

## ABSTRACT

The task of textual analysis is to identify the linguistics features that cause the sentence sequence to cohere-something that happens whenever the interpretation of one feature is dependent upon another elsewhere in the sequence.

This text is to analyze the conjunctive discourse markers in two genres: in English textbook of primary school and genre of the newspaper article.

The analysis will be focused on the types of discourse connectives and frequency of their usage in both genres.

**Key words:** textbook, newspaper, discourse, conjunctions, additive, temporal, adversative, causal, frequent, results

## ÖSSZEFOGLALÓ

A szövegtani elemzés lényege, hogy meghatározza a mondat szerkesztés nyelvi jellegzetességeit, valamint a kohéziót. A tanulmány a kötőszók pozícióját értelmezi az általános iskolai angol tankönyvekben és újságcikkekben. Az elemzés a kötőszók típusait veszi szemügyre az említett két területen.

**Kulcsszavak:** tankönyv, újságcikk, diskurzus, kötőszó, gyakoriság.

## SAŽETAK

Zadatak tekstualne analize je identificirati lingvističke pojave koje uzrokuju rečenični slijed da bi složili nešto što se događa kad interpretacija jedne pojave zavisi o drugom nizu..

Tekst analizira diskurs veznika u dva žanra engleski udžbenici osnovne škole i novinski članci..

Analiza će biti usmjerena na vrste diskursa poveznica i učestalosti njihove uporabe u oba žanra.

**Ključne riječi:** udžbenik, novine, diskurs, veznici, dodatni, vremenski, suprotni, uzročni, učestalost, rezultati



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**THE ANALYSIS OF CONJUNCTIVE  
DISCOURSE MARKERS IN ENGLISH  
SCHOOL TEXTBOOKS AND NEWSPAPER  
ARTICLE GENRE**

*A kötőszók diskurzusának elemzése az angol  
tankönyvekben és újságcikkekben  
Analiza vezivnih diskurzivnih oznaka u engleskim  
školskim udžbenicima i novinskim člancima*

### Introduction

„Discourse analysis (DA), or **discourse studies**, is a general term for a number of approaches to analyzing written, spoken, signed language use or any significant semiotic event.”<sup>1</sup>

Two main approaches have developed:

- Discourse analysis focuses on the structure of naturally occurring spoken language, as found in such discourses as conversations, interviews, commentaries and speeches.
- Text analysis focuses on structure of written language, as such texts as essays, notices, road signs and chapters.

The task of textual analysis is to identify the linguistic features that cause the sentence sequence to cohere - something that happens whenever the interpretation of one feature is dependent upon another elsewhere in the sequence.

**Cohesion** in the text is the area of language where grammar and discourse are highly integrated.

The main patterns of cohesion are reference, lexical cohesion, conjunction, substitution and ellipsis.

“**Cohesion** is the grammatical and lexical relationship within a text or sentence.

<sup>1</sup> [http://en.wikipedia.org/wiki/Discourse\\_analysis](http://en.wikipedia.org/wiki/Discourse_analysis)

Cohesion can be defined as the links that hold a text together and give it meaning.”<sup>2</sup>

“Cohesion,” according to Connor, “is determined by lexically and grammatically overt intersentential relationships, whereas coherence is based on semantic relationships.”<sup>3</sup>

### Discourse

The term discourse has several definitions.

In the study of language, discourse often refers to the speech patterns and usage of language, dialects, and acceptable statements, within a community.

- In sociolinguistics, discourse is any connected piece of speech or writing in its social context.
- “In applied linguistics discourse refers to the interactive and communicative dimensions of language, involves conversation analysis, semiotics, and the dynamic processes of text production and understanding.” (Trask, 2007: 76)

### Discourse analysis (DA)

DA has been prominent since the 1970s; it is particularly important in Germany and Netherlands.

Trask defines discourse analysis as “an approach to study discourse which is based upon traditional grammatical concepts and terms”

The word “discourse” is usually defined as “language beyond the sentence” and the analysis of discourse is typically concerned with the study of language in text and conversation (Yule, 2007: 124).

### Text

“A **text**, within literary theory, is a coherent set of symbols that transmits some kind of informative message.”<sup>4</sup>

Trasks (295) defines a text as a “continuous piece of spoken or written language, especially one with a recognizable beginning and ending”.

A text is not different from a discourse, for others a text is a more or less physical product, the result of discourse, an abstract leading to the construction of a text.

Some linguists merely consider that a text is written while a discourse is spoken.

### Coherence and Cohesion

The text presents a unit in which sentences are related to each other logically.

<sup>2</sup> [http://en.wikipedia.org/wiki/Cohesion\\_%28linguistics%29](http://en.wikipedia.org/wiki/Cohesion_%28linguistics%29)

<sup>3</sup> <http://www.criticism.com/da/coherence.php>

<sup>4</sup> [http://en.wikipedia.org/wiki/%Text\\_%28literary\\_theory\\_29](http://en.wikipedia.org/wiki/%Text_%28literary_theory_29)

The logical relationship of the text is generally referred to as coherence.

The text may be unmarked (implicit) or marked (explicit).

One of the most important explicit markers of coherence are **conjunctions**.

### **Cohesive discourse markers**

Halliday and Hasan recognize five types of cohesive devices in English and in the lexicogrammatical system of the language. They are *reference*, *substitution*, *ellipsis*, *conjunction*, and *lexical cohesion*.

The explicit markers of conjunctive relations referred to as conjunctive discourse markers, according to Halliday and Hasan (1976: 238), are divided into additive, adversative, causal and temporal.

**Additive** is a generalized semantic relation in the text-forming component of the semantic system that is based on the logical notion of “and”.

**Adversative** is a relation that is based on the notion “contrary to expectation”. The expectation may be derived from the communication process.

**Causal** is a relation that includes general causal relations and specific causal, such as those of result, reason and purpose.

**Temporal** is a relation of sequence in time (Halliday & Hasan, 1976: 256).

### **Genre/register**

The terms “register” and “genre” enjoy the widest currency in linguistics.

(Leckie – Tarry, 1993: 27) - terms “register” and “genre” appear to be of equal importance in the analysis of written and spoken, literary and non-literary texts and that genre has assumed an important place within functional linguistics, a place reserved by “register”.

“Genres” are both “products” and “processes”.

Each time a text is produced so as the model for another text and another situation-type.

Analysis of variation of different language means across different genres helps in defining textual characteristics of genres, the probabilistic, dynamic aspects of their performance as well as their schematic structures.

Genre research aims to group texts according to type, and to identify and describe features which texts of particular genre have in common.

### **Aim**

The aim of this seminar paper is to analyze the conjunctive discourse markers in two genres: an English primary school textbook and a newspaper article.

The analysis will be focused on the types of discourse connectives and frequency of their usage in both genres.

The results will be compared and interpreted taking into account genre- related features as writer-reader relationship, purpose of writing and medium.

### **Corpus**

The corpus for investigation of the occurrence of conjunctive discourse markers in two genres has been the genre of a textbook (*Way to go 5*, Student's book, by Biserka Džeba, Maja Mardešić, Marijana Sivrić, Školska naklada, Mostar, 2008) and the genre of a newspaper article.

The course meets the plan and programme of education in the eighth grade and is also an ideal preparation for secondary school. Newspaper articles are taken from *Forum English Teaching*, Volume 31, July 1993, journal about the art of teaching English as a foreign language.

The corpus contains approximately equal amount of content of both genres, approximately 90 pages of each book.

### **Method**

Our goal in this project is to develop better understanding of text comprehension exhibited by elementary school children. The research focused on the role of text genre (narrative and expository text), text cohesion (high or low) and the readers' level of prior world knowledge. Twenty-seven students in the eighth grade read texts in the book and newspaper, including one high-cohesion and one low-cohesion text from each genre. Comprehension of each text was assessed from exercises. Children showed better comprehension of the narrative than expository texts, but this advantage appeared only on global questions.

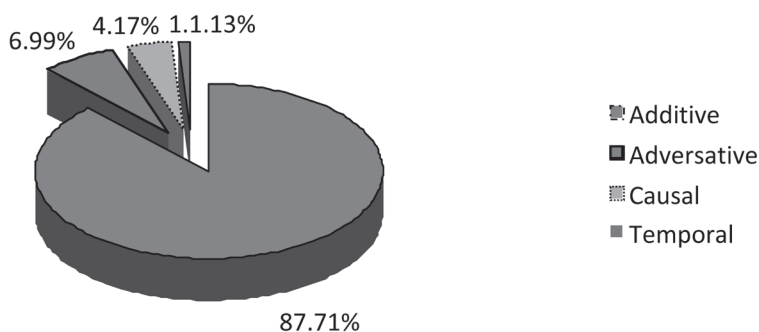
Our analysis of newspaper articles and texts in the textbook begins with an analysis of macrostructure, keeping in mind the social context as well. In essence, it is a combination of linguistic analysis and intertextual analysis. The analysis starts by defining the macrostructure, as a basis to identify thematic and organizational chart of newspaper articles and the text in the textbook and then the analysis deals with those elements of the microstructure which are typical for certain parts of the text.

### The results

Four major types of conjunctive discourse markers – additive, adversative, causal and temporal – have been analyzed. Their presence in a text helps the addressees to construct the text's mental representation.

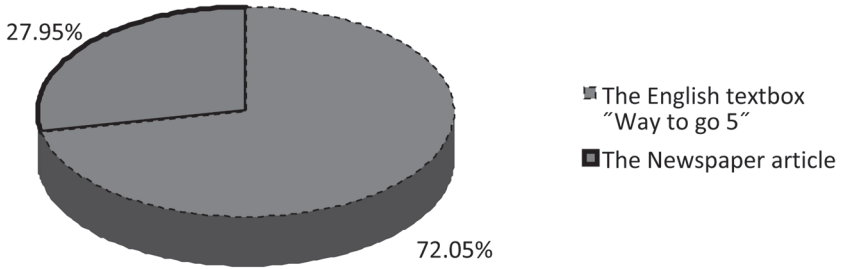
The result of the relative frequency of occurrence of four relations has demonstrated that the most frequently occurring conjunctive relations in the texts of both genres are additive and adversative, whereas causal and temporal are much less frequently used.

**Fig. 1 The relative frequency of different types of conjunction**

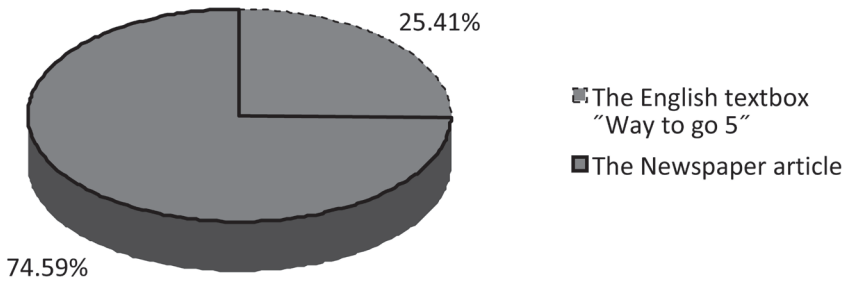


The frequent use of additive and adversative conjunctive discourse markers could be justified by the genre constraints. The comparative analysis of each type of conjunctive relation in the texts of two genres indicated a significant difference in the frequency of the use of different types of conjunction.

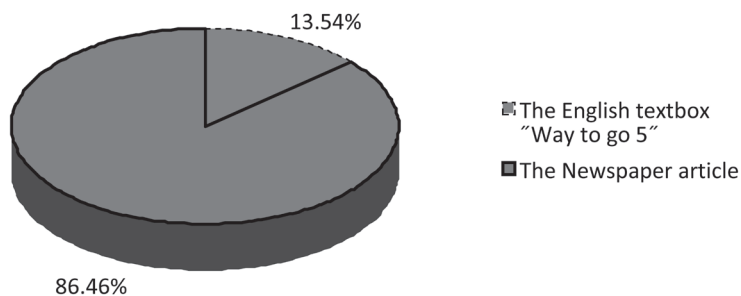
**Fig. 2b Comparative analysis of the occurrence of the adversative in both genres**



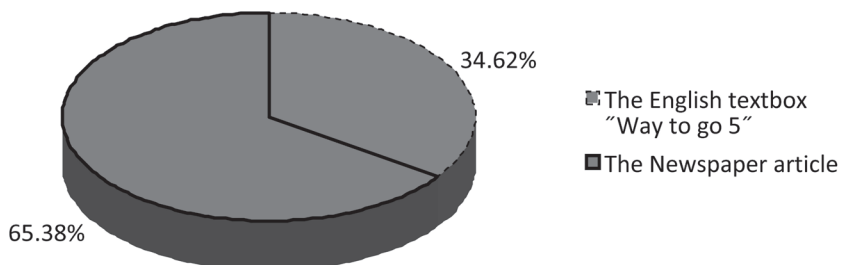
**Fig. 2a Comparative analysis of the occurrence of the additives in both genres**



**Fig. 2c Comparative analysis of the occurrence of the causal in both genres**



**Fig. 2d Comparative analysis of the occurrence of the temporal in both genres**



### ADDITIVES

Following Halliday and Hasan's classification (1976: 249), four types of conjunctive relations of additive have been analyzed-simple (*and*), complex-emphatic (*furthermore*, *moreover*, *in addition*, *additional*), comparative (*likewise*, *similarly*, *conversely*), and appositive (*that is*, *thus*, *for instance*, *for example*).

As can be seen from the results in Figure 3 and Figure 4, there is a difference between the use of additives in the analyzed genres.

It is obvious that the prevailing type of additives in the genre of the textbook is simple 83.63%, apposition 15.79% and the least frequent is comparison 1.58%.

The prevailing type of additives in the genre of newspaper article is additive simple 75.90%, apposition 23.37%, and least frequent is comparison 1.73%.

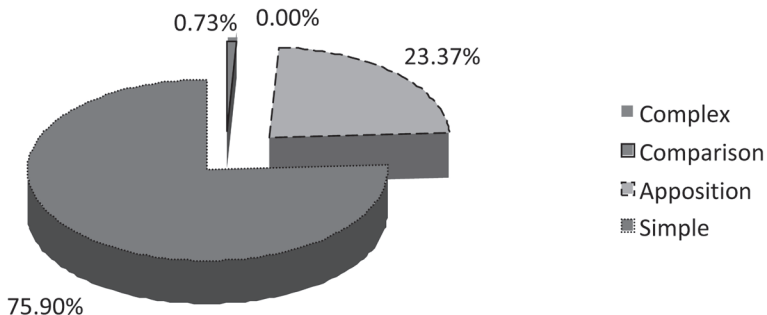
There is no complex in neither of the genres.

The difference in the frequency of occurrence could be explained by the specific nature and the constraints of analyzed genres.

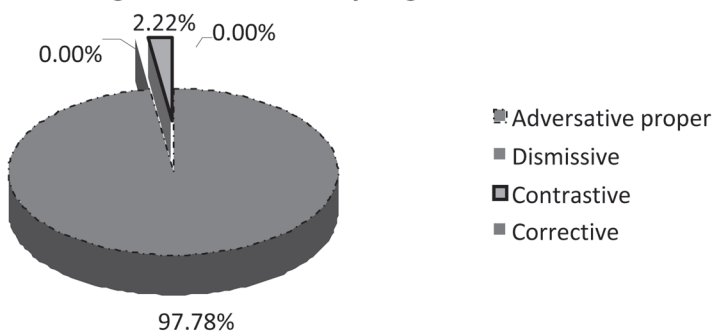
The aim of a textbook is to present information and explain definitions in the most comprehensible way for primary school eighth grade pupils.

Newspapers have different purpose not only to inform but to educate teachers.

**Fig. 4 The relative frequency of additives in newspaper articles**



**Fig. 5 The relative frequency of adversatives in English textbook "Way to go 5"**



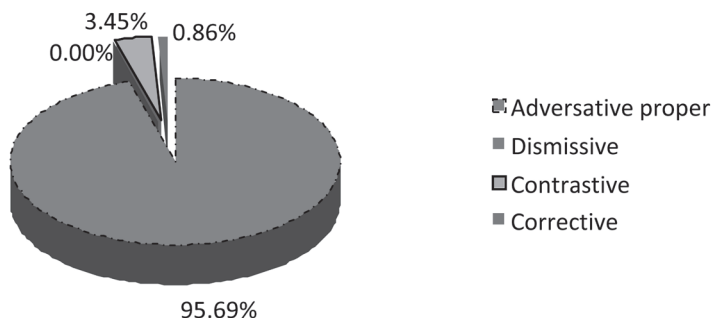
## ADVERSATIVES

Four types of adversative relations have been analyzed – the adversative proper (*but, however, though, although*), the contrastive (*on the other hand, in fact*), the corrective (*on the contrary*), the dismissive (*in any case*). As it can be seen from Figure 5 the most frequent of the four types of adversative relations in the textbook genre is the adversative proper. The results of the analysis show that the adversative proper and the contrastive adversatives are more frequent in both genres.

There is no adversative dismissive in both genres.

Corrective has been used 0.86% in newspaper, but there is no occurrence in textbook.

**Fig. 6 The relative frequency of adversatives in newspaper article**

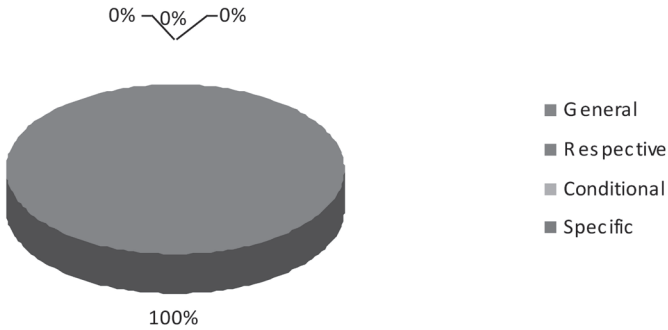


## CAUSALS

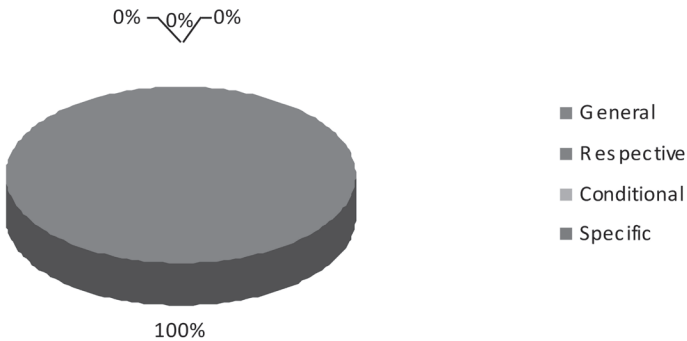
The general causal relations which are expressed by *so, hence, therefore, consequently*, along with the specific causal relations – that of reason (*for this reason, on this account*), that of result (*as a result, in consequence*) and that of purpose (*for this purpose, with this in mind*), conditional (*under the circumstances*) and respective (*in this respect, with regard to this*) have been analyzed.

As can be seen from Fig.7 and Fig.8, the general conjunctions have been much more frequently used than the specific, the conditional, and the respective causal conjunctions.

**Fig. 7 The relative frequency of casuals in newspaper article**



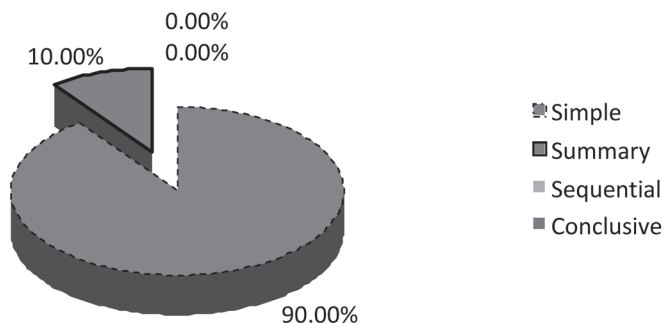
**Fig.8 The relative frequency of casuas in English textbook "Way to go 5"**



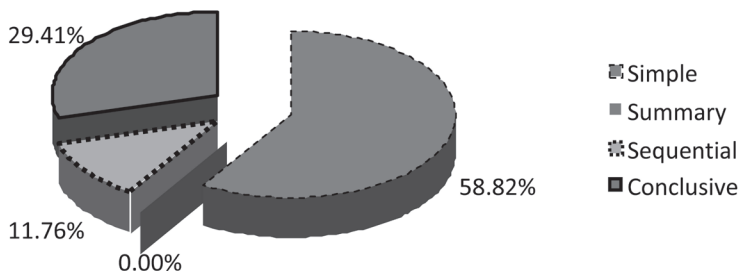
### TEMPORALS

Various temporal relations have been analyzed to identify tendencies of both genres: simple (*then, before that, previously, earlier, afterwards*), conclusive (*finally, at last, in the end*), sequential (*first...then, first...second, first...next, secondly*), and summary (*to sum up, in short, briefly*).

**Fig. 9 The relative frequency of temporals in English textbook "Way to go 5"**



**Fig. 10 The relative frequency of temporals in newspaper article**



As can be seen from Figure 9, the most frequently used temporal conjunctions in the textbook are simple 90%, sequential 10%. Simple 58.82% and conclusive 29.41% conjunctions prevail in the genre of the newspaper articles as can be seen from Figure 10.

## CONCLUSION

The analysis of the distribution of the conjunctive discourse markers in the genres textbook primary school and the newspaper articles have shown that the use of four types of conjunctive discourse markers in the mentioned genres was found to be similar.

Differences in the use of the conjunctions could be explained by the peculiarities of the genre. The textbook tries to facilitate learning through the use of structures and procedures such as meta-discourse, lexical familiarization and word glosses to lead students to a discipline based on understanding.

The textbook tries to facilitate learning through the use of structures.

The newspaper articles have a communicative purpose of presenting new ideas, persuading the audience and in a way convincing the addressee to take up the presented point of view.

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