

Contents:

Introduction	9
Chapter 1 Discourse Analysis.....	11
1.1 Definition.....	11
1.2 Coherence and Cohesion	13
1.2.1 Deictic Markers	13
1.2.2 Reference	15
1.2.3 Substitution	15
1.2.4 Ellipsis	15
1.2.5 Conjunction.....	15
1.2.6 Lexical Ties.....	15
1.3 Discourse Functions.....	16
1.3.1 Macrofunctions.....	17
1.3.2 Microfunctions.....	19
1.4 Speech Act Theory.....	20
1.4.1 Declaratives or Performatives	20
1.4.2 Felicity Conditions.....	21
1.4.3 Directives	22
1.4.4 Commissives, Expressives and Representatives.....	24
1.4.5 Intention and Interpretation.....	24
1.4.6 Speech Events.....	25
1.5 Communication Theory: System Constraints.....	27
1.5.1 System Constraints.....	27
1.5.2 Ritual Constraints.....	32
1.6 Norms of Communication.....	35
1.6.1 Maxims	35
1.6.2 Politeness	36
1.7 Knowledge in Discourse.....	37
1.7.1 Script Theory.....	38
1.7.2 Schemata.....	40
1.7.3 Classroom Script.....	41
1.8 Discourse Mode.....	42
1.9 Conversation as a Discourse Type.....	46
1.10 Discourse Analysis and Language Teaching.....	48
Chapter 2 Classroom Discourse.....	53
2.1 Typical Features of Classroom Discourse	53
2.1.1 Classroom Discourse versus Conversation	53
2.1.2 The Role of Language	55
2.1.3 The Collaborative Nature of Classroom Discourse.....	59
2.1.4 Aspects of Classroom Interaction	61
2.1.5 Is Classroom Discourse Communicative?	63
2.2 Classroom Communicative Competence.....	64
2.3 Participation Structure	66
2.3.1 Teacher Dominance.....	66
2.3.2 Deregulating Classroom Discourse.....	72
2.3.3 Teacher and Student Talk Ratio.....	74
2.4 Roles of Teachers and Learners.....	75
2.5 Lesson Structure	79
2.5.1 Classroom Discourse Structure.....	79

2.5.2 IRE(F) Structure.....	82
Chapter 3 Teacher Talk	91
3.1 Characteristics of Language Teachers.....	91
3.2 Teacher Verbal Activities.....	94
3.3 Teacher Questions	98
3.4 Non-native Speaker Teachers	107
Chapter 4 Analyzing Classroom Processes.....	109
4.1 Analyzing Classroom Discourse	109
4.1.1 Interaction Analysis Approaches.....	109
4.1.2 Discourse Analysis Approaches.....	117
4.1.3 Conversational Analysis Approaches	117
4.1.4 Variable Approaches.....	117
4.2 Analyzing Methodology.....	119
4.3 The Birmingham School	121
4.3.1 Sinclair and Coulthard (1975).....	121
4.3.2 Sinclair and Brazil (1982)	127
4.3.3 The Structure of Classroom Discourse	144
4.3.4 The Progress of a Lesson.....	149
4.3.5 Summary	149
Chapter 5 Introduction to the Research Part	151
5.1 Introduction	151
5.2 Preliminary Information on the Recorded Classes.....	152
5.3 Hypotheses on the Types of Discourse	153
5.4 Levels of Analysis	156
Chapter 6 Discourse A	163
6.1 Exchange Structure.....	163
6.2 Initiation Moves	163
6.3 Follow - up Moves	165
6.4 Types of Questions	169
Chapter 7 Discourse B.....	177
7.1 Exchange Structure.....	177
7.2 Initiation Moves	179
7.3 Follow - up Moves	180
7.4 Types of Questions	186
Chapter 8 Discourse C.....	189
8.1 Exchange Structure.....	189
8.2 Initiation Moves	190
8.3 Follow - up Moves	192
8.4 Types of Questions	194
Chapter 9 Conclusions from Research	197
Bibliography.....	209

Appendix

1	Discourse A.....	217
1.1	Specific Analysis	217
1.2	Teacher Initiation.....	228
1.3	Teacher Follow-up.....	232
1.4	Teacher Questions.....	234
1.5	Teaching Material.....	238
2	Discourse B.....	240
2.1	Specific Analysis	240
2.2	Teacher Initiation.....	268
2.3	Teacher Follow-up.....	274
2.4	Teacher Questions.....	279
2.5	Teaching Material.....	284
3	Discourse C.....	286
3.1	Specific Analysis	286
3.2	Teacher Initiation.....	300
3.3	Teacher Follow-up.....	303
3.4	Questions	305
3.5	Teaching Material.....	307
4	List of functions verbalized in English and Czech.....	308
5	Resumé.....	309
6	Subject index.....	311