication and highlights the role of context in understanding and using language appropriately.

Subsequent sections delve into specific aspects of language education, such as the role of technology in language learning, the challenges faced by learners of different cultures, and the importance of motivation and engagement in the learning process.

Throughout the chapter, the authors provide examples and case studies to illustrate key points and offer practical advice for educators and learners alike. The final section summarizes the key takeaways and encourages readers to reflect on their own language learning experiences.

Reading Activity 1

This section provides a brief overview of the main topics covered in the chapter and encourages readers to think about how they can apply these concepts in their own lives.
We can now conclude that cannot be CoNceAted to an extent unless

The introduction must come before the main body. The main body is usually followed by a long paragraph, so that each

Looking forward to the future.

Reader Activity 2

When we look at a word order and sense of sequence, we need to consider the order of the elements within that word. The order of the elements within a word is important in determining its meaning. Rearranging the elements within a word can change its meaning. For example, the word "flower" can be rearranged to "lower".

The word "flower" means something that grows in nature, while the word "lower" does not have a recognized meaning.

The word "flower" can also be rearranged to "owerfl". This rearrangement changes the meaning of the word.

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Reader activity 3

Experiential education is not to be feared. Cultural education differs from a learner of English.

Find experiential references in the following excerpt and consider whether they are likely to create cultural difficulties for a learner of English.

They are likely to create cultural difficulties for a learner of English.

> Reader activity 3

Experiential education is not to be feared. Cultural education differs from a learner of English.

Find experiential references in the following excerpt and consider whether they are likely to create cultural difficulties for a learner of English.

They are likely to create cultural difficulties for a learner of English.
English was spoken these three times by the three things.

(2) If you could, I’d like you to be back at the third.

(2) I know that the small boxes that were supposed to be in the English, we still don’t respect the language.

(2) The children will carry the small boxes, the address where the house can be.

The children will carry the small boxes. The address where the house can be.

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Reader activity 5

Identify examples of slips in these extracts:

"Ye don't you? His duck was full of those sandwichs, fire;
like a duck ponded.

I’ve watched children ... but come around to stay to
the table.

1986 (5)

(Washington, D.C.:

University of Pennsylvania School of Dental Surgery, 1986)"
there are classified headings of description, explanation, and comparison:

Comparison/Correlation

2.2 Comparison/Correlation

2.2.2 Explanation

2.2.3 Correlation

2.2.4 Comparison

Examples

Supra-supras

The contrasted headings of description, explanation, and comparison:

Description

Explanation

Comparison

Comparison/Correlation

2.2.2 Explanation

If you want further information on the appendix, I would be

...
The possible causes of confusion with this overall difference:

1. Exam and mark my head: (Compare answers)

2. Tell the truth and nothing but the truth (answer)

3. Lie there and say I was never there of my part.

4. Tell a different (not very similar) story.
Theme and Theme

we now know
not just the ordering of elements in clauses and sentences, and it is in this
ference the multiplicative of the organization of the overall discussion
In this section we have considered clauses under a Gestalt heading of

2.3 Theme and Theme
essay-writing, hampered by impoverished grammatical resources, or the lack of confidence to transfer features from L1. What is missing from our postcard are strategic decisions to ‘stage’ the information and to put it into a discourse framework with the foregrounding of certain elements, such as is found in natural discourse. A third version, with discriminating use of fronting, seems more natural:

Dear Joan,

I’m sitting here at my desk writing to you. Outside my window is a big lawn surrounded by trees, and in the middle of the lawn is a flower bed. It was full of daffodils and tulips in the spring. You’d love it here. You must come and stay sometime; we’ve got plenty of room.

Love, Sally

In any spatial description of this kind, spatial orientation of the reader/listener is important, and writers/speakers naturally give prominence to this function. The second sentence in (2.46) does this by front-placing location adverbials. The remaining sentences are neutral, with subjects in initial position. Linde and Labov’s (1975) data of people describing their apartments also contain frequent front-placings of spatial adverbials, revealing the speakers’ staging strategies.

In spoken narratives and anecdotes, speakers will often front-place key orientational features for their listeners. These are most obviously time and place markers (‘once upon a time’, ‘one day’, ‘then, suddenly’, ‘at the corner’, ‘not far from here’, etc.), but may also be foregrounding of key participants and information about them felt to be important for the listener. This is particularly noticeable in left-displaced structures, which are extremely common when a participant is being made the focus of attention as a main actor in the subsequent discourse, as in these extracts:

(The extracts are from anecdotes about coincidences and from ghost stories.)

And the fellow who rang up from Spain that night, he’s coincidence-prone . . .

That couple that we know in Portsmouth, I don’t hear of her for months, and then, . . .

(Author’s data 1989)

But another version of left-displacement is also common: when one participant is mentioned in the theme-slot, but only to provide a link with a new participant who will take the stage in the story (see (2.49) and (2.50)). The speaker can thus create a new topic or sub-topic framework, by activating different elements of the context, and using the theme-slot is one way of making a subject what we have called the ‘focus of attention’, the particular topic being addressed at any one time. Here are some examples from data:

(2.49) One of the men, his wife was a swimming instructor, and she said to me . . .

(2.50) This friend of mine, her son was in hospital, and he’d had a serious accident, and he . . .

(Author’s data 1989)

Concentrating on the themes (or topics) of clauses does not tell us much about the rest of the clause, which may be called the *rhemé* or *comment* of the clause. In fact, when we look at themes and rhemes together in connected text, we see further patterns emerging. *We can divide our postcard text into themes and rhemes:*

<table>
<thead>
<tr>
<th>theme (topic)</th>
<th>rheme (comment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I</td>
<td>‘I’m sitting here . . .</td>
</tr>
<tr>
<td>2. Outside my window</td>
<td>is a big lawn . . .</td>
</tr>
<tr>
<td>3. In the middle of the lawn</td>
<td>is a flower bed.</td>
</tr>
<tr>
<td>4. This bed</td>
<td>was full of daffodils . . .</td>
</tr>
<tr>
<td>5. You</td>
<td>‘I’d love it here.</td>
</tr>
<tr>
<td>6. You</td>
<td>must come and stay;</td>
</tr>
<tr>
<td>7. We</td>
<td>‘We’ve got plenty of room.</td>
</tr>
</tbody>
</table>

Two different options can be seen to be realised here: (a) the *rhemé* of sentence 3 contains an element (the flower bed) which becomes the *theme* of sentence 4; (b) the *theme* of sentence 5 is the same as the *rhemé* of sentence 6. These two textual options may be expressed thus:

**Option (a):**

\[
\begin{align*}
\text{theme}^1 \rightarrow \text{rhemé}^1 \\
\text{theme}^2 \rightarrow \text{rhemé}^2 \\
\text{rhemé}^1 \rightarrow \text{etc.}
\end{align*}
\]

**Option (b):**

\[
\begin{align*}
\text{rhemé}^1 \rightarrow \text{theme}^1 \\
\text{rhemé}^2 \rightarrow \text{theme}^2 \\
\text{theme}^1 \rightarrow \text{etc.}
\end{align*}
\]

We can see these options at work in real texts:

(2.51) 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.

(Advertisement for student camera club; author’s data)
Cost of acid cleaning doubles

And the elusive and elusive of the elusive

Extracts from the Sunday Times, December 2, 1990, p. 22

Reader activity 10-20

Theme and theme

27

Dress up in the evening

Tell me with green eyes

Keep my exercise

Drinking Champagne

Cooking Chinese Food

English Unroom

Classical Balder

Like

Work

Free

in the center of Paris

Mary

Work

Can I

(2.52)

Next week chooses professionals option (6)

Excerpt (2.52) refers option (4) the scenario, where

text become obscure of obscure sentences. (Extract) 

Discourse analysis and Grammar
24 Tense and aspect

2.4 Tense and aspect

Contemporary Grammar eaching.

Conventional Grammar teaching.

The notion of tense and the way in which it is extended and made use of in English and other languages is a topic of some significance in the development of linguistic theory. However, tense and aspect are often conflated in descriptions of grammar, leading to confusion and misinterpretation of the way in which these concepts are used in different languages. The distinction between tense and aspect is important in understanding the structure and function of language, and it is essential to have a clear understanding of these concepts in order to properly analyze and describe linguistic phenomena.
Discourse analysis and grammar
25 Conclusion

The chapter has taken a section of grammatical clauses and has
been written to how discourse analysis is constrained in our
undertaking to show how discourse analysis is constrained and as

we will next.

Next, what is the role of discourse in a way that is similar to
some of the other research discussed here.

The reader will see in the direct role in which we have focused.

If I were to write a direct role in which we have focused our

research is to go to have a direct role in which we have focused

our research.

The reader will see in the direct role in which we have focused our

research.

The reader will see in the direct role in which we have focused our

research.

The reader will see in the direct role in which we have focused our

research.

The reader will see in the direct role in which we have focused our

research.