

Skills for Life Quality Initiative

## **ESOL 4.6: Discourse for ESOL teachers**

Session 1: Introduction to key principles of discourse analysis

Session plan and resources



**Learning+Skills Council**

## Session 1:

### Aim

For participants to:

- develop awareness, understanding and knowledge of key underpinning theory, concepts and terminology of discourse analysis, with particular reference to bilingual learners.

### Learning objectives

By the end of the session, participants will have:

- explored key principles underpinning discourse analysis, including:
- schema theory, with particular reference to ESOL learners
- the concept of context and its importance for ESOL teaching and learning
- the notions of genre, register and variety of English
- the concepts of coherence and cohesion.

Time	Content	Resources		
		No.	Style	Title
15	Pre-reading and pre-session tasks.	1.1.1	Activity	Pre-reading and pre-session tasks for Session 1
	<b>Welcome and icebreaker</b> Welcome and introductions.  Give participants 10 minutes to complete a 'Find someone who...' task (Activity 1.2.1).	1.2.1	Activity	Find someone who... (example)

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(15)	<p>You can customise the activity sheet by referring to participants' application forms and including some references to discourse. The activity sheet provided is an example only.</p>			
10	<p><b>Overview</b></p> <p>Introduce the module, link participants' expectations to the learning outcomes of the module and introduce the assessment task.</p> <p>Draw participants' attention to the module guide: in particular, the aims and learning outcomes of the module, the reading list and course programme.</p> <p>Elicit any expectations of the course that participants think might not be covered (after seeing the aims and programme).</p> <p>Explain either how these will be covered, or why they are not.</p> <p>Ask participants to read the module guide and assessment guidance after the session and bring any queries to the next session.</p>			
(25)	<p>Introduce the session aim and learning objectives, using OHTs 1.3.1 and 1.3.2.</p>	<p>1.3.1</p> <p>1.3.2</p>	<p>OHT</p> <p>OHT</p>	<p>Session 1: Aim</p> <p>Session 1: Learning objectives</p>

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15	<p><b>'Mind the gap!'</b></p> <p>This activity is devised to develop awareness and understanding of schema theory with particular reference to ESOL learners.</p> <p>Introduce Activity 1.4.1. Explain that the two interactions are real and were reconstructed from memory, and that in interaction B, person 2 was an ESOL learner.</p> <p>Give participants a few minutes to make sense of the interactions.</p>			
	<p>Distribute Handout 1.4.2 and if necessary, explain: in interaction A the customer has a lactose intolerance and should avoid cheese, milk and cream. This means that vegan food is always suitable (as it contains no lactose); she can also eat roast chicken.</p> <p>In interaction B the word 'here' triggers different responses (the UK or the bus stop).</p>	1.4.1	Activity	'Mind the gap!'
	<p>Elicit why participants think the activity is called 'Mind the gap'. Show OHT 1.4.3.</p> <p>Briefly elicit what people know about schemata. (If necessary, point out that schema is singular, and schemata is plural.)</p>	1.4.2	Handout	'Mind the gap' – what's going on?
		1.4.3	OHT	Creating meaning

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(40)	<p>Ask participants to work in pairs. Give out Activity 1.4.4. and refer them to Handout 1.4.5 on schema theory.</p> <p>Monitor the activity, noting points made by participants on a flipchart.</p> <p>Summarise the activity with reference to points made by participants. (To make sense of interaction A, the waiter needed to have activated schemata about restricted diets, including lactose intolerance, and also that people with restricted diets might use specific strategies for getting the information they need in a restaurant. In interaction B, person 2 was using schema triggered by 'here' = UK, whereas person 1 is operating with a bus stop schema, where 'here' = the bus stop.)</p> <p>Elicit implications for teaching ESOL learners (e.g. avoid making assumptions about shared knowledge; different cultures have different schema; provide tasks that activate schema).</p> <p>Take feedback on a flipchart sheet then display it. Add to this sheet when further implications are identified during the session.</p>	1.4.4	Activity	Creating meaning
		1.4.5	Handout	Schema theory
				Flipchart

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15	<p><b>Context</b></p> <p>To develop awareness of the concept of context: ask participants to answer the questions on Activity 1.5.1 in small groups.</p> <p>Monitor, and guide small-group discussions as appropriate to raise key issues or terms: register, appropriacy, situation, role, relationship, norms.</p> <p>Summarise quickly, by showing OHT 1.5.2. Refer to points raised by participants during the discussions.</p> <p>Distribute Handout 1.5.3, which summarise conclusions so far about language use.</p>	1.5.1	Activity	Context
		1.5.2	OHT	Context: feedback
		1.5.3	Handout	Conclusions so far about language use
(55)				
20	<p><b>Context – Hymes' SPEAKING model</b></p> <p>The aim is to extend understanding of the concept of context, and its importance for ESOL teaching and learning.</p> <p>Write the dialogue from interaction A (Activity 1.4.1) on a flipchart sheet. If there are more than ten participants, copy the dialogue onto two flipchart sheets.</p> <p>Distribute Handout 1.6.1 of Hymes' SPEAKING model.</p>			Flipchart
		1.6.1	Handout	Hymes' SPEAKING model

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	<p>For Activity 1.6.2, make cards using the headings and explanations of Hymes SPEAKING model. Make one set per ten participants. Stick cards on the wall near the flipchart sheets.</p> <p>Introduce the notion of context and the task (to apply Hymes' SPEAKING model to the restaurant interaction.)</p> <p>Ask participants to work in pairs or threes. Demonstrate the task: take a card off the wall and analyse the interaction using the heading and explanation on it (for instance, genre: the interaction is a service encounter genre so write 'service encounter' on the card and stick it back on the wall near the flipchart).</p> <p>Ask each pair to continue with the task. Those that finish first can complete more cards.</p> <p>Ask participants to circulate if necessary to read all the cards.</p> <p>Summarise and explain that Hymes' model is recognised for the great contribution it made to looking at language in use.</p>	1.6.2 a–h	Trainer material/ Activity	<p>Reusable adhesive</p> <p>Card activity based on Hymes' SPEAKING model</p> <p>Flipchart sheets and pens</p>
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(1.15)	<p>Hymes emphasised that speakers need context knowledge, i.e. social and cultural knowledge. <i>His work was very influential in applied linguistics. This is discussed in the follow-up reading from Hedge (2000) and reference is made to the relationship between his work and Chomsky's.</i></p> <p>Elicit implications for teaching ESOL learners and add them to flipchart sheet of participants' comments that you started earlier.</p> <p>Note that natural language occurs in context, classroom activities need well-developed contexts, the classroom is also a context.</p>			
10	<p><b>What is discourse? What is discourse analysis?</b></p> <p>This section aims to clarify what discourse is and secondly, to consider a statement by Halliday on the concerns of discourse analysis.</p> <p>Distribute Handout 1.7.1 on discourse analysis. Point out that term 'text' refers to written and spoken texts. You could mention that Halliday wrote a functional grammar book, updated in 2004, and his work underpins much of work on features of discourse.</p>	1.7.1	Handout	Discourse analysis



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(1.25)	<p>Emphasise that the notion of 'discourse' is greatly debated and some theorists, for whom language is not their main focus of study, have other emphases, e.g. Foucault, who emphasised power structures and knowledge.</p> <p>Mention the following further reading on the different schools of discourse analysis:</p> <p>McCarthy, M. (2001) 'Discourse' in Carter, R. and Nunan, D. (eds) <i>The Cambridge Guide to Teaching English to Speakers of other Languages</i>. Cambridge University Press.</p>				
	<p><b>15</b></p> <p><b>Defining genre and register</b></p> <p>This section develops awareness and understanding of the notions of genre, with reference to Halliday, and register.</p> <p>Distribute Handout 1.8.1 (which contains two e-mails sent between friends).</p> <p>Ask participants for the linguistic and non-linguistic features of these e-mails.</p> <p>Distribute Handout 1.8.2, which summarises features of genre and</p>	1.8.1	Handout	Sample text	
		1.8.2	Handout	Genre	

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(140)  <b>10</b>	<p>point out that 'e-mails between friends' are a genre. (If appropriate, elicit that the conventions of the e-mail genre are currently quite loose as it is an emerging genre.)</p> <p>Refer participants to the e-mails on Handout 1.8.1 again, and show the definition of register on OHT 1.8.3 Ask them for the register of the e-mails (informal). Note the code switching between Spanish and English.</p>	1.8.3	OHT	Defining register
	<p><b>The macro</b></p> <p>This section introduces the idea of a framework of discourse features, and the first layer of analysis in it: the notion of the macro level in discourse analysis.</p> <p>Explain that participants are going to work on a framework for the analysis of discourse features.</p> <p>Show the diagram on OHT 1.9.1 and explain that at the top level of the framework is the macro level. This contains things that we can say about a text as a whole, i.e. relating to context, genre, register (concepts already considered) and the idea of varieties of English.</p>	1.9.1	OHT	The macro level

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(1.50)  <b>30</b>	<p>Explain the idea of varieties of English if necessary (see the quote from the Adult ESOL Core Curriculum for definition on Handout 1.9.2).</p> <p>Point out that we will be looking at how the macro level is created/constructed when we look at features of discourse.</p> <p>Distribute Handout 1.9.2.</p>	1.9.2	Handout	The macro level and definitions
	<p><b>Coherence and cohesion</b></p> <p>The aim of this section is to develop awareness and understanding of the concepts of coherence and cohesion</p> <p>Explain that participants will be working on a piece of discourse from a video and looking at more key concepts in discourse analysis. Introduce the video excerpt by distributing Handout 1.10.1. You will need an enlarged copy of the diagram on this handout attached to a flipchart.</p> <p>Participants watch a few minutes of the video sequence and then discuss the genre, register and variety or varieties of English in small groups.</p> <p>Take feedback and, on the enlarged copy of Handout 1.10.1, write notes in</p>	1.10.1	Handout	<p>Information about the video 'I came to England'</p> <p>Video player</p>

## Skills for Life Quality Initiative

	spaces in the diagram about the genre (interview-like), the register (neutral), variety or varieties of English (coordinator – standard English; learners – interlanguage with standard English as the target).			
	For Activity 1.10.2 ask participants quickly to order cards containing a jumbled extract from the video.	1.10.2	Trainer material/ Activity	Video interaction cards
	Distribute Handout 1.10.3 of the video interaction so that participants can check their ordering.	1.10.3	Handout	Video interaction
	Point out that what they have just done is to put all or part of the text back together so that it is meaningful to them and not just a jumble of sentences, i.e. they have made a text which is coherent to them.			
	Elicit what participants know about coherence. Show the first definition (OHT 1.10.4a) Go on to explain that the connections in coherence have to be inferred as they are covert. Show OHT 1.10.4b, which gives another definition of coherence, from Yule.	1.10.4a	OHT	Coherence definition 1
		1.10.4b	OHT	Coherence definition 2
	Distribute Handout 1.10.5 and ask participants why 'I was on my own when I got there for the first time'	1.10.5	Handout	Does it fit?

## Skills for Life Quality Initiative

(2.20)	<p>does not fit or go with what the coordinator asks, eliciting and providing terms as appropriate (e.g. we would expect deictic 'here' not 'there'; would expect ellipsis in the response). Point out that although the bit that does not fit does not disrupt the meaning, it does disrupt the cohesion.</p> <p>Elicit what participants know about cohesion, show the definition on OHT 1.10.6a and point out that this demonstrates that links are across the text, not just within a sentence. Mention that here will be more on cohesion in Session 3.</p> <p>Distribute Handout 1.10.7 and discuss and clarify the distinction between coherence and cohesion.</p>	1.10.6a	OHT	Cohesion definition 1
<p><b>10</b></p> <p>(2.30)</p>	<p><b>Evaluation and follow-up activities</b> Review the session.</p> <p>Go through the follow-up activities (on Activity sheet 1.11.1).</p> <p>Remind participants to read the module guide and bring queries to the next session.</p> <p>Ask participants to complete their professional development journal (PDJ) sheet and evaluation form.</p>	1.11.1	Activity	<p>Follow-up activities to Session 1</p> <p>PDJ sheet Evaluation form</p>

## Activity

# Pre-reading and pre-session tasks for Session 1

1. Read McCarthy, M. (1991) *Discourse Analysis for Language Teachers*. Cambridge University Press. pp. 7–9 'Form and function'. Then carry out the following tasks.
  - Complete reader activity 1 on p. 9.
  - Read the feedback for this activity in 'Guidance for reader activities' on p. 172.
2. Read McCarthy, M. (1991) *Discourse Analysis for Language Teachers*. Cambridge University Press, pp. 136–7 plus dialogues 5.13 and 5.14 on pp. 132–4 'Interactional and transactional talk'. Then complete the following tasks.
  - Underline the definitions of interactional and transactional talk on p.136.
  - Distinguish the interactional and transactional talk in extracts 5.15 and 5.16 on p. 137.
  - Consider the implications for teaching speaking and make a few notes.
  - Be prepared to give feedback on the above tasks in Session 2.
3. Read Carter, R. (2002) 'The Grammar of Talk: Spoken English, Grammar and the Classroom' in *Language Issues*. Vol.14. No.2. Autumn/Winter. NATECLA. Then complete the following tasks.
  - Make notes about the implications for teaching ESOL.
  - Be prepared to raise points from these notes during the sessions, as appropriate.

## Activity

### Find someone who... (example)

Talk to as many people as you can in 10 minutes. Find someone who...

Has worked with young offenders	
Can tell you about <b>ellipsis</b>	
Works for a voluntary organisation	
Has studied <b>discourse analysis</b>	
Has a professional development role in their organisation	
Has studied art	
Can tell you about <b>deixis</b> and <b>deictic</b> words	
Has worked or studied abroad	
Has worked on courses in which ESOL/ Basic Skills are embedded	

## **Session 1: Aim**

For participants to:

- develop awareness, understanding and knowledge of key underpinning theory, concepts and terminology of discourse analysis, with particular reference to bilingual learners.



## Learning objectives

By the end of the module, participants will have:

- explored key principles underpinning discourse analysis, including:
  - schema theory, with particular reference to ESOL learners
  - the concept of context and its importance for ESOL teaching and learning
  - the notions of genre, register and variety of English
  - the concepts of coherence and cohesion.

## Activity

### **‘Mind the gap!’<sup>1</sup>**

Make sense of these interactions:

#### **Interaction A – in a restaurant**

Waiter: Are you ready to order?

Customer: Have you got anything vegan?

Waiter: No, sorry, nothing I’m afraid.

Customer: OK, I’ll have the roast chicken then, please.

#### **Interaction B – at a bus stop**

Person 1: How long have you been here?

Person 2: Since May 2000.

Person 1: I mean here at this bus stop.

Why do you think this activity is called ‘Mind the gap’?

<sup>1</sup> the phrase ‘Mind the gap’ is used by Kramsch, 2001

## Activity

### 'Mind the gap' – what's going on?

#### Interaction A – in a restaurant

Waiter: Are you ready to order?  
Customer: Have you got anything vegan?  
Waiter: No, sorry, nothing I'm afraid.  
Customer: OK, I'll have the roast chicken then please

The customer has a **lactose intolerance**  
(so should avoid dairy products: e.g. cheese, milk, cream)

- **vegan** food is always **suitable**
- she **can eat** roast **chicken**

#### Interaction B – at a bus stop

Person 1: How long have you been here?  
Person 2: Since May 2000.  
Person 1: I mean here at this bus stop.

Why do you think this activity is called 'Mind the gap'?

The word 'here' triggers different responses:

- Person 1: here = the bus stop
- Person 2: here = UK

## Creating meaning

‘Mind the gap could be the motto of the language learner about to board the train to unfamiliar languages and cultures.’  
(Kramsch, 2001)

Communication involves making:

- inferences
- hypotheses.

We draw on:

- knowledge of the context
- schemata.

## **Activity**

### **Creating meaning**

1. Read some of the quotations about schema theory on Handout 1.4.5.
2. In pairs, discuss interactions A and B (from the 'Mind the gap!' activity) with reference to schema theory.

## Handout

# Schema theory

### Definitions from Hedge<sup>1</sup> (2000):

'Schematic knowledge: knowledge, gained from experience, of the way the world is organised which is held as mental representations in the mind'.

'Script: a mental representation of a typical sequence of events, for example, checking in at a hotel'.

From <http://www.rpi.edu/~verwyc/Cognote8.htm>:

'Schemas hold together general thematic information.

Common schema which develop early in life: restaurant schemas, school schemas, birthday party schemas, movie theatre schemas, grocery shopping schemas.'<sup>2</sup>

### Harmer<sup>3</sup> (2001):

'When we are stimulated by particular words, discourse patterns, or contexts, such schematic knowledge is activated and we are able to recognise what we see or hear because it fits into patterns we already know.'

### With reference to reading, Wallace<sup>4</sup> (2001) says:

'... background knowledge and values... The nature of this knowledge can be characterised as a 'schema', or mental model, allowing a reader to relate new text-based knowledge to existing world knowledge.'

### Widmayer<sup>5</sup>:

'All human beings possess categorical rules or scripts that they use to interpret the world. New information is processed according to how it fits into these rules, called schema. These schema can be used not only to interpret but also to predict situation occurring in our environment...'

'Information that does not fit into these schema may not be comprehended, or may not be comprehended correctly. This is the reason why readers have a difficult time comprehending a text on a subject they are not familiar with even if the person comprehends the meaning of the individual words in the passage.'

continued...

## Activity

### Schema theory continued

#### References

- <sup>1</sup> Hedge, T. (2000) *Teaching and learning in the language classroom*. Oxford University Press pp. 411–12 (see also pp. 232–35).
- <sup>2</sup> <http://www.rpi.edu/~verwyc/Cognote8.htm>
- <sup>3</sup> Wallace, C. (2001) *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge University Press. p 22: Reading.
- <sup>4</sup> Harmer, J. (2001) *The Practice of English Language Teaching*. London: Longman p.199.
- <sup>5</sup> <http://chd.gse.gmu.edu/immersion/knowledgebase/strategies/cognitivism/SchemaTheory.htm> Widmayer, S. A. *Schema Theory: An Introduction*. Fairfax, VA: George Mason University.

## Activity

### Context

Waiter: Are you ready to order? (1)

Customer: Have you got anything vegan? (2)

Waiter: No, sorry, nothing I'm afraid. (3)

Customer: OK, I'll have the roast chicken then, please. (4)

1. Why did the waiter **not** say any of the following:
  - a. Are you hungry? (1)
  - b. So, what're'y having then? (1)
  - c. Come on, hurry up. I need to take your order – I haven't got all day. (1)
  - d. You can p\*\*\*\* off if you're a vegan – we don't serve them in here! (3)
  - e. Dunno. (3)
2. What conclusions so far would you draw about language use?



## Context: feedback

- Inappropriate for situation
- inappropriate register
- Language of the home
- Irritation is inappropriate
- Discriminatory attitude
- Could lose job, depending on status in organisation
- Breaks norms of role/relationship

**Activity****Conclusions so far about language use**

Language is contextualised.

This affects what people say, and how they say it.

Context involves:

- the situation
- the role and relationship of participants, including power issues.

Context activates schema (in interaction A, restaurant schema).

Language choice is not a level playing field.

Relevant issues include:

- power
- status
- discrimination.

**Activity**

## Hymes' SPEAKING model (1974)

### 'Setting and scene

The setting refers to the time and place while the scene describes the environment of the situation.

### Participants

This refers to who is involved in the speech, including the speaker and the audience.

### Ends

The purpose and goals of the speech along with any outcomes of the speech.

### Act sequence

The order of events that took place during the speech.

### Key

The overall tone or manner of the speech.

### Instrumentalities

The form and style of the speech being given.

### Norms

Defines what is socially acceptable at the event.

### Genre

The type of speech that is being given.'

From: Hymes, D. (1974) *Foundations of Sociolinguistics: An Ethnographic Approach*. Philadelphia: University of Pennsylvania.

## Trainer material for Activity 1.6.2a

### Card activity based on Hymes' SPEAKING model

Make one set of cards for every ten participants (so, if you have put up two flipcharts of the interaction A restaurant dialogue, make two copies of the cards). Cut them out and attach them to the wall near the flipchart/s.

**setting and scene**

## **Trainer material for Activity 1.6.2b**

### **Card activity based on Hymes' SPEAKING model**

**participants**

## Trainer material for Activity 1.6.2c

### Card activity based on Hymes' SPEAKING model

**ends**

## **Trainer material for Activity 1.6.2d**

### **Card activity based on Hymes' SPEAKING model**

**act sequence**

## **Trainer material for Activity 1.6.2e**

### **Card activity based on Hymes' SPEAKING model**

**key**



## **Trainer material for Activity 1.6.2f**

### **Card activity based on Hymes' SPEAKING model**

**instrumentalities**

## **Trainer material for Activity 1.6.2g**

### **Card activity based on Hymes' SPEAKING model**

**norms**

## Trainer material for Activity 1.6.2h

### Card activity based on Hymes' SPEAKING model

**genre**

## Handout

# Discourse analysis

There are many schools of discourse analysis.

ESOL teachers need a working definition of discourse analysis for planning teaching and learning.

(Discourse analysis is ) '... the study of language independent of the notion of the sentence.' (McCarthy, 2001)

(Discourse analysis) '... concerns the relationship between language and the contexts in which it is used, as well as relationships between different parts of a written and spoken text.' (Adult ESOL Core Curriculum, 2001)

Halliday notes the role of the discourse analyst:

'... you focus your attention on language in use in real contexts of situations; and that means in turn that you're concerned with discourse, the whole of what we call the text in linguistics, instead of little bits of it. You've got to get down to the little bits, you've got to understand how sentences work and clauses and phrases and so on. But you interpret these as part of larger units ... It isn't sentences which are functional in a particular context, it's the whole of the discourse.'

'... you treat the formal features of language – which, of course, you have to understand, the grammar and so on – as ways of expressing meaning.'

(From an interview with Halliday, in *Language Issues* (NATESLA). Spring. 1986. No.1.)

## Handout

### Sample text

Hola, amiga;

What are you doing? I don't think you need to download any programme only the backgrounds you like.

If you are ready for more sophisticated emails say when and I will send you a power point presentation called tiendas del cielo (with very cute little angels). But you need to have power point running to be able to open it.

Life here in the country, well you know.....sneezing like mad with hay fever.

Adios

Estela

Jhon is explaining to me that he got incredimail from an email via Canada and it gives you lots of choices

Is that what you are downloading?

Suerte good luck.

----- Original Message -----

**From:** lucymcmahon@hotmail.com

**To:** estela.adams@ukgateway.net

**Sent:** Wednesday, June 09, 2004 3:04 PM

**Subject:** hola

Hi

I've just been downloading what I thought was the programme to get all these crazy graphics and seem to have downloaded a new email programme!! Hmm!!! Hope you are enjoying all this nice weather. Hallo to you all!!

Love Lucy

## Handout

### Genre

Genre theory comes from the work of M. A. K. Halliday.

Spoken or written texts which share a common purpose tend to have common features:

- structure/staging
- register
- grammar
- vocabulary

and can be considered to be 'text types'.

The following share common features which can be predicted:

- a service encounter in a restaurant
- a report
- a formal letter
- a narrative, e.g. a folk tale
- a joke
- a description
- a classroom lesson.

However, it is important to note that **not all aspects of language can be predicted from the text type** (McCarthy and Carter, 1994) for example, the 'social' chat in a minicab.

McCarty, M. and Carter, R. (1994) *Language as Discourse: Perspectives for Language Teaching*. London and New York: Longman.

## Defining register

Register:

‘a variety of language, selected for use in a specific social situation. In particular, the register differentiates formal from informal use of language, e.g. the register of weather forecasting which will vary in different social, and in written and spoken contexts.’

*(Adult ESOL Core Curriculum, 2001)*

## The macro level

The macro level includes:

context

genre

register

variety of English



## Handout

# The macro level and definitions

### The macro level

includes:

**context**

**genre**

**register**

**variety of English**

### Defining register

'... a variety of language, selected for use in a specific social situation. In particular, the register differentiates formal from informal use of language, e.g. the register of weather forecasting which will vary in different social, and in written and spoken contexts.' (Adult ESOL Core Curriculum, 2001)

### Defining varieties of English

'Dialects, or mutually intelligible forms of the English language that differ in systematic ways from each other, and which vary according to social groups or geographical region ...' (Adult ESOL Core Curriculum, 2001)

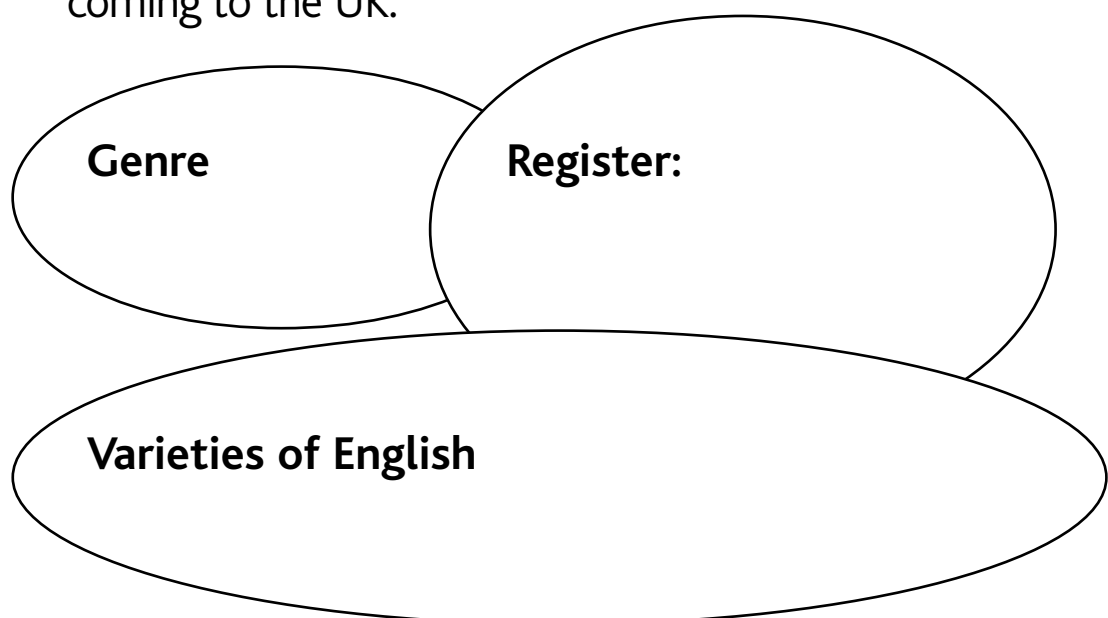
**(Refer back to Handout 1.8.2 for information on genre.)**

**Handout**

## Information about the video 'I came to England'

### Context

- The video was made at a community organisation that delivers ESOL classes.
- The participants are:
  - ESOL learners
  - ESOL coordinator (who knows and/or taught all the learners).
- the ESOL coordinator asks the learners questions about coming to the UK.



The video extract is taken from 'I came to England', produced by LLU+ at London South Bank University (2004) as part of the *Skills for Life* Quality Initiative. For further details of the video contact: LLU+, London South Bank University.

## Activity

### Video interaction cards

Cut out these cards and provide one set per pair of participants.

*(Beginning)*

**Learner:** ... and it was really confuse and er ... it's very confuse to not to see family and er not to see anybody in this country

**Co-ordinator:** so were you alone when you first arrived here?

**L:** yeah me and my two children

**C:** right ... right ... and how long did it take before you could speak a little bit of English ... how did you find learning English?

**L:** in one ways it was easy and another way it was difficult ... one way was easy to only watch films ... and to cope with them what they say and another way was very hard if someone asks you how you self (?) and you couldn't understand what they say ... but ... it was very hard

*(End)*

**C:** yes I can imagine and you've been here for just four years and... *(continues)*

**Handout****Video interaction**

L: ... and it was really confuse and er ... it's very confuse to not to see family and er not to see anybody in this country

C: so were you alone when you first arrived here?

L: yeah me and my two children

C: right ... right ... and how long did it take before you could speak a little bit of English ... how did you find learning English?

L: in one ways it was easy and another way it was difficult ... one way was easy to only watch films ... and to cope with them what they say and another way was very hard if someone asks you how you self(?) and you couldn't understand what they say ... but ... it was very hard

C: yes I can imagine and you've been here for just four years and... (*continues*)

From: 'I came to England' video, produced by LLU+ at London South Bank University (2004).

## Coherence – definition (1)

‘ ... is the feeling that a text hangs together, that it makes sense, and is not just a jumble of sentences ... ’

McCarthy, M. (1991) *Discourse Analysis for Language Teachers*. Cambridge University Press. p. 26.

## Coherence – definiton (2)

‘Generally what language users have in mind is an assumption of coherence, that what is said or written will make sense in terms of their normal experience of things. That ‘normal’ experience will be locally interpreted by each individual and hence will be tied to the familiar and the expected.’

Yule, G. (1996) *Pragmatics*. Oxford University Press. p. 84

## Handout

## Does it fit?

L: ... and it was really confuse and er ... it's very confuse to not to see family and er not to see anybody in this country

C: so were you alone when you first arrived here?

<p>L: I was on my own when I got there for the first time ✗</p> <p><b><i>Why doesn't it fit?</i></b></p>	<p>L: yeah me and my two children ✓</p> <p><b><i>Why does it fit?</i></b></p>
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C: right ... right ... and how long did it take before you could speak a little bit of English ... how did you find learning English?

L: in one ways it was easy and another way it was difficult + one way was easy to only watch films ... and to cope with them what they say and another way was very hard if someone asks you how you self(?) and you couldn't understand what they say ... but ... it was very hard

C: yes I can imagine and you've been here for just four years and ... (*continues*)

## **Conclusion – definition (1)**

‘The study of cohesion is concerned with surface linguistic ties in the text ... grammatical and lexical ones.’

McCarthy, M. (2001) ‘Discourse’ in Carter, R. and Nunan, D. (eds) *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge University Press. p. 52.



## Cohesion – definition (2)

‘But cohesion does more than just link sentences and utterances on the surface of the text; it also plays its part in creating genres and registers ...’

McCarthy, M. and Carter, R. (1994) *Language as Discourse: Perspectives for Language Teaching*. London and New York: Longman. p. 90.

## Handout

# Coherence and cohesion

## Coherence

'... is the feeling that a text hangs together, that it makes sense, and is not just a jumble of sentences ...'

McCarthy, M. (1991) *Discourse Analysis for Language Teachers*. Cambridge University Press. p. 26.

'Generally what language users have in mind is an assumption of coherence, that what is said or written will make sense in terms of their normal experience of things. That 'normal' experience will be locally interpreted by each individual and hence will be tied to the familiar and the expected.'

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## Cohesion

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## Activity

### Follow-up activities to Session 1

1. Read Hedge, T. (2000) *Teaching and Learning in the Language Classroom*. Oxford University Press. pp. 232–35 about schema theory: 'Top down processes in listening'.
2. Read Cook, G. (1989) *Discourse*. Oxford University Press. pp. 68–75 'Knowledge in discourse'.
3. Read Mercer, N. (2000) *Words and Minds*. Routledge. pp. 17–21 'Context'.
4. Read Hedge, T. (2000) *Teaching and Learning in the Language Classroom*. Oxbridge University Press. pp. 44–55 (sections 2.1 and 2.2) about communicative language ability.
5. Reread all the handouts from Session 1.
6. Complete the PDJ sheet.
7. Read the module guide and the assessment guidance, and bring queries to the next session.