

DISCOURSE ANALYSIS IN ENGLISH LANGUAGE TEACHING
ДИСКУРСНЫЙ АНАЛИЗ В ОБУЧЕНИИ АНГЛИЙСКОМ
ЯЗЫКУ

INGLIZ TILINI O'QITISHDA NUTQNI TAHLIL QILISH

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***Annotation:** This paper's focus will be devoted to written texts in order to afford an understanding of how natural written discourse looks and sounds. By taking the scope of this paper into account, discussing written texts normally includes the consideration of cohesion, coherence and text patterns. Thus, each aspect will be discussed in the followings.*

***Аннотация:** Эта статья будет посвящена письменным текстам, чтобы дать понимание того, как естественный письменный дискурс выглядит и звучит. Принимая во внимание объем данной статьи, обсуждение письменных текстов обычно включает рассмотрение сплоченности, связности и текстовых шаблонов. Таким образом, каждый аспект будет обсуждаться ниже.*

***Annotatsiya:** Ushbu maqola tabiiy yozma nutqning tashqi ko'rinishi va tovushlari haqida tushuncha berish uchun yozma matnlarga bag'ishlangan. Ushbu maqolaning uzunligini hisobga olgan holda, yozma matnlarni muhokama qilish odatda birdamlik, birlashma va matn naqshlarini ko'rib chiqishni o'z ichiga oladi. Shunday qilib, har bir jihat quyida muhokama qilinadi.*

***Keywords:** cohesion relations, discourse analysis, English language teaching, written texts.*

Ключевые слова: отношения сплоченности, анализ дискурса, обучение английскому языку, письменные тексты.

Kalit so'zlar: uyg'unlik munosabatlari, nutqni tahlil qilish, ingliz tilini o'qitish, yozma matnlar.

Discourse analysis in terms of both spoken and written language is believed to be helpful for both linguists and language teachers. It is simply “the study of language in use” (Gee & Handford, 2013). Written texts are considered an important aspect that needs to be analysed. Doing so means that writers gain the ability to make their writing more cohesive and easier to read. Cohesion, coherence, clause relations and text patterns are all parts of written texts. This paper, therefore, aims to shed some light on the analysis of written texts. The paper consists of three parts. In the first part, the literature regarding the meaning of texts and discourse analysis is briefly reviewed. An illustration of cohesion and coherence is presented. After this, grammatical and lexical devices and text patterns that help written texts to be understood are presented and discussed. The rationale for choosing to analyse written texts is addressed. The second part provides an analysis of several written texts, with a focus on the cohesion devices and text patterns discussed in the first part. The third part offers some suggestions and an evaluation of one of the written texts analysed in the second part, and suggests how to apply the analysed discourse in the classroom in such a way as to help teach written texts.

Reasons for choosing written discourse analysis Written texts need to be properly connected and linked. Cohesion is the most important property of writing quality. The author agrees with Witte and Faigley (1981) who state that, “if cohesion is better understood, it can be better taught”. Nonetheless, cohesion is not employed in the English language teaching (EFL) classrooms with which the author is familiar. Hence, teachers ought to teach learners how to utilise cohesive devices (references, substitution, ellipsis and conjunctions) and lexical ties (repetition, synonyms, antonyms and superordinates) both explicitly and implicitly (Basturkmen, 2002). Most classroom exercises are not designed to teach cohesion

but they do demand that students form cohesive ties (Witte & Faigley, 1981). It has been argued that teaching often concentrates on conjunctions rather than on any other cohesive device, such as lexical cohesion (Liu, 2000). Some studies that have been conducted regarding the use of conjunctions in written texts have revealed that non-native learners tend to use them more than they should. Basturkmen (2002) examined the writing of two non-native advanced learners with a focus on the use of conjunctions. She found that both students misused conjunctions. Therefore, the author would argue that this dilemma could be resolved by teaching this aspect in the classroom. Neglecting this issue will result in more fragmented texts. Similar to cohesion devices, Basturkmen (2002) recommends that English language teachers should make their students aware of typical clause relations and macro text patterns in English. Needless to say, that problem solution is the most common pattern. It is important to ensure that “questions spell out the relationship between sentences” (Hoey 2001). Moreover, the dialogue ought to be properly connected and meaningful.

It is believed that the main purpose of language teaching for students is the understanding of the communicative value of linguistic items in a discourse (Nattinger & DeCarrico, 2001; Candlin & Hyland, 2014). It has been argued that cohesion is an indispensable part of written texts. Therefore, the reader’s knowledge, the writer’s aim and the information delivered should all be considered and taken into account. Witte and Faigley (1981) argue that clause and sentence structure are taught out of their discourse and out of context. By the same token, Cook (1989) states that cohesion is almost mistreated in language teaching. He argues that students’ difficulties arise from their difficulties with cohesion. This negligence has resulted in cohesive problems for students. Cook (1989) stresses that this mistreatment is due to a lack of awareness and, although it has been considered recently, this issue has not been given much prominence in language pedagogy. In addition to cohesion devices, clause relations and text patterns should also be analysed.

Although not everything that discourse analysis describes can be employed in language teaching, teachers should have the ability to “create authentic materials and activities for the classroom” (McCarthy, 1991:147). To do so, teachers should teach learners how to make use of the cohesive devices and text patterns they encounter in written discourse. By doing so, learners can identify references, synonyms and antonyms in reading texts and can then make use of the devices. Moreover, task-based language teaching activities are one of the teaching methods that can be employed to teach text patterns. In a context that the author is familiar with, students always struggle with lexical cohesion and text patterns. A course book entitled “Intermediate Vocabulary” has been employed to teach novice undergraduate students. The book is split into topics that are familiar to students. Each topic has several passages that include new vocabularies. Students are asked to read these passages, which contain gaps, and discover new lexical items from a group of words given above each passage. However, these exercises do not give any clue as to how to make use of the context (the passage) that they are reading. According to the author’s experience, students, due to a lack of knowledge, totally neglect the context, which can be very informative. Teachers can teach students how to analyse written discourse using cohesion devices and problem solution macro patterns to help them thoroughly understand the passage. The fourth passage, which was presented and analysed above, is an example of how one of the cohesive devices can be taught. Moreover, the same text can also teach a problem solution macro pattern. One of the implications of this is that “conformity to the pattern when writing is likely to make organising and reading the text easier”. Hoey (2001) believes that a problem solution pattern (SPRE) can be presented in “a short fabricated text”. Therefore, a problem solution macro pattern is proposed below to show how it can be taught in the classroom. To do so, a task-based language-teaching (TBLT) lesson can be divided into six phases. The rationale behind choosing a TBLT lesson is because it focuses on the meaning, the real world process of language use and on communicative outcomes. These features of TBLT seem suitable for teaching students the relationship between the language

and the context in which it is used (Ellis, 2003). The task can be a combination of reading and writing practice through discourse analysis.

Due to its natural occurrence, written discourse analysis is a supportive function when it comes to teaching languages. The goal of most learners of English is to gain the ability to use the language either in spoken or written form; therefore, applying written discourse analysis lessons in the classroom is very helpful. By doing so, learners will have the ability to make their writing coherent and readable. Moreover, the analysis of text patterns will help students in terms of both writing and reading in the ELT context. To conclude, although written discourse analysis has some shortcomings, as mentioned above, its merits and valuable outcomes are very appealing.

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