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**Discourse Analysis and Applied Linguistics
Part Two**

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5- Discourse Analysis in Classroom-Based Research

For several years, L2 classroom-based discourse analysis was not only focused on SLA, but was motivated primarily by the question of whether the interactional modifications of L2 learners or their interlocutors would promote acquisition of the target language. This work has focused on phenomena such as clarification requests, confirmation checks, repair sequences, and, more recently, recasts. Perhaps due to its greater focus on acquisition than on pedagogy, this substantial body of L2 classroom-based research has had surprisingly little effect on classroom practice. For example, one of the most widely cited findings is that two-way tasks promote more interactional modifications than one-way tasks and are therefore preferable. However, pedagogical recommendations for L2 speaking or interactional activities have seldom recommended one task type over the other, stressing instead the importance of task variation. In addition, even a cursory survey of current textbooks reveals little preference for so-called two-way tasks. The goal of locating interactional modifications in the types of SLA-driven discourse studies referred to here has necessitated a form of discourse analysis based on quantification of predetermined categories such as recasts or response turns. It is also grounded in the common input-output metaphor of SLA research. In both senses, it differs from a second, growing strand of spoken discourse analysis that has now taken a more prominent role, largely eclipsing the SLA-focused interactional research as the center of discourse analysis research in applied linguistics. This second strand takes a qualitative approach to spoken data, viewing interaction as the joint, embedded activity of all co-participants. It aims to avoid imposing predetermined analytical categories, identifying them instead through a process involving repeated readings of transcript data, often triangulated with such other qualitative data as ethnographic observations, interviews, or situational artifacts.

6- New Directions in Interactional and Classroom-based Research

In recent years, as the balance of L2 classroom discourse studies has shifted away from the SLA-oriented quantitative approach, the scope and depth of qualitative interactional analyses have increased. This newer work investigates L2 classrooms, and the second language experience more generally, without the motive of locating interactional modifications or even of relating its findings to SLA theory and research. Hence, it represents a major departure from the SLA-motivated study of talk in second language classrooms and offers a new orientation to the link between

analysis of spoken discourse and second language classroom-related issues as well as to a range of complex phenomena linked to the L2 experience. Moreover, within applied linguistics, classroom-based research is becoming less focused on the clearly identified L2 classroom, reflecting the increasingly diverse context within which much contemporary second language learning occurs. ⁷ Like the earlier connections of applied linguistics and discourse analysis, this more recent qualitative work in classroom discourse research is grounded in a variety of theoretical and methodological perspectives and hence does not represent a fully unified orientation. However, regardless of theoretical motivation, most of such work builds on and incorporates the findings of the early seminal studies in classroom discourse and constitutive ethnography previously mentioned. For example, work by scholars has focused on the issue of tripartite or IRF interaction and the ways in which, given its near universal occurrence, it can be employed effectively in ways that support student learning. This body of research, though it draws from a range of theoretical perspectives, seems to take effective pedagogy as a primary goal and focus of inquiry. Moreover, these studies represent a range of settings that cannot be neatly divided into L1 and L2 research contexts. Hence, the increasingly prominent work in classroom discourse analysis can also be seen as a reflection of the growing scope of applied linguistics beyond the second language teaching/learning experience. In addition, although multiple perspectives and methodologies underlie this work, it is unified in its assumption that language use is inextricably linked with features of context. In essence, this view considers language and context to be mutually constitutive phenomena, although perspectives on relevant contextual features vary widely. On the one hand, a range of approaches assume that broader dimensions of context are reflected and sustained through features of language use. At the other end of the spectrum, conversation analysis considers the most relevant contextual features to include gesture, gaze, bodily orientation, and the turn-by turn unfolding of a sequence of talk. Both perspectives, however, represent a departure from earlier discourse research within applied linguistics. Approaches such as language socialization, for example, consider multiple layers of context in much broader ways than the traditional approach to discourse in applied linguistics. Moreover, they take the notions of discourse community and the social embeddedness of language as relevant to both spoken and written language, as well as to ways they interact. In

these ways, current spoken discourse analysis also echoes the trends in genre analysis and contrastive rhetoric previously noted.

7- Conversation Analysis in Applied Linguistics

Conversation analysis (CA), since the mid-1990s, has become one of the increasingly influential paradigms in applied linguistics research, often in L2 classroom contexts but recently as applied to SLA as well. Because CA did not evolve within linguistics and often rejects traditional linguistic categories, it has typically been distinguished from discourse analysis. Moreover, CA research typically does not incorporate or blend with other recent influential perspectives in applied linguistics such as language socialization or sociohistorical theory. A major strand of CA in applied linguistics focuses on interaction in such common L2 activities as small group work and teacher-student writing conferences. This work seeks to understand at an in-depth, local, fine grained level what constitutes student experiences in common L2 pedagogical practices. In some instances, these studies have important implications for common conceptions or practices related to L2 instruction. For example, studies consider how displaying questions can assist student performance in teacher-student writing conferences, thus calling into question their traditional negative treatment in applied linguistics. Recently, CA has also been considered as a methodology for investigation of SLA. Although this is somewhat controversial, a growing number of researchers are either exploring the possibility of "CA-for-SLA" or incorporating CA methodology for the purpose of longitudinal studies of learners.

8- Cultural Dimensions and Perspectives

Another major development of the past decade has been an increase in the focus on classroom interaction from a cross-cultural perspective. Early on, Chick (1988) argued for the importance of understanding classroom interactional differences across cultures but lamented that the research perspectives and methodologies employed in applied linguistics "tend to be narrow." His analysis focused on student choral responses in a KwaZulu classroom and grew from his participation in a CLT program dedicated to the improvement of English language teaching in South Africa. From his perspective, this program tended to view existing teaching practices as incompatible with those advocated in CLT. Chick considered the chorusing practices from the perspective of politeness theory and pointed to their role in satisfying wider sociocultural norms for preserving face. He called upon applied linguists to view

such phenomena with deeper understanding of their underlying dimensions rather than with a "deficit" perspective toward practices seemingly at odds with communicative ideology. In one of the most significant studies to encourage more cross-cultural focus, Duff (1995) analyzed language in a dual-language program in Hungary, documenting the changing interactional characteristics of a recitation event and linking them to the rapid sociopolitical changes' characteristic of the school's wider context. L. C. Chen's (1999) study of Chinese TEFL classrooms recalled Chick's in considering the predominance of student choral responses and the corresponding low frequency of individual student responses. More recently, work by a growing number of scholars has brought cultural dimensions of language learning to the fore, focusing on a range of contexts including both second and foreign language settings as well as a variety of age groups. Drawing from a variety of theoretical approaches to discourse, including language socialization, sociohistorical theory, and constitutive ethnography, this work is undertaken in part to dispel cultural stereotypes through in-depth contextualized analyses that can support grounded, but not deterministic, cross-cultural differences. In some instances, these studies document interaction characterized by heavy reliance on a teacher-centered default script that provides little opportunity for student initiation or individual participation. However, they also assume the possibility of change and human agency, documenting ways that both 9 teachers and students can affect the nature of interaction in ways that promote a different type of interactional script, one with more possibilities for student influence and participation.

9- A Language Socialization Perspective

A major thread in the focus on discourse and culture in applied linguistics is the work conducted within or informed by a language socialization perspective, a theoretical framework that seeks to understand the role of language in the socialization of novices to group membership. For example, in an analysis of Japanese teacher-student interaction, H. M. Cook (1999) considered an interactional sequence in which one student is called upon to comment on a previous student's utterance. She interpreted this sequence as a linguistic means through which students are socialized to the importance of listening and the ability to interpret nuances of another speaker's intended meaning. Where the language socialization perspective might have been marginal in applied linguistics a decade ago, it now occupies a far more influential role—one which also accompanies a growing interest in issues of agency, hybridity

and learner identity. Hence, classroom discourse research by scholars does not necessarily undertake language socialization as a single motivating theoretical perspective. Rather, language socialization is one thread interwoven with other orientations such as a Vygotskian or sociohistorical perspective and/or the ethnography of communication. In a way that parallels proposals to approach SLA research through a conversation analytic approach, some language socialization proponents have argued for its appropriateness as an investigative framework for SLA. Despite the differences of the two approaches, each is motivated by a similar goal of broadening or changing what they see as the relatively narrow goals and assumptions of much SLA research to date. In each case, the aim is to bring a more prominent focus to the naturally occurring discourse within which L2 learning occurs to avoid the common focus on specific linguistic features in the absence of the interactional context within which they occur. The language socialization advocates, however, are of course especially focused on the cultural and more macro-contextual dimensions of the acquisition process.

Current Trends and Future Directions

In addition to the multiple developments discussed above, the focus of discourse-oriented applied linguistics has also broadened to include issues related to communication in institutions, media discourse, political discourse, discourse and gender, and racist discourse, as well as to topics more readily linked to traditional applied linguistic concerns such as bilingualism, language minority issues, and NS classroom interaction. As the disciplinary boundaries of applied linguistics expand, however, they also become increasingly blurred, a tendency amplified through its closer association with discourse analysis. Large bodies of research in areas such as the ethnography of education or doctor-patient communication, for example, employ some form of discourse analysis on which to base interpretations of and implications for real-world situations. In some areas, particularly those linked to education, the insights provided through the discourse analytical investigations of applied linguistics have resulted in a ready willingness to acknowledge and foster cross-disciplinary bridges.