

## Discourse Analysis And Language Teaching

**When Courtney Cazden wrote *Classroom Discourse*, she provided such a cogent picture of what the research tells us about classroom language that the book quickly became a classic and shaped an entire field of study. Although other books since have addressed classroom language, none has matched Cazden's scope and vision. Now, thirteen years later, we've witnessed such significant changes in social and intellectual life that the subject of classroom discourse is more important than ever. So Cazden has revisited her classic text and integrated current perspectives and research. New features include: a new rationale for the importance of student-teacher talk: the importance of oral as well as written communication skills in today's occupations and current conceptions of knowledge and the way it is acquired rich new examples of talk in K-12 classrooms - math as well as language arts - with transcriptions and analyses new findings from teacher researchers as well as university researchers new emphasis on achieving greater equity in what students learn new material on the kind of interactions computers offer new section on learning new forms of discourse as a significant educational goal for all students. Readers will emerge from the book with a better understanding of the significance of quality teacher-student talk and some of the most important research and researchers.**

**The central concern of this book is the analysis of verbal interaction or discourse. This first six chapters report and evaluate major theoretical advances in the description of discourse. The final chapters demonstrate how the findings of discourse analysis can be used to investigate second-language teaching and first-language acquisition and to analyse literary texts.**

**Language not only expresses identities but also constructs them. Starting from that point, *Language and Identity* examines the interrelationships between language and identities. It finds that they are so closely interwoven, that words themselves are inscribed with ideological meanings. Words and language constitute meanings within discourses and discourses vary in power. The powerful ones reproduce more powerful meanings, colonize other discourses and marginalize or silence the least powerful languages and cultures. Language and culture death occur in extreme cases of marginalization. This book also demonstrates the socio-economic opportunities offered by language choice and the cultural allegiances of language, where groups have been able to create new lives for themselves by embracing new languages in new countries. Language can be a 'double-edged sword' of opportunity and marginalization. *Language and Identity* argues that bilingualism and in some cases multilingualism can both promote socio-economic opportunity and combat culture death and marginalization. With sound theoretical perspectives drawing upon the work of Bakhtin, Vygotsky, Gumperz, Foucault and others, this book provides readers with a rationale to redress social injustice in the world by supporting minority linguistic and cultural identities and an acknowledgement that access to language can provide opportunity.**

**This practical guide to doing classroom discourse research provides a comprehensive overview of the research process. Bringing together both discourse analysis and classroom discourse research, this book helps readers to develop the analytic and rhetorical skills needed to conduct, and write about, the discourse of teaching and learning. Offering step-by-step guidance, each chapter is written so that readers can put the theoretical and methodological issues of classroom discourse analysis into practice while writing an academic paper. Chapters are organized around three stages of research: planning, analyzing, and understanding and reporting. Reflective questions and discourse examples are used throughout the book to assist readers. This book is essential reading for modules on classroom discourse or thesis writing and a key supplementary resource for research methods, discourse analysis, or language teaching and learning.**

**This book in the NCRL Collection provides an introductory discussion of discourse analysis of language and literacy events in classrooms. The authors introduce approaches to discourse analysis in a way that redefines traditional topics and provokes the imagination of researchers. For those who have limited knowledge of discourse analysis, this book will help generate new questions about literacy events in classrooms. For those familiar with this research perspective, it will map diverse new approaches. "Offers examples of classroom discourse with analyses that researchers and practitioners can use as the basis for pursuing their own analyses." —Rob Tierney, Dean, Faculty of Education, University of British Columbia "On Discourse Analysis provokes us to rethink discourse analytic approaches as generative tools that can open up new ways of seeing language and literacy events in classrooms. The authors richly illustrate the complexity and potential of discourse analysis studies with cases that orient us to foreground the local with broader cultural, historical, and social relations in ways that make evident what it means to be human. On Discourse Analysis provides a fresh approach to discourse analysis studies." —Kris Gutierrez, University of California at Los**

## **Angeles**

***Produced principally for postgraduate unit ECL756 (Discourse analysis for language teaching) offered by the Faculty of Education's School of Education in Deakin University's Flexible Learning Program.***

***This volume gives intellectual space to a range of current perspectives on classroom discourse research and provides a forum for conversations about the research process. Classroom discourse researchers from different theoretical perspectives provide five separate analyses of the same instructional unit in a high school biology class, using the same set of data. Interwoven with the five research reports are several conversations among the editors and researchers regarding specific aspects of the research process. These conversations illuminate some of the actual decisions that researchers make when looking at data and crafting their analyses. This book is intended for graduate students, researchers, and teacher educators across the fields of applied linguistics and education who are interested in studying classroom discourse and, more generally, language-in-use. With its focus on both the research process and the outcomes of research, as well as on the theory-method relationship, this book is relevant for courses in research methodology, language in education, applied linguistics, discourse analysis, language development, and multiculturalism in the classroom.***

**[The Language of Teaching and Learning](#)**

**[Cognitive and Discourse Perspectives on Language and Language Learning](#)**

**[A Corpus-Based Analysis of Online and Face-to-Face Interactions](#)**

**[Discourse analysis applied to english language teaching in colombian contexts: theory and methods](#)**

**[Discourse and Context in Language Teaching](#)**

**[An Introduction to Critical Discourse Analysis in Education](#)**

**[Discourse Analysis and Second Language Teaching](#)**

**[A Tool For Critical Reflection, Second Edition](#)**

**[The Research Process in Classroom Discourse Analysis](#)**

**[A Student Guide](#)**

**[TESOL Student Teacher Discourse](#)**

Table of contents

This introductory textbook presents a variety of approaches and perspectives that can be employed to analyze any sample of discourse. The perspectives come from multiple disciplines, including linguistics, sociolinguistics, and linguistic anthropology, all of which shed light on meaning and the interactional construction of meaning through language use. Students without prior experience in discourse analysis will appreciate and understand the micro-macro relationship of language use in everyday contexts, in professional and academic settings, in languages other than English, and in a wide variety of media outlets. Each chapter is supported by examples of spoken and written discourse from various types of data sources, including conversations, commercials, university lectures, textbooks, print ads, and blogs, and concludes with hands-on opportunities for readers to actually do discourse analysis on their own. Students can also utilize the book's comprehensive companion website, with flash cards for key terms, quizzes, and additional data samples, for in-class activities and self-study. With its accessible multi-disciplinary approach and comprehensive data samples from a variety of sources, Discourse Analysis is the ideal core text for the discourse analysis course in applied linguistics, English, education, and communication programs.

Accessible yet theoretically rich, this landmark text introduces key concepts and issues in critical discourse analysis and situates these within the field of educational research. The book invites readers to consider the theories and methods of three major traditions in critical discourse studies – discourse analysis, critical discourse analysis, and multimodal discourse analysis -- through the empirical work of leading scholars in the field. Beyond providing a useful overview, it contextualizes CDA in a wide range of learning environments and identifies how CDA can shed new insights on learning and social change. Detailed analytic procedures are included – to demystify the process of conducting CDA, to invite conversations about issues of trustworthiness of interpretations and their value to educational contexts, and to encourage researchers to build on the scholarship in critical discourse studies. This edition features a new structure; a touchstone chapter in each section by a recognized expert (Gee, Fairclough, Kress); and a stronger international focus on both theories and methods. NEW! Companion Website with Chapter Extensions; Interviews; Bibliographies; and Resources for Teaching Critical Discourse Analysis.

This accessible 'how to' text is about classroom interaction – how to study it and how to use that knowledge to improve teaching and learning. Actually showing what critical, constructionist, sociocultural perspectives on teaching, learning, and schooling are and what they can do, it makes discourse analysis understandable and useful to teachers and other nonlinguists. Using Discourse Analysis to Improve Classroom Interaction: offers teachers the powerful tools of discourse analysis as a way of understanding the complex dynamics of human interaction that constitute effective, equitable teaching and learning guides readers step-by-step through how to build their interactional awareness to improve their teaching includes 'Try It Out' exercises to engage readers in learning how to respond to the social dynamics of their classrooms for the purpose of improving classroom interaction. Proceeding from simple illustrations to more complex layering of analytical concepts, short segments of talk, transcribed to highlight important points, are used to explain and illustrate the concepts. By the time readers get to the complicated issues addressed in this text they are ready to deal

with some of teaching's toughest challenges, and have the tools to build positive relationships among their students so that all can participate equally in the classroom.

DA and language teaching The present thesis "Discourse analysis and language teaching: An Analysis of Vocabulary Diversity in the Transcripts of The Bold and the Beautiful and Its Practical Applications to Language Teaching" investigates the variety of soap opera vocabulary within the framework of discourse analysis. Based on theoretical sources and subjective observations it was assumed that many of the vocabulary items used in the series would be recycled in successive episodes. In order to verify the claim ten episodes were scrutinized resulting in a 20 000 word corpus that was divided into nouns, verbs, adjectives and adverbs. The corpus was compared against the Longman Corpus Network database that includes 3000 most commonly used word in English. It became evident that the majority of the vocabulary items belongs to the list therefore it may be claimed that the language level of the soap opera is not beyond an average English language learner. Based on the vocabulary of the ten episodes the author also suggests three different types of exercises that can be used in the English language classroom.

Recommends that language teachers incorporate discourse and pragmatics in their teaching if they wish to implement a communicative approach in their classrooms. The authors show how a discourse perspective can enhance the teaching of traditional areas of linguistic knowledge and language skills.

Language in Use creatively brings together, for the first time, perspectives from cognitive linguistics, language acquisition, discourse analysis, and linguistic anthropology. The physical distance between nations and continents, and the boundaries between different theories and subfields within linguistics have made it difficult to recognize the possibilities of how research from each of these fields can challenge, inform, and enrich the others. This book aims to make those boundaries more transparent and encourages more collaborative research. The unifying theme is studying how language is used in context and explores how language is shaped by the nature of human cognition and social-cultural activity. Language in Use examines language processing and first language learning and illuminates the insights that discourse and usage-based models provide in issues of second language learning. Using a diverse array of methodologies, it examines how speakers employ various discourse-level resources to structure interaction and create meaning. Finally, it addresses issues of language use and creation of social identity. Unique in approach and wide-ranging in application, the contributions in this volume place emphasis on the analysis of actual discourse and the insights that analyses of such data bring to language learning as well as how language shapes and reflects social identity—making it an invaluable addition to the library of anyone interested in cutting-edge linguistics.

[Language Learning, Discourse and Communication](#)

[The Handbook of Discourse Analysis](#)

[Classroom Discourse Analysis](#)

[A Critical Discourse Analysis](#)

[Postgraduate study guide and readings](#)

[Current Perspectives](#)

[An Introduction to Discourse Analysis](#)

[Discourse Analysis in Language Teaching](#)

[Discourse Analysis as Theory and Method](#)

[Putting Our Worlds into Words](#)

[Discourse Analysis for Language Teachers](#)

Grammar, Meaning, and Concepts: A Discourse-Based Approach to English Grammar is a book for language teachers and learners that focuses on the meanings of grammatical constructions within discourse, rather than on language as structure governed by rigid rules. This text emphasizes the ways in which users of language construct meaning, express viewpoints, and depict imageries using the conceptual, meaning-filled categories that underlie all of grammar. Written by a team of authors with years of experience teaching grammar to future teachers of English, this book puts grammar in the context of real language and illustrates grammar in use through an abundance of authentic data examples. Each chapter also provides a variety of activities that focus on grammar, genre, discourse, and meaning, which can be used as they are or can be adapted for classroom practice. The activities are also designed to raise awareness about discourse, grammar, and meaning in all facets of everyday life, and can be used as springboards for upper high school, undergraduate, and graduate level research projects and inquiry-based grammatical analysis. Grammar, Meaning, and Concepts is an ideal textbook for those in the areas of teacher education, discourse analysis, applied linguistics, second language teaching, ESL, EFL, and communications who are looking to teach and learn grammar from a dynamic perspective.

In this edited collection, authors from various academic, cultural, racial, linguistic, and personal backgrounds use critical discourse analysis as a conceptual framework and method to examine social inequities, identity issues, and linguistic discrimination faced by historically oppressed groups in schools and society. Language, Race, and Power in Schools unravels the ways and degrees to which these groups have faced and resisted oppression, and draws on critical discourse analysis to examine how multiple forms of oppression intersect. This volume interrogates areas of discrimination and injustice and discusses possibilities of developing coalitions and concerted efforts across the lines of diversity.

The Handbook of Discourse Analysis makes significant contributions to current research and serves as a comprehensive and authoritative guide to the central issues in contemporary discourse analysis. Features comprehensive coverage of contemporary discourse analysis. Offers an overview of how different disciplines approach the analysis of discourse. Provides analysis of a wide range of data, including political speeches, everyday conversation, and literary texts. Includes a varied range of theoretical models, such as relevance theory and systemic-functional linguistics; and methodology, including interpretive, statistical, and formal methodsFeatures comprehensive coverage of contemporary discourse analysis.

Produced principally for postgraduate unit ECL756 (Text analysis for language teaching) offered by the Faculty of Education's School of Social and Cultural Studies in Education in Deakin University's Open Campus Program.

This volume brings together papers on a wide spectrum of topics within the broad area of language acquisition, stressing the interconnections between applied and theoretical linguistics, as well as language research methodology. These contributions in honor of Professor Jan Majer have

been grouped in two sections: language learning, and discourse and communication. The former discusses issues varying from aspects of first, second, and third language acquisition, individual learner differences (i.e. gender, attitudes, learning strategies), and second language research methodology to the analysis of features of learner spoken language, the role of feedback in foreign language instruction, and the position of culture in EFL textbooks. The second part of the volume offers a theoretical counterbalance to the applied nature of the first one. Here, the contributions touch upon spoken and written language analysis, language awareness, and aspects of the English language; also, selected issues of language philosophy are discussed. The wide range of topics covered in the publication, authored by specialists in their respective areas, reflects Professor Majer ' s academic interests and corresponds to the complex nature of the general field the volume aims to portray.

This second edition of Classroom Discourse Analysis continues to make techniques widely used in the field of discourse analysis accessible to a broad audience and illustrates their practical application in the study of classroom talk, ideal for upper-level undergraduate and graduate students in discourse analysis, applied linguistics, and anthropology and education. Grounded in a unique tripartite "dimensional approach," individual chapters investigate interactional resources that model forms of discourse analysis teachers may practice in their own classrooms while other chapters provide students with a thorough understanding of how to actually collect and analyse data. The presence of a number of pedagogical features, including activities and exercises and a comprehensive glossary help to enhance students ' understanding of these key tools in classroom discourse analysis research. Features new to this edition reflect current developments in the field, including: increased coverage of peer interaction in the classroom greater connecting analysis to curricular and policy mandates and standards-based reform movements sample excerpts from actual student classroom discourse analysis assignments a new chapter on the repertoire approach, an increasingly popular method of analysis of particular relevance to today ' s multilingual classrooms

Concentration on the formal features of language and on developing speaking skills in a second language fails to provide the language student with the necessary level of conversational ability. The concept of communicative competence has resulted in a new emphasis on the nature of interaction and the rules of discourse. Interest has shifted from studies on language structure to studies on social interaction, the meaning of utterances, and the functions of speech. This paper explores how recent advances in sociolinguistics and discourse analysis can aid one's understanding of the roles and privileges of teachers and students engaged in verbal interaction and how verbal behavior can be changed or acquired for greater conversational competence. Areas discussed include: (1) natural discourse (speech acts, pragmatics, turn taking, moves, topic), (2) natural discourse and first and second language acquisition, (3) classroom discourse, and (4) practical applications (including exercises for developing skills for participating in debates and discussions). Excerpts from English, French, and German language conversations are cited throughout. The appendices present hesitation and expansion strategies in conversation and some conversational management strategies used by French and German native speakers. (JK)

[Classroom Discourse](#)

[Discourse in English Language Education](#)

[On Discourse Analysis in Classrooms](#)

[Discourse](#)

[Approaches to Language and Literacy Research](#)

[Pedagogical and Research Tools for Teacher-Researchers](#)

[A Discourse-Based Approach to English Grammar](#)

[Electronic Discourse in Language Learning and Language Teaching](#)

[Discourse and Language Education](#)

[An Introduction](#)

[Language in Use](#)

Discourse analysis is the study of spoken and written language in its social and psychological context. This book explains the relevant theory, and applies it to classroom activities designed to improve students' discourse skills. The teacher is then shown how these activities may be further developed in specific teaching situations.

Uniquely bringing together discourse analysis, critical literacy, and teacher research, this book invites teacher educators, literacy researchers, and discourse analysts to consider how discourse analysis can be used to foster critical literacy education. It is both a guide for conducting critical discourse analysis and a look at how the authors, alongside their teacher education students, used the tools of discourse analysis to inquire into, critique, and design critical literacy practices. Through an intimate look at the workings of a university teacher education course and the discourse analysis tools that teacher-researchers use to understand their classrooms, the book provides examples of both pre-service teachers and teacher educators becoming critically literate. The context-rich examples highlight the ways in which discourse analysis aids teachers' decision making in the moment and reflections on their practice over time. Readers learn to conduct discourse analysis as they read about critical literacy practices at the university level. Designed to be interactive, each chapter features step-by-step procedures for conducting each kind of discourse analysis (narrative, critically oriented, multimodal), sample analyses, and additional readings and resources. By attending to the micro-interactions as well as processes that unfold across time, the book illustrates the power and potential of discourse analysis as a pedagogical and research tool.

In this book Michael McCarthy and Ronald Carter describe the discursal properties of language and demonstrate what insights this approach can offer to the student and teacher of language. The authors examine the relationship between complete texts, both spoken and written, and the social and cultural contexts in which they function. They argue that the functions of language are often best understood in a discursal environment and that exploring language in context compels us to revise commonly-held understandings about the forms and meanings of language. In so doing, the authors argue the need for language teachers, syllabus planners and curriculum organisers to give greater attention to language as discourse.

Discourse Analysis for Language Teaching gives a practical introduction to the field of discourse analysis and its relevance for language teaching. It begins by answering the question 'What is discourse analysis?' and examines how discourse analysts approach spoken and written language. Different models of analysis are outlined and evaluated in terms of their usefulness to language teachers. This is followed by chapters on discourse-oriented approaches to

grammar, vocabulary and phonology. The final section looks at spoken and written language in the light of native-speaker and learner data and considers examples of teaching approaches. Discourse Analysis for Language Teaching has a very practical orientation, and the text is interspersed with reader activities with guidance on appropriate responses at the end.

New technologies are constantly transforming traditional notions of language use and literacy in online communication environments. While previous research has provided a foundation for understanding the use of new technologies in instructed second language environments, few studies have investigated new literacies and electronic discourse beyond the classroom setting. This volume seeks to address this gap by providing corpus-based and empirical studies of electronic discourse analyzing social and linguistic variation as well as communicative practices in chat, discussion forums, blogs, and podcasts. Several chapters also examine the assessment and integration of new literacies. This volume will serve as a valuable resource for researchers, teachers, and students interested in exploring electronic discourse and new literacies in language learning and teaching.

A systematic introduction to discourse analysis as a body of theories and methods for social research. Introduces three approaches and explains the distinctive philosophical premises and theoretical perspectives of each approach. Produced principally for postgraduate unit ECL756 (Discourse analysis for language teaching) offered by the Faculty of Arts and Education's School of Education in Deakin University's Flexible Learning Program.

[Case Studies of Second Language Teachers](#)

[Language, Race, and Power in Schools](#)

[Study guide and reader](#)

[Language and Identity](#)

[Discourse Analysis and the Study of Classroom Language and Literacy Events](#)

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[Discourse Analysis and Language Teaching](#)

[Designing Critical Literacy Education through Critical Discourse Analysis](#)

[Perspectives for Language Teaching](#)

[Discourse Analysis](#)

Discourse and Language Education is part of the Cambridge Language Teaching Library series. Discourse analysis describes how such communication is structured, so that it is socially appropriate and linguistically accurate. This book gives practical experience in analyzing discourse and the study of written language. The analyses show the ways we use linguistic signals to carry out our discourse goals and the differences between written and spoken language as well as across languages. This text can be used as a manual in teacher education courses and linguistics and communications courses. It will be of great interest to second language teachers, foreign language teachers, and special education teachers (especially those involved with the hearing impaired).

The authors present a social linguistic/social interactional approach to the discourse analysis of classroom language and literacy events. Building on recent theories in interactional sociolinguistics, literary theory, social anthropology, critical discourse analysis, and the New Literacy Studies, they describe a microethnographic approach to discourse analysis that provides a reflexive and recursive research process that continually questions what counts as knowledge in and of the interactions among teachers and students. The approach combines attention to how people use language and other systems of communication in constructing classroom events with attention to social, cultural, and political processes. The focus of attention is on actual people acting and reacting to each other, creating and recreating the worlds in which they live. One contribution of the microethnographic approach is to highlight the conception of people as complex, multi-dimensional actors who together use what is given by culture, language, social, and economic capital to create new meanings, social relationships and possibilities, and to recreate culture and language. The approach presented by the authors does not separate methodological, theoretical, and epistemological issues. Instead, they argue that research always involves a dialectical relationship among the object of the research, the theoretical frameworks and methodologies driving the research, and the situations within which the research is being conducted. Discourse Analysis and the Study of Classroom Language and Literacy Events: A Microethnographic Perspective: \*introduces key constructs and the intellectual and disciplinary foundations of the microethnographic approach; \*addresses the use of this approach to gain insight into three often discussed issues in research on classroom literacy events--classroom literacy events as cultural action, the social construction of identity, and power relations in and through classroom literacy events; \*presents transcripts of classroom literacy events to illustrate how theoretical constructs, the research issue, the research site, methods, research techniques, and previous studies of discourse analysis come together to constitute a discourse analysis; and \*discusses the complexity of "locating" microethnographic discourse analysis studies within the field of literacy studies and within broader intellectual movements. This volume is of broad interest and will be widely welcomed by scholars and students in the field language and literacy studies, educational researchers focusing on analysis of classroom discourse, educational sociolinguists, and sociologists and anthropologists focusing on face-to-face interaction and language use.

This book explores the use of online and face-to-face interactions in language teacher education (LTE) by assessing the formation and practices of a community of practice (CoP), and evaluating the roles discussions between student teachers and a peer tutor can play in terms of identity formation, articulating narratives, reflective practices, and maintaining affective relationships. The specific context within which this is embedded is a Teaching English to Speakers of Other Languages (TESOL) programme, often known as English Language Teaching (ELT), at a third-level Irish institution. The data drawn on come from student teachers on a master's (MA) programme who interacted with a peer tutor (the researcher) via a number

of modes (face-to-face and online). The approach to data analysis is a corpus-based discourse analytical one, which examines the linguistic features of student teacher and peer tutor talk; the features of CoP practices in the discourse; and how different modes of communication shape the nature of this discourse. Perceptive data from the student teachers is used to outline their reactions to the modes of communication and the activities they participated in.

This is the new edition of *Discourse Analysis: An Introduction*, an accessible and widely-used introduction to the analysis of discourse. In its 10 chapters the book examines different approaches to discourse, looking at discourse and society, discourse and pragmatics, discourse and genre, discourse and conversation, discourse grammar, corpus-based approaches to discourse and critical discourse analysis. The book includes the following features: -A full companion website, featuring student and lecturer resources -A new chapter on multimodal discourse analysis -Chapter summaries outlining the key areas covered -Updated examples drawn from film, television, the media and everyday life -Explanations of technical terms in each chapter -Discussion tasks and data analysis projects at the end of each chapter -Student exercises and answer keys for each chapter -Suggestions for further reading This engagingly written introduction to discourse analysis is essential for students encountering discourse analysis for the first time, whether at undergraduate or postgraduate level. It should be on every reading list.

A practical introduction to the field of discourse analysis and its relevance for language teaching.

*Discourse in English Language Education* introduces students to the major concepts and questions in Discourse Studies and their applications to language education. Each chapter draws on key research to examine critically a particular approach in the field, providing a review of important literature, examples to illustrate the principal issues concerned and an outline of the implications for their application to pedagogy. Features include: coverage of a broad range of approaches in the field, including Systemic Functional Linguistics and Register, Speech Acts, the Cooperative Principle and Politeness, Conversation Analysis, Genre Analysis, Critical Discourse Analysis and Corpus Linguistics analysis of a wide range of discourse examples that include casual conversation, newspapers, fiction, radio, classrooms, blogs and real-life learner texts a selection of illustrations and tables carefully chosen to enhance students' understanding of different concepts and approaches stimulating discussion questions at the end of each chapter, specially designed to foster critical thinking, reflection and engagement with the topics covered. Engaging, accessible and comprehensive, *Discourse in English Language Education* richly demonstrates how Discourse Studies can inform the teaching of English and other languages, both as a foreign language and in the mother tongue. It will be essential reading for upper undergraduates and postgraduates with interests in Applied Linguistics, TESOL and Language Education.

[Discourse Analysis for Language Teaching](#)

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