

Cambridge University Press
0521426057 - Discourse and Language Education
Evelyn Hatch
Frontmatter
[More information](#)

Discourse and Language Education

Cambridge University Press
 0521426057 - Discourse and Language Education
 Evelyn Hatch
 Frontmatter
[More information](#)

CAMBRIDGE LANGUAGE TEACHING LIBRARY

A series covering central issues in language teaching and learning, by authors who have expert knowledge in their field.

In this series:

- Affect in Language Learning** *edited by Jane Arnold*
Approaches and Methods in Language Teaching, Second Edition, *by Jack C. Richards and Theodore S. Rodgers*
Appropriate Methodology and Social Context *by Adrian Holliday*
Beyond Training *by Jack C. Richards*
Classroom Decision-Making *edited by Andrew Littlejohn and Michael P. Breen*
Collaborative Action Research for English Language Teachers *by Anne Burns*
Collaborative Language Learning and Teaching *edited by David Nunan*
Communicative Language Teaching *by William Littlewood*
Designing Tasks for the Communicative Classroom *by David Nunan*
Developing Reading Skills *by Françoise Grellet*
Developments in English for Specific Purposes *by Tony Dudley-Evans and Maggie Jo St. John*
Discourse Analysis for Language Teachers *by Michael McCarthy*
Discourse and Language Education *by Evelyn Hatch*
English for Academic Purposes *by R. R. Jordan*
English for Specific Purposes *by Tom Hutchinson and Alan Waters*
Establishing Self-Access: From Theory to Practice *by David Gardner and Lindsay Miller*
Foreign and Second Language Learning *by William Littlewood*
Language Learning in Intercultural Perspective *edited by Michael Byram and Michael Fleming*
The Language Teaching Matrix *by Jack C. Richards*
Language Test Construction and Evaluation *by J. Charles Alderson, Caroline Clapham, and Dianne Wall*
Learner-Centredness as Language Education *by Ian Tudor*
Managing Curricular Innovation *by Numa Markee*
Materials Development in Language Teaching *edited by Brian Tomlinson*
New Immigrants in the United States *edited by Sandra Lee McKay and Sau-ling Cynthia Wong*
Psychology for Language Teachers *by Marion Williams and Robert L. Burden*
Research Methods in Language Learning *by David Nunan*
Second Language Teacher Education *edited by Jack C. Richards and David Nunan*
Society and the Language Classroom *edited by Hywel Coleman*
Teacher Learning in Language Teaching *edited by Donald Freeman and Jack C. Richards*
Teaching the Spoken Language *by Gillian Brown and George Yule*
Understanding Research in Second Language Learning *by James Dean Brown*
Using Surveys in Language Programs *by James Dean Brown*
Vocabulary: Description, Acquisition and Pedagogy *edited by Norbert Schmitt and Michael McCarthy*
Vocabulary, Semantics, and Language Education *by Evelyn Hatch and Cheryl Brown*
Voices From the Language Classroom *edited by Kathleen M. Bailey and David Nunan*

Cambridge University Press
0521426057 - Discourse and Language Education
Evelyn Hatch
Frontmatter
[More information](#)

Discourse and Language Education

Evelyn Hatch

*Professor Emerita
University of California, Los Angeles*



Cambridge University Press
 0521426057 - Discourse and Language Education
 Evelyn Hatch
 Frontmatter
[More information](#)

CAMBRIDGE UNIVERSITY PRESS
 Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

Cambridge University Press
 The Edinburgh Building, Cambridge CB2 2RU, UK

Published in the United States of America by Cambridge University Press, New York

www.cambridge.org
 Information on this title: www.cambridge.org/9780521415828

© Cambridge University Press 1992

This publication is in copyright. Subject to statutory exception
 and to the provisions of relevant collective licensing agreements,
 no reproduction of any part may take place without
 the written permission of Cambridge University Press.

First published 1992
 6th printing 2001

A catalogue record for this publication is available from the British Library

Library of Congress Cataloguing in Publication data

Hatch, Evelyn Marcussen.

Discourse and language education / Evelyn Hatch.

p. cm. – (Cambridge language teaching library)

Includes bibliographical references and index.

ISBN 0-521-41582-9 (hardback) – ISBN 0-521-42605-7 (paperback)

1. Discourse analysis. 2. Communication. 3. Speech acts (linguistics).

4. Language and languages – Study and teaching.

I. Title. II. Series.

P302.H39 1992

401'.41–dc20

91-23795

CIP

ISBN-13 978-0-521-42605-3 paperback

ISBN-10 0-521-42605-7 paperback

Transferred to digital printing 2006

Contents

Practice Exercises ix

Preface xi

Introduction 1

1 Communication theory: system constraints and conversational analysis 6

 System constraints 8

 Conclusion 36

 Research and application 37

 References 43

2 Communication theory: ritual constraints 47

 Ritual constraints and system constraints 47

 Social competence and face 65

 Conclusion 75

 Research and application 75

 References 81

3 Scripts and communication theory 85

 The script 85

 The classroom script 92

 Scripts and memory 104

 Conclusion 108

 Research and application 109

 References 118

4 Speech acts and speech events 121

 Speech acts 121

 Speech act functions and subfunctions 131

 Speech act analysis 135

Contents

Speech events	136
Speech event analysis	152
Research and application	153
References	161
5 Rhetorical analysis	164
Genres	164
Text structure theory	189
Connections between analyses	194
Conclusion	196
Research and application	198
References	206
6 Coherence, cohesion, deixis, and discourse	209
Cohesion and deixis	209
Cohesive devices	223
Conclusion	228
Research and application	229
References	233
7 Discourse mode and syntax	235
Features of planned and unplanned language	236
Features of involvement and detachment	247
Identifying BICS versus CALP	249
Conclusion	252
Research and application	252
References	256
8 Pragmatics, prosody, and contextual analysis	259
Pragmatics	260
Contextual analysis	265
Prosody and context	275
Research and application	281
References	287
9 Layers of discourse analysis	291
Linguistic and cognitive templates	294
Linguistic and cognitive processes	299
Social, linguistic, and cognitive processes	309

Cambridge University Press
0521426057 - Discourse and Language Education
Evelyn Hatch
Frontmatter
[More information](#)

Contents

Discourse as a social and cognitive enterprise	316
Review and application	317
Conclusion	320
References	321
Appendix	325
Index	327

Practice exercises

Chapter 1		Practice 4.8	143
Practice 1.1	11	Practice 4.9	145
Practice 1.2	13	Practice 4.10	150
Practice 1.3	15	Chapter 5	
Practice 1.4	19	Practice 5.1	168
Practice 1.5	25	Practice 5.2	173
Practice 1.6	27	Practice 5.3	178
Practice 1.7	29	Practice 5.4	183
Practice 1.8	30	Practice 5.5	187
Practice 1.9	35	Practice 5.6	192
Chapter 2		Chapter 6	
Practice 2.1	48	Practice 6.1	212
Practice 2.2	50	Practice 6.2	215
Practice 2.3	53	Practice 6.3	218
Practice 2.4	56	Practice 6.4	220
Practice 2.5	58	Practice 6.5	222
Practice 2.6	59	Practice 6.6	227
Practice 2.7	61	Chapter 7	
Practice 2.8	62	Practice 7.1	238
Practice 2.9	65	Practice 7.2	239
Practice 2.10	72	Practice 7.3	240
Chapter 3		Practice 7.4	242
Practice 3.1	89	Practice 7.5	243
Practice 3.2	101	Practice 7.6	245
Practice 3.3	107	Practice 7.7	249
Chapter 4		Practice 7.8	251
Practice 4.1	123	Chapter 8	
Practice 4.2	126	Practice 8.1	263
Practice 4.3	128	Practice 8.2	272
Practice 4.4	129	Practice 8.3	280
Practice 4.5	130	Chapter 9	
Practice 4.6	133	Practice 9.1	313
Practice 4.7	139	Practice 9.2	318

Preface

Discourse and Language Education was originally one of four manuals prepared for an introductory course in linguistics at the University of California, Los Angeles. Gathering material for that course was a cooperative endeavor involving myself, my teaching assistants, and my students. Over time, a separate class in discourse analysis was added to the UCLA curriculum, and *Discourse and Language Education* became a separate course book with its own independent organization.

Given this history, there are many people – all the collaborators who offered data and analyses – to thank. Their names are given in the text along with their examples. Special thanks go to Charlotte Basham, Joanna Brunak, Sara Cushing, Carla Eardley, Margaret Early, Eleanor Fain, Vanessa Flashner Wenzell, William Gaskill, Barbara Hawkins, James Heaton, Karen Hribar, Thom Hudson, Marilyn Hulquist, Larry Hunt, Tom Kaiser, DeYoung Lee, Dan Lennon, Linda Ronkin, Christine Salica, Robin Scarcella, and Nora Viloria for allowing me to use examples from their unpublished work.

I especially want to thank Vanessa Flashner Wenzell. As a teacher of introduction to linguistics and introduction to discourse analysis classes, she has had a substantial impact on this project. Palmer Acheson, Barbara Hawkins, Gabriele Kasper, Anne Lazaraton, and Teresa Pica have made numerous suggestions on ways to improve this book, all of which are acknowledged with appreciation.

Ellen Shaw and Suzette André of Cambridge University Press provided encouragement and assistance. Their suggestions were offered in the spirit of collaboration and improved the text immensely. The index was provided by Diane Avis of Hatch & Henessey. I appreciate her assistance and accuracy. The errors that remain are mine alone.

Cambridge University Press
0521426057 - Discourse and Language Education
Evelyn Hatch
Frontmatter
[More information](#)

Discourse and Language Education