UNIVERSIDADE FEDERAL DE SANTA CATARINA

PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS

TEXT STRUCTURE AND BRAZILIAN UNIVERSITY STUDENT'S

WRITING PROFICIENCY: AN EXPERIMENT

Dissertação apresentada à Universidade
Federal de Santa Catarina para obter o
grau de mestre em Letras - opção Inglês e
Literatura Correspondente.

ANTONIO MOTA FILHO

Florianópolis, 1989

Esta dissertação foi julgada adequada para a obtenção de

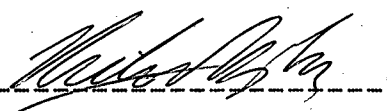GRAU DE MESTRE EM LETRAS

Opção Ingles e Literatura Correspondente.

Dr. Hilário H. Bohn

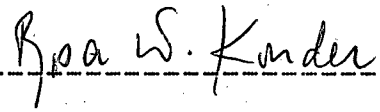Orientador

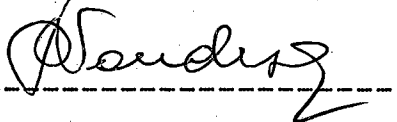Dra. Bernadete Passold

Coordenadora do Curso de
Pós-Graduação em Letras —
Opção Ingles e Literatura
Correspondente.

Banca Examinadora

Dr. Hilário H. Bohn

Dra. Rosa W. Konder

Dr. Paulino Vandressen

Para meus pais Antonio e Cecita.

AGRADECIMENTOS

RESUMO

Pesquisas empíricas têm demonstrado a importância da organização retórica na compreensão e produção de textos expositivos (ou narrativos). A idéia básica é que a organização retórica subjacente a um dado texto interage com o esquema formal do leitor (seu conhecimento prévio, e sua experiência com a organização retórica) influenciando na compreensão e produção de textos.

Essa dissertação relata os resultados de um estudo de treinamento planejado com o objetivo de ensinar organização retórica a estudantes universitários, a fim de ajudá-los a organizar seus textos escritos de modo coerente e claro. Doze estudantes universitários matriculados no Curso de Língua Inglesa da UFSC participaram do estudo. Durante três sessões de treinamento, eles foram instruídos nos padrões textuais Situação-Problema-Solução-Avaliação (S-P-S-A) e Comparação conforme propostos por Hoey (1983) e Jordan (1984). Os resultados da análise das composições escritas antes do treinamento em comparação com as composições produzidas depois do treinamento indicam que a ênfase dada à organização retórica melhorou significativamente a coerência geral das composições expositivas dos estudantes em termos dos seguintes pontos: 1) Coerência global conforme indicado pelos resultados da avaliação holística; 2) Distribuição dos quatro componentes semânticos do padrão textual S-P-S-A na ordem lógico/temporal normal de Situação-Problema-Solução e Avaliação; 3) Sinalização explícita do padrão S-P-S-A subjacente às composições; e 4) Relações

semânticas claras e coerentes entre as frases (ou orações) das composições. A partir desses resultados conclui-se que o ensino de escrita que enfatiza assuntos ao nível de discurso pode melhorar a qualidade e a habilidade de redação dos estudantes.

ABSTRACT

Recent research has shown the importance of rhetorical organization in the comprehension and production of expository (or narrative) texts. The underlying text structure interacts with reader's formal schemata (the reader's knowledge of, and experience with text structure) and seems to affect reading comprehension and writing ability.

This dissertation reports on the results of a controlled training study designed to teach text structure to university students in order to help them organize their written texts into a clear and coherent language unit. Twelve students enrolled in the English Language Course at UFSC participated in the study. During three training sessions they were taught the Situation-Problem-Solution-Evaluation (S-P-S-E) and Comparison text patterns as these are proposed by Hoey (1983) and Jordan (1984). The results of the analysis of the compositions written before the training compared with the compositions produced after the training indicate that the training on text structure increased significantly the overall quality of the students' expository compositions in terms of : 1) Overall coherence as indicated by the holistic evaluation results; 2) Distribution of the four semantic components of the S-P-S-E pattern in their normal time/logical sequence of Situation-Problem-Solution and Evaluation; 3) Explicit signalling of the underlying S-P-S-E pattern; and 4) Clear and coherent semantic linkage between sentences. The study concludes that writing instruction focusing on discourse level issues can significantly improve student's writing ability and quality.

TABLE OF CONTENTS

LIST OF TABLES

INTRODUCTION

a)   Language Comprehension and Previous Knowledge

Research   in   reading   comprehension (Bartlett 1978   and   Meyer
1978) has shown that readers use previous background knowledge   that
is   relevant   to the type of task they are going to   perform.   As   a
general   rule,   that   background   knowledge can be   related   to   the
understanding   of the subject matter dealt with in the discourse   or
to   the   various   ways   the   subject   matter   can   be   organized   in
discourses.   In   terms   of schema theory,   some authors   distinguish
between these two types of knowledge.   Carrell (1985),   for   instance,
calls   the former content schemata and the latter   formal   schemata.
According to Carrell,   content schemata have to do with the readers'
background   knowledge   of the content area of the discourse   whereas
formal schemata have to do with the readers' background knowledge of
the   formal   rhetorical or organizational   structures   of   different
types   of discourses.   The present study deals only with the   latter
type of schemata.

Another scholar concerned with text structure is Meyer (1975). According to her, expository discourses can be structured according to the following five patterns: a) Collection, b) Causation, c) Response, d) Comparison and e) Description. Each of these types represents a different schema writers use to organize texts.

Longacre (1983) also discusses structural categories and some of them resemble the patterns of discourse organization posited by Meyer. He notes that expository discourses can be organized according to the following notional (or semantic) structures: a) Conjoining, which includes 1) Coupling 2) Contrast, and 3) Comparison , b) Alternation, c) Temporal relation, d) Logical relation and e) Elaborative device such as 1) Paraphrase, 2) Illustration and 3) Reportative devices. The three last categories are considered by Longacre discourse embellishments. With regard to climatic narratives, Longacre postulates the following notional structure: Exposition-Inciting Moment-Developing Conflict-Climax-Denouement-Final Suspense-Conclusion (see Longacre 1983: 20), noting that "Something like plot caracterizes forms of discourse other than narrative" .

Sharing some features with the above authors is Van Dijk's (1977) structural model. According to him, narrative discourse is organized in terms of Setting-Complication-Resolution-Evaluation-Moral. As to scientific discourses, they can be organized in terms of Introduction-Problem-Solution and Conclusion. Van Dijk notes further that "it is the task of a general theory of discourse to classify and define such categories, rules and their specific

2

textual functions" adding that "The structure of an argument, for example, should be assigned independently of whether it is about engeneering, linguistics or child-care" (p. 155).

Another perspective regarding patterns of discourse organization is that taken by Hoey (1983). According to him, discourse genres as diverse as narrative and expository can be organized in terms of Situation-Problem-Solution (or Response)- Evaluation (or Result). Apart from this pattern, Hoey also suggests that expository material can be organized according to Matching patterns which includes 1) Compatibility, 2) Incompatibility and 3) General-Particular which can be subcategorized into a) Generalization-Example and b) Preview-Detail.

b) The Problem

A great amount of empirical research in the field of reading (Bartlett 1978; Meyer 1975 and Carrell 1985) has provided evidence that the rhetorical organization of a text interacts with the reader's formal schemata, i.e., the reader's background knowledge and experience with text organization and affects reading comprehension. While positive effects have been reported on the influence of students' awareness of text structure on reading comprehension, only a few research studies (Taylor and Beach 1984) have looked at the influence of students' awareness of text structure across both skills - reading and writing. Even fewer studies have been carried out in the EFL classroom regarding the influence of students' knowledge of text structure on writing proficiency.

3

The present study aims at testing if training on text structure will improve the overall quality of Brazilian University students' expository writing in English. The approach to dicourse analysis selected to form the basis of the training was that proposed by Winter (1982; 1986) and systematized by Hoey (1979; 1983) and Jordan (1984). This approach is one of the few which combines surface linguistic features and local levels of text analysis with the overall structure of discourse. The text structure selected for study were the Situation-Problem-Solution-Evaluation (hereafter S-P-S-E) and Comparison patterns. The reason for selecting these two text structures are twofold: first, they exemplify two types of text structure which commonly recur in many English expository materials, and second, they exemplify two organizationally different types of text structures in that the former pertains to the Logical Sequence and the latter to the Matching relation (Hoey 1983).

The subjects who participated in the present study were twelve students belonging to 5th, 6th, 7th and 8th semesters of study, and they were all enrolled in the Portuguese/English Language Course at the Universidade Federal de Santa Catarina. By working with more advanced level students I expected to avoid structural and vocabulary problems which might interfere with the students' ability to write in the foreign language, and second, to avoid coherence problems which might be caused by insufficient cognitive maturity.

c) Research Hypotheses

It was hypothesized that once the twelve students were trained to write their expository compositions using either the S-P-S-E pattern or the Comparision pattern, the overall quality of their compositions would improve. More specifically, the compositions would improve in relation to: 1) Global coherence (as indicated by the holistic evaluation results); 2) Distribution of the four components of the S-P-S-E pattern in the sense that the compositions would follow the normal time/logical sequence of situation, problem, solution and evaluation (when choosing the S-P-S-E pattern); 3) Organization of a sequence of coherent comparisons (when choosing the Comparison pattern); 4) Explicit signalling of their underlying structure realized by the language items avaliable for organizing these two patterns of discourse; 5) Clear and coherent semantic linkage between sentences.

The study is divided into four chapters and four appendices. Chapter I provides a brief discussion of the linguistic notions of Clause Relation and Text Structure. I draw on the theories proposed by M. P. Hoey (1979; 1983) and E. O. Winter(1982; 1986).

Chapter II presents the research design - the Data Collection, the subjects and the description of the activites devised for the three training sessions. The criteria for the analysis of the compositions are also established.

Chapter III describes the results of the analysis and chapter IV provides the implications of the research for the teaching of writing and recommendations for further research.

The appendices include all the materials used in the research, i.e. the texts used in the three training sessions and the students' compositions.

CHAPTER   1

CLAUSE RELATIONS AND PATTERNS OF DISCOURSE ORGANIZATION

This   chapter discusses   the   linguistic   notions   of Clause
Relation   and   Patterns of Discourse Organization and   the   language
items avaliable for signalling both of them.   It also discusses   the
means   whereby   their underlying meaning can be identified with   the
help of Question   and Paraphrase tests.

1.1.   Clause Relations

Discourses   can   be   caracterized as the   product   of   semantic
relations holding among their sentences (or clauses).

In order to explain the relational phenomenon as it is   related
to   patterns   of   discourse organization I will draw on   the   Clause
Relational approach to discourse analysis developed by Winter   (1982
and   1986)   and   sistematized   by Hoey (1983) and   Winter   and   Hoey
(1986).   The   reasons   for this choice,   as one   would   expect,   are
related   to   the   emphasis given by these   linguists   to   the   means
whereby   the   semantic   relations   are   signalled   as   such   to
readers/listeners.   In addition,   and where appropriate,   I will also
make references to other authors.

Winter (1971) defines a clause relation as:

> The cognitive process whereby we interpret the meaning of
> a sentence or group of sentences in the light of its
> adjoining sentences or group of sentences (cited in Hoey
> 1983: 18).

As pointed out by Hoey (1983) a number of inferences can be
drawn from Winter's definition of clause relation. First, that a
relation is essentially concerned with meaning. Second, that the
total meaning of a pair of (juxtaposed) sentences has to be greater
than the simple sum of their parts. Third, that language (or simply
a sentence) is only meaningfully interpreted when contextualized.
Finally, and from a decoding point of view, that clause relations
are:

> acts of interpretation by the reader/listener of what
> she/he encounters in the light of what has already been
> encountered (Hoey 1983: 18).

"Adjoining" in the definition of clause relation means
"within the same discourse". Based on this notion, a large number of
combinational possibilities for relating semantically the sentences
can be seen (Hoey 1983: 170). A single sentence may be in a relation
(or not) to its adjacent sentence. In the same way, a group of
sentences may be in a relation to another group of sentences which
in turn may be in a relation to one single sentence (or even a
nominal group). The combinational possibilities are infinite,
though "no one discourse ever realizes anything like all the
options," (p. 169).

1.1.1 Types of Clause Relations

Readers/listeners make sense of discourses by processing the semantic relations holding between clauses, sentences, or group of sentences. According to Hoey (1983) and Winter and Hoey (1986), clause relations can be divided into two broad classes: a) Logical Sequence relations and b) Matching relations. Logical Sequence relations are relations where statements are seen as following one from the other, referring sequentially either to a change in a time/space continuum or to a deductive or causal continuum. Matching relations, on the other hand, are related to statements whose particulars are matched in terms of what they share or what they differ. Commenting on these types of relations Winter (1986) says:

> The Logical Sequence Relation should be seen as being in contrast with the Matching Relation (p.94).

According to Hoey (1983) and Winter and Hoey (1986), the Logical Sequence relations can be divided into:

(a) Cause-Consequence, as in

> The soil has dried out, because it did not rain this summer (Van Dijk 1977: 68).

where the main clause is the Consequence and the subordinate clause the Cause.

9

(b)   Condition-Consequence, as in

     If he has not worked hard enough, he will flunk his maths exams
     (Van Dijk 1977: 76).

     where the subordinate clause is the Condition and the main

clause the Consequence.

(c)   Instrument-Achievement, as in

     Mr. Barton lighted a dip by sticking it into the fire (Hoey
     1983: 19).

     where the main clause is the Achievement and the subordinate

clause the Instrument.

(d)   Instrument-Purpose, as in

     To please her father, Mary stayed home (made-up).

     where the second clause is the Instrument and the first clause

de Purpose.

(e)   Evaluation-Basis, as in

     Mrs. Janes is one of the most benevolent persons I have ever
     seen. She supports materially three homeless families (made up).

     where the first sentence is the evaluation of Mrs. Janes as a

benevolent individual and the second sentence is the basis for the

evaluation previously given.

(f)   Time Sequence, as in

     They played tennis for an hour, then swam for another hour
     (Longacre 1983: 98).

where the first sentence depicts an event which is seen as preceding the event depicted in the second sentence.

Matching relations, on the other hand, can be divided into:

(a) Incompatibility, as in

The skirmish was not taken seriously at Vienne. What was taken seriously, however, was the fact that Constantius had named me his fellow consul to the New Year (Hoey 1983: 20).

where the serious attention given to the appointment of the speaker in the second sentence is in contrast with the inattention given to the skirmish.

(b) Compatibility, as in

Upstairs Fred thumped and bumped and tossed and turned. And downstairs Ted moaned and groaned and crashed and thrashed all over the bed (ibidem).

where Fred and Ted are matched against each other for their similarities of responses to their sleeping arrangements.

(c) General-Particular which includes:

1) Generalization-Exemplification, as in

Nations which lose their sense of self-preservation perish. Take Carthage, for example, which failed to realize in the years of the second punic war the seriousness of the struggle in which she found herself engaged (Longacre 1983: 126).

where the first sentence provides a generalization to which the second sentence provides an exemplification.

2) Preview-Detail, as in

> This study is designed with many possible uses in mind. The
> obvious uses of the study are...(made up).

where the first sentence is a preview statement signalling that the likely uses of the study will be given next while the following sentences fulfil the preview statement by giving the particulars of the uses of the study.

d) Topic Maintenance, as in

> There is a river with caravans by it. On the river there
> are two boats (Hoey 1983: 184).

Hoey notes that topic Maintenance is the most basic type of clause relation subsumed under the Matching relation in the same way that Time Sequence is the most basic type of clause relation subsumed under the Logical Sequence relation.

Though Logical Sequence and Matching relations are considered as representing two discrete types of clause relation it is possible for a pair of sentences (or clauses) to be semantically related in such a way that those broad types of relations can be seen underlying them. This phenomenon is commonly called "The Multiple Clause Relation" (cf. Winter 1986: 95). Hoey (1983) gives the following example of a text embodying both types of relations:

> He did not want to go for Easter because he didn't wish to
> leave London because he didn't want to leave Rose (p. 20).

where, as he points out, the first clause is saying that his desire not to go away for Easter is the result of his desire not to go away from London which itself the result of another desire, namely not to leave Rose. In addition to this reading of cause-consequence, these three clauses are also in a compatibility relation. They are saying that he had three compatible negative desires (cf. Hoey 1983: 21).

1.1.2 Signals of Clause Relation

Semantic relations are signalled to readers/listeners by means of linguistic items. The two sets of grammatical connectives — subordinators and conjuncts — which serve frequently to combine ideas which could be expressed in separate sentences, help the readers/listeners identify and interpret what kind of relation is being signalled. Thus if we take the subordinating item "because" and use it to connect the following pair of clauses "she was here bacause she was waiting for Paul" we notice that the subordinator "because" signals that these two clauses are in a cause-consequence relation, the cause being given in the second clause and the consequence in the first.

Apart from the subordinators and conjuncts, a third type of linguistic signal — lexical — serves the function of signalling relations between sentences/clauses. This type of linguistics item generally shares the semantics of subordinators and conjuncts and yet, grammatically speaking belongs to totally different category

(cf. Hoey 1983: 23). Winter (1982) calls these connectives as vocabulary 1, 2 and 3 and states that frequently one can be paraphrased by the other, given different contexts. For example, the instrument-achievement relation can be paraphrased by "by-ing" , by the conjunct "thus", and by the lexical signal "instrumental" , as in the following example:

1) By appealing to scientists and technologists to support his party, Mr. Wilson won many middle-class votes in the election.

2) Mr. Wilson appealed to scientists and technologists to support his party. He thus won many middle-class votes in the election.

3) Mr. Wilson's appeal to scientists and technologists to support his party. were instrumental in winning many middle-class votes in the election (Hoey 1979: 30).

Winter and Hoey (1986) cite "lead to", "reason", "subsequent to", "different", and so on, as examples of lexical signals, observing that the diferences among the uses of subordinators, conjuncts and lexical signals "lie not in the relation they represent but in the context in which they would most naturally appear" (ibidem).

Longacre (1983) also postulates that certain types of relations find correspondence in specific surface structure features and language expressions. He observes that the relations of succession, simultaneity, coupling, contrast and alternation are commonly associated with surface structure conjuncts such as and, then,

while, *but*, and *or*. And that these same relations also correlate with expressions such as *precede/follow*, *be simultaneous with*, *be coupled with*, *contrast with*, *alternate with*, *be mutually exclusive with*. Thus we can say "John went downtown and bought a hamburger" or "John's buying a hamburger followed his going downtown". We can say "I spent an hour at the library while my wife shopped" or we can say "my spending an hour at the library was simultaneous with my wife's shopping". We can also say "my horse is white, but your horse is black" or "my horse's whiteness contrasts with your horse's blackness" and so on. In all these possibilities, Longacre adds, "English shows a great versatility of built-in metalanguage" (1983: 78).

In addition to subordinators, conjuncts, and lexical signals the meaning relation holding between clauses/sentences (or group of sentences) can also be signalled by repetition. According to Hoey (1983) repetition can take various forms. It can take the form of simple and complex repetition, substitution, deletion, ellipsis, paraphrase and grammatical/lexical parallelism. Take, for instance, the example below:

> In spite of the hopes and promises of her allies Germany remains divided; in spite of strenuous efforts at international virtue she feels herself morally reviled (Hoey 1983: 24).

in which the replacement of *Germany* by *she*, plus the grammatical parallelism between the two sentences are all brought together to help signal that a matching compatibility relation is operating here. Hoey (1983) notes that this grammatical parallelism

15

is further reinforced by the lexical parallelism holding between the linguistic material comprising that pair of sentences. As it is, the lexical parallelism is given by the nouns hopes, promises, and efforts whose semantics depict something to be regarded positively and the complements of the linking verbs, namely divided and reviled whose semantics depicts something to be regarded negatively.

Take also the following passage:

No Russian wants to conquer the world. Some Americans do, on the best crusading grounds (Winter 1986: 93).

As can be noted, the matching imcompatibility relation established between the pair of sentences is a function of the replacement of No Russian by Some Americans and of the repetition of the whole predication want to conquer the world in the second sentences, the repetition disguised here by the pro-form verb do.

Hoey (1983) says that repetition is a common method of making semantic connections between sentences in addition to being an important means to their interpretation because "where two sentences have material in common, it is what is changed that receives attention by the reader, while the repeated material acts as a framework for the interpretation of the new material" (p. 25). Accordingly, the new information in the clause with partial repetition is called "replacement" and with full repetition "replacement by addition" (Winter 1986). The first and second examples given above display the former and the latter types of replacements, respectively.

1.2. Clause Relations and Patterns of Discourse Organization

The two types of clause relations subsumed under the classes of Logical Sequence and Matching are considered as basic in that they form "our stock relation between two clauses or sentences the moment they are put together" (Winter 1986: 91). As we saw earlier, these relations are essentially concerned with meaning. When they are combined and organized as a larger relation a pattern of discourse will surface.

Winter and Hoey (1986) define a pattern of discourse organization solely in terms of combinations of clause relations and suggest that the discourse analyst can analyse any pattern of discourse in the same way as individual clause relations and in the process "assert that discourse patterns are, in fact, combinations of relations" (p. 131). Commenting on the relationship between basic clause relations and patterns of discourse organization Winter (1986) says:

> Basic Text Structures are the Basic Message Structures which act as particular linguistic contexts or vehicles for Basic Clause Relations. Like Basic Clause Relations, Basic Text Structures can form complete structures whose memberships can consist of as little as two one-clause sentences (p. 91).

Logical Sequence and Matching relations can interact with the larger type of relation, namely Situation and Evaluation which for Winter are the fundamental units of discourse analysis. Situation and Evaluation can be best regarded as corresponding to textual

17

statements which convey facts (the situation for X) and to textual statements which convey interpretation or opinion about these facts (evaluation of X in this situation). Winter (1982) adds:

> It is my claim that situation and evaluation is one of the larger clause relation which organizes the other clause relations in messages, short articles, stories, arguments, etc (p. 190).

This larger relation of situation and evaluation can unfold into an internal structure consisting of problem(s) and solution(s), thus rendering the complete pattern Situation-Problem-Solution (or Response)-Evaluations (or Result). According to Winter (1982) an evaluative clause may evaluate either a "basis" or a "fact" or it may evaluate a situation "which need not be a basis" (p. 9).

Hoey (1983) gives the following example of a made-up narrative discourse which is structured in terms of situation and (positive) evaluation:

"I was on sentry duty. All was quiet".

In terms of the full S-P-S-E pattern, still according to Hoey, it could be somenthing like:

"I was on sentry duty. I saw the enemy approaching. I opened fire. I beat off the attack "(p. 35).

where the first sentence is the situation and the second the problem. The solution (response) being given in the third sentence and the result (with implied positive evaluation) in the last.

Another pattern of discourse organization postulated by Winter is the Hypothetical-Real structure. He notes that this text pattern may come into operation whenever another person's point of view (the Hypothetical) is presented and then rejected or affirmed by the writer (the Real). Accordingly, rejection may take the form of a denial statement which can be followed further by a basis or a correction followed "optionally by a basis, or some combination of these" (Winter and Hoey 1986: 133). Winter (1982) gives the following example:

> The modern generation of young women, proud of their uninhibited impulses, are apt to suppose that Edwardian girls were timid, coy and lacking in exciting inclinations. I soon learned that this was not always the case. Late one night the bell rang and on the step were a young woman, her face muffled up, and a sheepish young man.
> When I came to examine her in a good light I observed her eyes flashing with fury while he explained that they had merely been saying 'good-night' when 'this happened'.
> The young lady was unable to utter a sound for in attemping to devour each other with kisses she had dislocated her jaw (p. 200).

where, as Winter points out, the first sentence is to be taken as the Hypothetical member, the second which is given in the form of denial is to be taken as the Real member for the hypothetical statement while the rest of discoures is offered as a basis for the denial statement (the basis being given in the form of a narrative).

Hoey (1983) also postulates other patterns of discourse organization. These include the Matching Incompatibility and Compatibility patterns and the General-Particular pattern which includes the Generalization-Example pattern and the Preview-Detail pattern.

19

Take the following example of a Matching Compatibility pattern:

> Nitrates and Nitrites have been used widely in the curing
> and processing of foods. They improve the quality and
> appearance of various meat products. For example, nitrites
> prevent red meat from turning brown and give the familiar
> red color to such meats as ham, bacon, sausage and hot
> dogs. Without nitrites, bacon is salt pork, frankfurters
> are bratwurts, and ham is tough roast pork.
>   Besides changing the appearance of foods, nitrites
> and nitrates are also beneficial in that they serve as
> preservatives in many meat and fish products. They are
> added to foods to prevent bolutism, a form of food
> poisining which is often fatal...(Spyridakis and Standal
> 1987: 297).

where, as we can note, the chemical elements nitrates and nitrites are matched for what they have in common. Note also that the third sentence is serving as an exemplification to the generalization given in the second sentence. This support's Hoye's notion that discourses can be often "organized by means of a combination of Generalization-Example and Matching Compatibility" (1983: 151).

Here is another passage, this time exemplifying a Matching Incompatibility:

> Fred and Ted were friends.
> Fred was big.
> Ted was little.
> Ted was always broke.
> Fred always had money.
> When they walked in the rain, Fred got wet,
> but Ted stayed dry...(Hoey 1983: 111).

where Fred and Ted are matched for what they differ.

The example below exemplifies a discourse organized according to the Preview-Detail pattern:

> There are roughly three New Yorks. There is, first the New
> York of the man or woman who was born here, who takes the
> city for granted and accepts its size and its turbulence
> as natural and inevitable. Second there is the New York of
> the commuter - the city that is devoured by locusts each
> day and spat out each night. Third, there is the New York
> of the person who was born somewhere else and came to New
> York in the quest of something...(Dornan and Dawe 1987:
> 506).

where the first sentence tells in advance that three types of
New York will be presented while the other sentences provide the
datails of those types of New York.

1.2.1. The Meaning of Situation and Evaluation

Winter distinguishes three types of Situation. The first type
is what is commonly referred to as context of situation. According
to him this first type of Situation is represented by the non-
linguistic real world situation, the actual facts not yet realized
in linguistic form. The second type of Situation is the highly
selective linguistic representation of the real world situation.
This is seen in the question a writer may ask: ``what are the facts
(situation) that are of relevance here?''. The third type of
Situation is defined as "the chunk of preceding text whose overall
structure is taken as linguistic situation to be evaluated" by
evaluative clause(s). This is seen in the question: "what do I
think (or feel) of the facts (situation) here?" (cf. Winter 1982:
9). This last sense of Situation accounts for the Situation-
Evaluation pattern.

Likewise Winter also distinguishes between two types of Evaluation. The first type has to do with the clause (or sentence) whose topic is devoted to evaluation or interpretation of Situation (facts). The second type of Evaluation is given in the form of an adjective modifying a noun in a nominal group of a clause "whose topic is devoted to something other than think information" (Winter 1982: 192). Winter gives the following Example "I met a very nice girl yesterday" noting that the adjective group "very nice" is functioning here as "stock" evaluation in a clause whose topic is "meeting somebody" (ibidem).

1.2.2. Levels of Details of Description of Text Patterns

The linguistic requirement for completing the made-up narrative discourse given in section 1.2. was fulfilled in the simplest way. This was so because there was a one-to-one correspondence between the sentences of the discourse and each posited structural category. However, not all real discourses do yield such a neat correspondence between their sentences and each structural category. If they did, as Hoey (1979) points out, "no text would be longer than a handful of sentences" (p. 22). It comes as no surprise, therefore, that in real discourses each structural element can be taken up by two or more sentences. As in the following example which is an expansion of the narrative discourse mentioned above:

It was six o'clock in the evening. All the rest of
them were in the mess. I was on sentry duty. I saw
the enemy approaching. I estimated that there were
five hundred of them in all. I quickly sent a message
for reinforcement. At the same time I opened fire. At
the first they kept on coming. The machine gun,
however, slowed them down. By the time the
reinforcement came I had beaten off the attack (Hoey
1983: 52).

Here each one of the components of the S-P-S-E pattern is made
up of two or three sentences. According to Hoey (1979) in this
expanded version of discourse given in 1.2. the new sentences can
be seen as answering typical continuation questions such as "what
else did you do?" and "how many" (p. 22). He adds further that
these continuation questions "do not alter the structure of the
text but ask that additional details be supplied" (ibidem).
According to him, continuation questions can be seen in contrast
with starting questions which define the discourse "to be
produced" (p. 15) (see section 1.4.1.).

1.3. Signalling of Patterns of Discourse Organization

At this point the question of how a discourse signals its
underlying structure to its readers/listeners comes into the
picture. We noted earlier that subordinators and conjuncts realize
the signalling function. This means that whenever one of those
connectives is used to link two clauses/sentences the meaning of the
relation is that given by the connective used (though this should
not preclude the fact that a relation may not be signalled by means

23

of one of these connectives, remaining thus a covert relation in which case one connective can be inserted in such a way that the meaning of the relation is revealed). In spite of this, in regard to the Problem-Solution relation, the simple presence of these signalling connectives, here particularly the subordinators/conjuncts used to signal the Instrument-Achievement, Instrument-Purpose, and Cause-Consequence relations, doesn't necessarily entail that the meaning of the relation is one of Problem-Solution. Suppose we encounter the connective "because" linking the two following clauses:

Mary was sick because she ate a deteriorated apple.

In this specific case we would be best entitled to infer that the meaning of the relation is one of Cause-Consequence but not of Problem-Solution. So to relate one set of relations to the larger relation of Problem-Solution Hoey (1983) proposes the following rules which he calls "Mapping Conditions". They are as follows:

(1) We will assume two parts of discourse, a and b, in a Cause-Consequence relation. If (i) a has been independently established as Problem and (ii) b contains the role of agent, then b is Response.

(2) We will assume three parts of discourse, a, b and c, of which a and b are in an Instrument-Achievement or Instrument-Purpose (Purpose being more or less equivalent to hoped-for achievement), and of which a has not been independently established as Problem.

Given these circumstances, it (i)b contains the role of agent and (ii) c prevents, reverses, avoids harm to, or seeks help in preventing, etc, some crucial aspect of a, then a is the Problem and b is Response.

24

(3) We will assume two parts of discourse, a and b, in a Cause-Consequence relation and that a has not been independently established as Problem.

If (i) b contains the role of agent and (ii) b also prevents, reverses, avoids, harm to some crucial aspect of a, then a is Problem and b is Reponse.

(4) We will assume the same for mapping condition 3. If (i) b contains the role of agent and (ii) b also can have attached to it a purpose clause, c which spells out the layman's understanding of what b means, and if (ii) the newly formed trio conforms to the conditions of mapping condition 2, then a is Problem and b Response (p. 57 and 58).

Hoey gives the following examples which clarify each one of the four mapping conditions:

Mapping Condition i:

(a) (i) My wife and I went to see Citizen Kane. (2) Unfortunetely all the seats were booked. (3)So we went to the theatre instead (p. 57).

where, as he points out, sentence 2 and 3 are in a cause-consequence relation (sentence 2 is established as Problem as indicated by "unfortunelety") and sentence 3 contains "we" having the role of agent. Sentence 3 is then Response.

Mapping Condition 2:

(b) It was raining hard, so I shut the window to stop the rain blowing in (ibidem).

where clauses i and 2 are in a cause-consequence relation while clause 2 and 3 are in a instrument-purpose relation. Clause 2 contains the "I" in the role of agent and clause 3 contains an avoidance of some part of clause 1 (stop the rain blowing in versus raining), then clause 1 is Problem and clause 2 Response.

Mapping Condition 3:

(c) My daughter had taken the plug out, so I put it back (p. 58)

clause 1 and 2 are in a cause-consequence relation. Clause 2 has an agent "I" and reverses some aspect of clause 1 (take the plug out versus put (the plug) back). Then clause 1 is Problem and clause 2 Response.

Mapping Condition 4:

(d) It was raining, so I put my umbrella up to prevent the rain hitting me (ibidem).

clauses 1 and 2 are in a cause-consequence relation and clause 2 has "I" as agent plus an attached purpose clause which prevents a crucial aspects of clause 1. Then clause 1 is Problem and clause 2 is Response.

Apart from subordinators and conjuncts, the Problem-Solution pattern, like the other patterns mentioned, can also be signalled by lexical signals. In discourses organized as Problem-Solution, there are specialized lexical signals which indicate to the reader /listener when she/he is encountering such a pattern. When contextualized, these signals control and direct the underlying structure of the discourse. Therefore, they are of primary importance for analysing discourses since they are the writer's explicit signalling of the intended organization of the discourses (Hoey 1983). In relation to the made-up example mentioned in section 1.2. these lexical signals would be as follows:

26

> My situation was that I was on sentry duty. I saw the
> enemy approaching. I solved this problem by opening fire.
> This achieved the desired result of beatting off the
> attack (p. 53).

where situation, problem, and result are lexical signals that tell

the reader that this discourse is structured according to Situation-

Problem-Solution-Evaluation (Result).

Other lexical items which signal Problem are: dilemma,

difficulty, danger, unpleasant, and so on. Jordan (1984) goes on to

say that:

> Whenever we recognize such a word in the text we expect
> the text to tell us of solution (actual, attempted or
> proposed). Solutions are recognized as things or actions
> that avoid, counteract, reduce, prevent or overcome the
> problem. Then the text may evaluate the effectiveness of
> the solution with words as excellent, important, quick,
> unique...(p. 5).

In discourses organized according to the Hypothetical-Real

pattern there is also a range of specialized lexical items which

signal to the reader/listener when she/he is encountering this text

structure. According to Winter (1982) the lexical items which

signal hypotheticality are: argument, assumption, claim, speculate,

suppose, think, rumour, etc, (p. 197). The lexical items used to

signal the Real member, which can be given in the form of an

affirmation or denial, can be: a) true, affirm, agree, confirm,

right, etc, for signalling affirmation and b) contradict, deny

dismiss, wrong, false, etc, for signalling denial. Returning to the

Hypothetical-Real patterned text given in section i.2.   we can see that the lexical item used to signal Hypotheticality was   "suppose" while the item used to signal the Real member which was given in the form of a denial was "this was not always the case".

Winter also calls attention to the presence of certain modal verbs as a signal of hypotheticality, and mentions in passing that their meaning can vary from "indefiniteness where the concern is not so much for the truth" of the clause to "hypotheticality where the concern is for the truth of the clause as such"   (1982: 198). This latter use of the modals accounts for the meaning of the Hypothetical member in a Hypothetical-Real structured discourse.

As to the Incompatibility (or Contrast) and Compatibility Matching patterns they can be identified in a number of ways. In the first place they often manifest syntactic/lexical parallelism and repetition (simple and complex), substitution, ellipsis, deletion and paraphrase. Contrast and Compatiblity may be recognized by other means as well. These include the presence of nagation and antonyms (or near antonyms) for Matching Contrast and of synonyms (or near synonyms) and hyponyms for the Matching Compatibility, as in the following example:

Fred was big. Ted was little (Winter and Hoey 1986).

where the antonyms big/little set up a Matching Incompatibility relation between that pair of sentences.

Or:

Mary loves chinese food. Her brother simply likes it (made-up).

28

where the near synonyms _love/like_ set up a Matching Compatibility relation between that pair of sentences.

Lexical signals serve also the function of signalling the Contrast and Compatibility Matching patterns. Examples of these lexical items include: incompatible, dissimilar, contrast, opposite, different, etc, for Contrast, and compatible, compare, similar, alike, etc, for Compatibility. Take the example below:

> That's a different thermometer. On that thermometer thirty-seven is normal. On this kind it is ninety-eight (Winter and Hoey 1986).

where the lexical item "different" is here signalling (in advance) that the relation between the following sentences will be one of contrast. Note also the parallelism of structure established between the last sentences reinforcing the contrast relation.

Related items for signalling Contrast and Compatibility are the subordinators and Conjuncts. Signals of this type include: although, while, etc, as examples of subordinators and on the other hand, again, also, likewise, in the same way, etc, as example of conjuncts. It should be noted, however, that though these items have rather different functions and are not to be considered as synonymous, they all serve the function of signalling Contrast and Compatibility in discourses (cf. Hoey 1987).

With regard to the General-Particular pattern which includes the Generalization-Example and Preview-Detail patterns, there are a number of items which help indicate these patterns. To begin with, hyponyms can be generally taken as a signal of the General-Particular pattern. Also conjuncts such as "for example", "a case

29

in point" , etc, can be used to signal the Generalization-Example pattern, apart from the fact that the underlying semantics of this pattern comes into play whenever a member X of a set of Y is selected for exemplification, as in the following example: "choose a good name, e.g., Michael" (cf. Longacre 1983: 125).

As to the Preview-Detail pattern, Hoey (1983) notes that "the preview member may contain no clue that it is part of a relation with a subsequent detail member or it may contain a clue in the form of a listing, the extreme form of the latter being enumeration which normally demands detail to follow" (p. 138). He gives the following example:

> It (the harpoon) consists of a `socket`, `shank`, and `mouth`. The shank which is... The socket is about... and the mouth is of... (ibidem).

where the preview member (first sentence) contains a list which predicts but does not demand detail to follow.

Compare the above example with the following given in 1.2.:

> There are roughly three New Yorks. There is, the first... Second...Third...

where the preview member contains a list in form of a enumeration which demands details to follow in the subsequent sentences.

Hoey (1983) says that "definition is a signal of detail to be provided in a Preview-Detail relation" (p. 140). He also distinguishes three types of details: a) structure detail, b) function detail, and c) composition detail.

It is worth noting that the Matching relation can frequently occur between particulars in a General-Particular pattern. In the Generalization-Example pattern, for instance, the writer may decide to provide various examples in order to illustrate the generalizing statement, though, he/she may provide a lot of examples and give them approximately equal attention or she/he may decide to focus on one of the examples at the expense of the others (cf. Hoey 1983: 151).

1.3.1. Operation of Lexical Signals

In real discourses lexical signals operate in three basic ways. They may signal a relation in advance or after the relation itself (the relation itself Winter terms lexical realization). When they tell the reader/listener beforehand how to interpret a relation they are named anticipatory. And when they tell the reader/listener afterwards how to interpret a relation they are termed retrospective. It is also possible for a relation to be spelt out by a lexical item during the relation itself, as in the example below of a matching relation of imcompatibility:

> People think of Birmingham in two different ways. Alderman
> FRank Price sees the city as a sort of anvil whereas my
> barber thinks of it as a neutral sort of place built by
> people who worked hard for generations (Hoey 1983: 22).

where in the nominal group different ways, the lexical signal different spells out in advance a relation of contrast, ways tells that more than one opposing view will be given and the conjunct whereas signals that the contrast is under way.

31

Take the passage below of a lexical item signalling a relation retrospectively:

> The manufacturer's familiar argument in support of the adequacy of existing coating systems does need scrutiny in respect, for example, of the slipper dipping process; excess-point `runs´ which can arise are subsequently `buffed out´ in `paint-finish´ production area with inevitable concurrent removal of primer and undercoat in certain cases. Resulting weakness points arising from this cause can exist generally at the joints of the sill and `A´, `B/C´ and `D´ posts (Hoey 1979:31).

where the lexical item resulting is signalling the relation of the nominal group to which it belongs with the previous sentence, and the item cause is signalling retrospectively the relation of the second half of the previous sentence to that nominal group as one of cause-consequence.

1.4. Elicitation Techniques

In this section we discuss two language techniques which can be used in order to elicit the underlying meaning of patterns of discourses (or Clause Relations). These techniques are: a) Question Test, and b) Paraphrase Test.

1.4.i. Question Test

The organizational pattern of a discourses (or the clause relation that comprise it) is not only ascertained by means of the identification of the subordinators, conjucts, and lexical signals present in it. It can also be identified by the use of

questions which can be in the form of grammatical questions (Wh-questions) or requests for information (cf. Hoey 1983: 28). This operation can be carried out by projecting the discourse into question and answer form in a manner which resembles a kind of dialogue between the reader and the writer mediated through the text. The reader acts as questioner and the text as answerer. In this sense and on the condition that a discourse is well written one can account for its organization in terms of implied questions which arise out of previous statements. Winter (1982) says:

> We take the pragmatic view that for every clause there must be a question to which it represents an answer.

adding further that:

> We take a clause in its context of adjoining clauses and ask ourselves "what questions does the clause under consideration answer of its adjoining clause or clauses in this particular context?"(p. 7).

For example, the following sentences "of course, there are other points to be considered" , if contextualized, would raise in the reader's mind the questions: "what are the other points to be considered", or "tell me the other points to be considered" the remaining sentence(s), thus would be expected to provide the particulars for these questions.

According to Hoey (1983), questions can be divided into broad and narrow. Broad questions are normally applied to many situations, i.e., they tend to elicit answers of a certain type in almost any discourses. For instance, the following broad questions can be applied to elicit the S-P-S-E pattern:

33

a)   What was the situation?
b)   What was the problem?
c)   What was the (your) solution?
d)   What was the result? or How successful was this?

Broad questions can be used to elicit the Real member of the Hypothetical-Real pattern. As we saw earlier, in the two components of this pattern the Hypothetical presents someone else's statement to be affirmed or denied as true. It follows quite naturally from this that the role of the Real member can be seen as an answer to the following questions: "is it true?" or "how true is it?" . Also the question: "how do you know it is true?" can be used to elicit the next clause relation of the Hypothetical-Real pattern as basis (Winter 1986: 103).

In regard to the Matching pattern Hoey (1983) proposes the following questions:

(a)   Is what is true of X (not) also true of Y or Is what is true for X at one stage (not) also true of X at another stage? (p. 115).

(b)   How does X differ form Y? and How does X compare (is compatible) with Y? (ibidem).

As to the General-Particular pattern the following questions can also be applied:

(a)   Give me an example (or examples) of this, for the Generalization-Example pattern (p. 137).

(b)   Give me some details of X or Tell me about X in greater detail, for the Preview-Detail pattern (ibidem).

Hoey proposes further the following questions which can be used to elicit the tree types of details mentioned in section 1.3.: a) "what is it made of?" for composition detail, b) "what is its function ?" for function detail, and c) "how would you describe X?" for structure detail (p. 145).

Winter and Hoey (1986) note in passing that questions such as: "what follows from this?" , "what does that lead to?" , etc, can be used to elicit the Logical Sequence relation. Accordingly, the questions "what happened next?" elicits the basic Logical Sequence relation, namely Time Sequence, whereas "tell me more about X" elicits the basic Matching relation - Topic Maintenance (p. 123).

Narrow questions are in many senses the converse of broad questions. They tend to be applied uniquely to specific situations (discourses). According to Hoey (1983), narrow questions have the advantage of spelling out exactly the relationship holding between two sentences (or parts) of a particular discourse. He provides the following example:

> Mr. Wilson won many middle-class votes in the election (p. 28)

where the narrow questions "how did he achieve this?" or "how (did Mr. Wilson win many middle-class votes in the election?)" predict the next clause of this clause relation (here the instrument-achievement relation) as answers to the posited questions. Hoey notes that this latter question is narrow but ``that part which is unbracketed (i.e. how) can also stand on its own as a broad question (ibidem). He also observes that, though those two narrow

35

questions contain explicit lexical signals of achievement, namely "how" and "achieve" , this is not essential to "their functioning" , and extending beyond the present case, for the functioning of the question test in discourses.

1.4.2. Paraphrase Test

Another method for clarifying the clause relation holding between the sentences of a discourse is by means of the paraphrase test. This is because writers may decide not to spell out explicitly the relations holding between the sentences (or group of sentences) of their discourses. Thus, whenever two clauses or sentences (or group of sentences) are presented as having no overt signal of the relation they are in, we can check out which relations are possible by the use of rephrasing so as to include an overt signal. Hoey adds: "if the result doesn't change the meaning, then the relation is that indicated by the signal inserted", advising that "there will be contextual differences according to the signal used" (1983: 26). He gives the following example:

Peter went red. He knew he had seen silly (ibidem).

in which no sort of subordinator or conjunct can be seen linking this pair of sentences. According to the paraphrase test, a signal can be inserted between the two sentences, for instance, the subordinator "because" in order to make clear the meaning relation holding between them, in the present case, that they are in a cause-consequence relation. Thus, the result can be:

Peter went red because he knew he had been silly.

36

1.5. Summary

In the last sections I have discussed the notion that discourses can be best caracterized as the product of semantic relations holding between (or among) their sentences (or clauses). We have seen that, according to Hoey (1983) and Winter and Hoey (1986), these semantic relations fall generally within two broad categories: a) Logical Sequence relation and b) Matching relation. Logical Sequence relation can be seen as further subdivided into: 1) Cause-Consequence, 2) Condition-Consequence, 3) Instrument-Achievement, 4)Instrument-Purpose, 5) Evaluation-Basis and 6) Time Sequence. Matching relation, on the ohter hand, has also been seen as further subdivided into: 1) Incompatibility, 2) Compatibility and 3) General-Particular which is subdivided into: a) Generalization-Example and b) Preview-Detail. We have shown that these types of Clause Relations find usually correspondence in surface linguistic items which help indicate what type of relation is being signalled to the readers/listeners. These items include: a) conjuncts, b) subordinators, and c) lexical signals.

I have additionally shown that, apart from these types of semantic relations, there are well (and culturally) established text patterns which are used to organize linguistic material into discourses. These patterns have been seen as including the Situaton-Evaluation and its full version, namely the S-P-S-E pattern, the Hypothetical-Real, the Incompatibility and Compatibility patterns,

and the General-Particular patterns which include the Generalization-Example and Preview-Detail. We have also shown that, like clause relations, these text patterns usually find correspondence in specific linguistic items which help signal their underlying meaning (or organization). Among the main signalling categories are the conjuncts, subordinators, lexical signals and repetition. Finally I have shown that the underlying meaning of a discourse (or the clause relation that comprise it) can also be identified by means of using the Question and Paraphrase tests.

All the categories of Clause Relations discussed in this chapter and their corresponding signalling items will be used in the course of analysing the students' pre- and post-test compositions. As to the patterns of discourse organizations discussed, the analysis will take into account only the S-P-S-E and Hypothetical-Real patterns. The Question and Paraphrase tests will also be employed in the analysis as they may clarify the meaning relations holding between the sentences (or clauses) of the students' compositions.

CHAPTER 2

METHODOLOGY

2.1. SUBJECTS

A group of twelve Brazilian undergraduate students enrolled in the Portuguese/English Language Course at Universidade Federal de Santa Catarina participated in the study; two students were enrolled in the 8th semester of study; five in the 6th, two in the 7th, and three in the 5th semester. Six were female and six male, their age, raging from 21 to 26. All the twelve students volunteered to participate in the study. Each of the subjects wrote three English compositions (two for the pre-test condition and one for the post-test condition) as explained below. Both sessions for data collection and for the training were held at UFSC by the researcher himself.

2.2. DATA COLLECTION

2.2.1 Pre-Test

A week before the first training session the students were given two sheets of paper each of them containing three topics to be developed in a composition. The students were instructed to choose one of the three topics for each sheet of paper and write a 100-150 word composition on each one of the chosen topics.

The three topics for composition in the first sheet were:

(a) It is widely known that Brazilian people don't have the habit of reading. How would you improve that?

(b) Brazil is a country where traffic problems are ranked high. What do you propose in order to solve that?

(c) The ozone layer is disappearing from the atmosphere. What do you propose to remedy this?

These three titles were expected to generate compositions whose overall structure would contain the following main components: Situation-Problem-Solution and Evaluation.

The other three topics were the following:

(a) Compare cars and planes for the purpose of long distance tranportation.

(b) Compare television with newspaper as means (vehicles) of communication.

(c) Choose two American or Brazilian authors and compare them in relation to their theme, characters, etc.

These three titles were expected to generate compositions whose overall structure would contain a sequence of coherent comparisons.

The contents of the titles offered to the students to write their compositions for the pre- and post-test deal essentially with subject matters which are within the realm of experience of the students. As classroom practice has shown topics in which students take an interest, and which are within their understanding lead to better compositions.

2.2.2. Post-Test

A week after the last training session (see description below) the students were given another sheet of paper containing three topics to be developed in a second composition. To control for the possibility of ready-made compositions three new titles were provided. Again the topics were expected to generate compositions whose overall structure would contain Situation-Problem-Solution and Evaluation.

The following titles were suggested:

(a) Brazilian university students enrolled in English Language Courses tend not to have a high oral proficiency in English. How would you improve that?

(b) Statistics have shown that road deaths are very high on Brazilian highways. What do you propose to solve (or alleviate) that?

(c) The price of books in Brazil is above the level average people can afford to buy. What do you propose to remedy this?

The students were originally given the option to write their post-test compositions either in the S-P-S-E or in the Comparison

patterns. My expectation was that the students' option would be weighted in both directions so that there would be compositions written in the S-P-S-E and Comparison patterns. These would, then, be compared with the composition of the same pattern each student had written in the pre-test (see figure 2.2.).

Pre-test	training	Post-test
S-P-S-E and Comparison		S-P-S-E or Comparison

Figure 2.2. - Overall Research Design

However, during a discussion which followed the last training session the students decided unanimously that they would like to write their compositions in the S-P-S-E pattern. One of them even voiced the opinion that to write a composition in the S-P-S-E pattern would be much easier than to write the same composition in the Comparison pattern. Perhaps this can be explained if we account for the different cognitive demands required by the two textual patterns. As already pointed out in earlier sections the S-P-S-E pattern is caracterized by the Logical Sequence relation whereas the Comparison pattern is caracterized by the Matching relation, i.e.,by statements which are matched against each other in order to highlight similarities or differences. As Harris (1986) explains

42

``where a comparison or contrast (i.e. comparison + negative) is built over more than one sentence it is clear that to manipulate the pattern successfully the writer needs to be able to hold in mind the complete pattern prior to writing'' (p. 170). Since none of the participating students wrote their post-test compositions in the Comparison pattern, I disregarded the Comparison patterned compositions they produced in the pre-test condition for close study.

2.3 TRAINING SESSIONS

The general aim of the two text analysis training sessions – one to teach the S-P-S-E pattern and the other to teach the Comparison pattern – was to combine the analysis of the overall organization of the texts along with the discussion of the liguistic items which signalled the structure underlying the texts. These two objectives directed the choice of the reading strategies used in class and the preparation of exercises for the teaching of the two textual patterns.

2.3.i. Reading Strategy

Two reading strategies were used in the two training sessions; a) General and b) Detailed Comprehension.

The General Comprehension strategy aimed at teaching the students to approach the text from a top-down processing perspective, the emphasis being put on the understanding of the text at a more global level so that the overall organization underlying it could be perceived.

Once the students had made an overall reading of the text in question the Detailed Comprehension strategy was then suggested. This reading strategy aimed at teaching the students to approach the text from a bottom-up processing perspective, the emphasis thus being on the comprehension of the text at a more detailed level. For this stage the students were instructed to process the text under analysis on a word by word basis so that the language items used to signal the structure could be successfully pinned down.

2.3.2. Materials

The materials used in this study for the S-P-S-E pattern were;

(a) Three short texts (50-100 word) from Jordan (1984):

    1) ``Keep off the Wall''.

    2) ``Braces and Smiles''.

    3) ``Pioneering Polytechnic''.

(b) One short text (100 word) about ``Manhattan Island '' taken from Reading Research Quarterly (1987).

(c) Two medium-sized (200-250 word) texts from Varig's inflight magazine` `Icaro`;

    1) ``Parents Travel, Children are Affected''.

    2) ``How to avoid Excessive Support''.

All the texts used for the teaching of the S-P-S-E pattern are included in appendix A.

The material used in this study for the Comparison pattern were:

(a) One short text (50-100 word) taken from Winter (1986).

(b) One short text on ``Iconic Models''taken from Hoey (1983).

(c) One short text on ``Fishing and Farming'' taken from Reading Research Quartely (1987).

(d) One medium-sized text (100-150 word) on the films ``Jaw and the Exorcist'' taken from the book College Writing (1985).

The following criteria account for the selection of these specific texts for study:
a) They exemplify the two textual patterns under study in a clear way. For example, for the S-P-S-E pattern the short texts have each of their sentences taken up by each element of the pattern whereas the medium-sized texts have more than one sentence (groups of sentences) taken up by each element of the pattern; b) There are plenty of examples in the texts of typical language items used to signal what type of structure underlies them and c)The texts contain factual information of general interest.

2.3.3. Exercises

The exercises were divided into two steps which we distinguish as follows;

(a) Text analysis exercises.

(b) Language-centered items exercises.

The text analysis exercises aimed at teaching the students to perform a primary analysis of the text in question, i.e., to perform an analysis of it on a global basis. For this step the top-down reading strategy was suggested. The Language centered items exercises, on the other hand, aimed at teaching the students to perform an analysis of the text on a more detailed basis by making them move from that global level of understanding (analysis) to a more detailed level of understanding (analysis). For this step the bottom-up reading strategy was suggested. This analytical stage was very important since the understanding of the text in terms of its overall organization provided a jumping-off point for the identification of the linguistic items which directed and oriented the students' comprehension of its global structure.

Individual worksheets containing the tasks which I expected the students to perform were devised. The text under analysis was included in each one of these worksheets. I was also careful to make the tasks explicit so that there would be no doubts as to what the students were expected to do.

Most of the time the students were required to work individually. The text and the tasks derived from them contained all the necessary guidance the students would probably need to work at their own pace (see appendices a and b for addittional information). However, not all the activities done in class were student-centered. In this sense I was invaluable in three main respects. First, I provided the students with the background knowledge of the patterns they were going to work with. Second, I taught the student the

signalling system of each pattern, and the way they had to proceed to analyse the texts with the help of the items of the system. And finally, I directed a class report-back discussion after each task was completed in order to check out the results arrived at by the students.

2.3.4. First Training Session

The first classroom activity took place on september 5, 1988 and lasted for 2 hours. The goal was to acquaint the students with the S-P-S-E pattern and help them build a representational model of the pattern. The exercises used will now be described.

2.3.4.1. Scrambling/Unscrambling

The objetive here was to focus the students' attention on the logical/semantic relation holding between the sentences of the text ``Pioneering Polytechnic''.

Each sentence of the text was written on individual strips of paper so that each semantic-structural component of the S-P-S-E pattern could be represented in each one of those strips of paper. The strips were randomly arranged and given to the students. I asked the students to unscramble the text and order it in the Situation-Problem-Solution and Evaluation sequence. I wrote this sequence on the board for the students' ease of visualization. The students were advised that only one sequence was possible.

A short discussion followed in order to check the students' perfomance. Four students succeeded in arranging the text in its normal sequence.

Next, the text ``Pioneering Polytechnic´´ was shown on a screen using an overhead projector. The students were asked to match their sequence of the text to the sequence displayed. I then showed the signalling system of the text using another transparency. Explanations as to the text's principal language items related to the pattern under discussion and how these language items were used to relate ideas in one sentence to ideas in another sentence (hence the preferability of one version over the others) ensued.

Next the text ``Pioneering Polytechnic´´ was displayed in another transparency. The purpose of this activity was to show the students how the question test could be applied to S-P-S-E structured texts (see section 1.4.).

2.3.4.2. Prediction

The objective of this activity was to make the students formulate hypohteses as to the likely sequence of the text in terms of the S-P-S-E pattern. The text used was ``Keep off the Wall´´.

The text was also shown using the overhead projector. Its title only was made visible while the rest of the text was covered with a blank sheet of paper. Based on what the students had just seen they were asked to make guesses as to the likely content and functional category of the first sentence. Brief discussions followed. The first sentence of the text was then displayed. The students were once again asked to formulate hypotheses as to the likely content and

category of the second sentence. This interplay of hypotheses formation and refutation continued throughout the whole text.

Most students succeeded in confirming their hypotheses as to the functional unit which was to come next, except for the fact that they expected the text to be continued after the last sentence (solution).

The text ``Keep off the Wall'' doesn't contain the component Evaluation as a separate functional unit. Because of this, I asked the students to provide a sentence with evaluative features for the solution proposed in the text. The main purpose fo this activity was to make the students perceive (as they guessed initially) that the author of the text could have completed the text in terms of the four components of the S-F-S-E pattern.

Next, the student were given individual sheets of paper containing the text ``Keep off the Wall''. They were asked to read the text and write down the main signalling items of the text and apply the question test to it.

2.3.4.3. Text Analysis

The objective of this activity was to focus the students' attention on the organization of the text as a whole and the language items that signal its overall organization.

This time the students were given individual sheets of paper containing the Text "Teeth and Smiles". They were asked to read the text and divide it up according to the four components of the S-F-S-E pattern. The students were then asked to read the text twice and

mark false or true to four statements concerning its signalling system. I checked the students' answers.

Because the text "Teeth and Smiles" doesn't contain the component Situation as a separate functional unit, I devised an exercise which consisted in breaking down the first clause (Problem with implied Situation) of the first sentence so that a separate sentence with situational features and another comprising the problem proper could be produced by the students.

Next, the students were given two separate sheets of paper each of them containing the texts "Parents Travel, Children are Affected" and "How to avoid Excessive Support". They were asked to read the texts twice and divide them up in terms of Situation-Problem-Solution and Evaluation. They were warned that one text was to present various problems and one solution while the other was to present one problem and various solutions, and that these observations should be taken into account during their analysis of those texts.

2.3.4.4 Recognition of the sentence that best fits the overall organization of the text.

The objective here was to make the students choose the sentence more appropriate to the overall meaning of the text. The text used was a short text about "Manhattan Island". The first sentence of this text was omitted and included among other three sentences devised by myself. The students were asked to read the text and choose the sentence which best represented its overall meaning (organization). The students were then asked to read the text twice

50

and mark true or false to four statements concerning its overall organization and main signalling items. I checked the students' answers.

2.3.5 Second Training Session

This session took place one week after the 1st session and lasted one hour and a half. It aimed at making the students acquainted with the Comparison pattern and at helping them build a representational model of the pattern.

As a first step, using the overhead projector, I showed the students the text below, asking them to read it an observe what was being compared and in relation to what details:

> "What we have still not forgiven him for" she says "is that he (Mozart) reasoned". Miss Brophy, whose spiritual home is the 18th century enlightment, also reasons (Winter 1986: 92).

To help the students carry out the proposed activity I provided them with the following statement which can be used to elicit the underlying organization of a Comparison patterned text: "What is true of X is true of Y in respect of A feature" (ibidem). I asked the students to replace the upper-case letters X Y and A with the material of the text just read. A brief discussion followed in order to check whether the students had arrived at the correct answer: what is true of Mozart is true of Miss Brophy in respect to their capacity to reason.

As a next step I presented on a transparency the signalling items avaliable to signal the Comparison pattern and explanation as to their use.

As a third step, the students received individual sheets of paper containing a short text on "Iconic Models". The students were asked to read the text and mark true or false to four statements concerning its overall organization and signalling system. They were asked to read the text twice and arrange it in tabular form. They were told that such a procedure would facilitate the visualization of the overall organization of the text (or any other text structured according to the Comparison pattern) since it would help display better what materials the sentences of the text would share among themselves(see Hoey 1983). I checked the students'answers and provided my own version of the text in tabular form using the overhead prejector.

Next, students were given another individual sheet of paper containing a short text on "Farming and Fishing". The students were then instructed to read the text twice and 1) write down words (or groups of words) which were repeated or substituted in the text and 2) arrange the text in the tabular form. Feedback was provided to the students' answers.

Finally, the students were given one more sheet of paper containing a medium-sized text on the films "Jaws and the Exorcist". The students were asked to read the text and write down the language items used to signal the underlying organization of the text as Comparison and pin down any occurrence of words (or group of words) which were repeated or substituted in the text. The students were then asked to read the text twice and 1) arrange it in tabular form, and 2) mark with the letter X statements (made-up by myself) according to whether they embodied the Comparison pattern or not

52

(for examples see appendix B). They were then instructed to write down the language items which helped signal those (marked) sentences as Comparison. Again I checked the students' responses.

2.3.6 Third Training Session

In order to complement the two training session on the S-P-S-E and Comparison patterns another session was held. This session took into consideration three discourse factors: a) the writer's purpose; b) the audience and c) the topic. It was carried out one week after the second session and lasted half an hour. This training session is in line with Zamel's (1983) opinion that:

> Our teaching of writing must (...) take into account all
> the factors that interact to produce coherent writing. To
> ignore these crucial discourse considerations which should
> form the basis of all writing instruction - the writer's
> purpose, the audience, the topic - would not only lead to
> a failure to address composing itself; it would result in
> writing in which it was no longer important whether the
> links were missing or not (p;28).

I began the session by providing the students with general explanations on the role played by the writer's purpose and the audience and the topic in the production of a text. The students were told that as a general rule texts are written for specific purposes and for specific audiences. Pursuing this line of thought they were told that writers often speculate on the reader's knowledge about the subject matter to be dealt with in the text so that they can tailor it according to what they expect their readers to know and not to know. The students were additionally told that factors such as complexity of the writing, its length, type of vocabulary used and sentence complexity would depend ultimately on

the writer's purpose in writing the text and on the intended audience for whom the text was to be addressed. By virtue of illustration I provided the students with the following explanation: If a writer composed an article for the general public and the word group "Psychological Projection" stood out as a central concept it is likely that the writer has to define what "Psychological Projection" means. However, if this same article were written for a specialist audience, in the present case psychologists, it is unlikely that such a definition would be necessary, since the intended audience already knew what "Psychological Projection" means. As to the factor "topic" the students were briefly told that it was a very important factor to be taken into account in any writing task because it was directly related to the subject matter on which any piece of writing is to be about. It could be best viewed as an answer to the question: "What is this text about?".

To illustrate the points made by me the following outline, which shows some purpose for which texts can be written, was displayed on the overhead projector:

Texts can be written as:

a) News or entertainment for the general public;

b) For technical or business communication purpose;

c) For soft sell promotion of products and services;

d) letters requesting or giving information, and so on.

The writer has a specific purpose in communicating with his/her audience and the (audience) reader has a purpose in decoding a text:

a) Advertising (e.g. Bom-Bril)

   writer's purpose: to promote, to sell the product;
   intended audience: a select group (probably the housewives);
   audience' purpose: to satisfy curiosity, to be informed of a product.

b) Fiction (e.g. detective story)

   writer's purpose; to entertain;
   audience: the purchasers of book (cultured people);
   audience's purpose: to be entertained.

c) Letters from mother

   writer's purpose: many possible, including to show affection;
   audience: sons and daughters;
   audience's purpose: many including to receive affection.

d) Article in general interest magazines (e.g. Varig's inflight)
   magazine ``Icaro''.

   writer's purpose: to inform, to entertain;
   audience: Varig's passengers (or literate people);
   audience's purpose: to be informed, to be entertained.

e) Article in a specialized magazine (e.g. Reading Research
   Quarterly)

   writer's purpose: to inform about advances in field knowledge;
   audience: a select group (those interested in advances in language
   studies);
   audience's purpose: to be informed, to keep abreast of advances in
   language studies.

   Another classroom activity was suggested in order to reinforce

the students' perception of the importance of the audience and the

writer's purpose in the devising of a text. Using the overhead

projector I showed the students a short text ``Dear Parents'' taken

from Jordan (1984)(see appendix C).

   The students were asked to read the text twice and guess for

which audience and for which purpose it was written. The students

were advised that the writer had omitted certain information from

the text since he/she knew that the intended audience already knew the omitted information (or could infer it from the explicit information presented in the text).

During a brief discussion the students were asked to voice their guesses. Most of them were able to infer that the text was written in order to inform about a newly-created device for children's school uniforms and that the intended audience was probably the children's parents. Despite this, they failed to infer what problem (and by implication the situation) the device was expected to solve. I then provided the students with the background information (situation and problem) necessary for them to understand better the meaning of the text (see appendix C).

Once this explanation was over I suggested to the students that for their post-test compositions the following schema could apply:

Audience: University students enrolled in English Language Courses at UFSC (or in any other Language Course);

Purpose: to inform the students of some facts, their problems and likely solutions;

or

to inform the students of similar features that one can find between two chosen objects, events, etc.

2.4 Data Analysis

2.4.1 Holistic Evaluation

The twenty-four expository compositions produced by the twelve students - twelve in the pre-test condition and twelve in the post-test condition - were submitted to a holistic evaluation process.

The holistic evaluation process can be defined as a scoring process in which one or more readers are asked to award a grade to a composition based on their impression of the text as a whole (Perkins 1983).

In order to facilitate the evaluation task all the compositions were typewritten in individual sheets of paper. However, as the compositions produced were short - average of 150-200 words - both the pre- and post- test compositions written by each student were typewritten on the same sheet of paper. To control for ordering effects both the pre- and post- test compositions were ordered differently in each individual sheet of paper. So one half of the pre-test compositions were typed before the post-test compositions and other half after the post-test compositions. Care was taken to type the compositions verbatim, keeping, therefore, the original wordings, paragraphing as well as syntactic and morphological errors.

The evaluators were experienced teachers of English, all residents of the city of Florianópolis - nine were native speakers of Portuguese, two native speakers of Spanish and one of English. Four of them were teachers of English at UFSC, seven were enrolled in the English MA language programme at UFSC as regular students, and the other had already taken their MA certificate in the same programme. Despite these differences I assumed that all the twelve evaluators would share approximately the same background knowledge in terms of language teaching.

During the evaluation session each evaluator received a packet containing the twelve sheets of paper. The sheets were numbered from

one (one) to twelve (12) for convenience of reference. A letter of introduction explaining the overall purpose of the evaluation task as it is related to the present experiment was presented along with a printed hand-out containing detailed instruction as to the criteria the evaluators had to take into account when avaluating the twenty-four compositions.

The evaluators were instructed to follow these steps; first, to read at least twice the same composition and give it a holistic evaluation concerning its overall coherence by awarding it a grade on a scale from one (1) to ten (10). In order to focus the evaluators' attention basically on the aspects of the compositions which were significant to this experiment two indicators of coherence were suggested, namely a) Content and b) Structure. The first criterion had to do with the way the student developed the topic of his/her choice. Although I was aware of the difficulty in separating the content from the structure I made it clear to the evaluators that every effort had to be made not to mark down a composition for dealing with a topic in a manner contrary to his/her understanding of the issues involved. The second criterion, Structure, was related to how successfully the points had been made in the compositions and how logical the development of the ideas was in the sense that the compositions would have a beginning, a development, and a conclusion, thus being felt as a coherent unified whole.

2.4.2. Composition Analysis

The analysis of the compositions took into account three

58

points. First, the holistic evaluation results as these are related to the general caracteristic found in the students' compositions. Second, the features which contributed to reduce the overall coherence of the compositions which will be termed ``Factors of Incoherence''. Third, the features which contributed to the overall coherence of the compositions termed ``Factors of Coherence''. Within this factor the analysis will also take into account the overall organization of the compositions, i.e., if they fit the S-F-S-E pattern as part of their underlying meaning.

CHAPTER 3

RESULTS AND DISCUSSION

3.1. Introduction

In this section the students' pre- and post-test compositions will be analysed and the results of the analysis discussed. Two main analytical goals will be taken into consideration. The first has to do with the language features identified during the analysis which were seen as reducing the effectiveness of the compositions as coherent language units. These features are termed "Factors of Incoherence". The second analytical goal has to do with the language features in the compositions that contributed to make them hang together as a semantic whole. These features are termed "Factors of Coherence". Within these factors the analysis will also take into account the overall organization of the compositions, i.e., it will check if the compositions fit the S-P-S-E pattern as part of their underlying meaning. The grades received by the group of pre- and

60

post-test composition during the holistic evaluation process will be considered as they are related to those factors of incoherence and coherence. The presentationn and discussion starts with the holistic evaluation. Next the factors of Incoherence and Coherence, respectively, are presented and discussed.

3.2. Holistic Evaluation

Table 3.2. shows the results of the holistic evaluation of the composition written in the pre-test condition and in the post-test condition. Grades are given to both Content and Structure. Averages are shown on the right side to each composition and at the bottom for each group of compositions.

Table 3.2. Holistic Evaluation Results

Composition number	Pre-test compositions			Post-test compositions		
	content	structure	Average	content	strutcture	Average
1	3,8	3,5	3,6	7,6	8,0	7,8
2	3,6	3,8	3,7	7,9	7,9	7,9
3	3,3	3,2	3,2	8,5	8,5	8,5
4	5,8	5,8	5,8	8,3	8,8	8,5
5	4,8	3,1	3,9	7,5	8,3	7,9
6	6,1	6,2	6,1	7,4	7,0	7,2
7	4,6	4,5	4,5	9,0	8,3	8,6
8	4,5	4,0	4,2	7,4	7,4	7,4
9	3,5	3,9	3,7	6,7	7,4	7,0
10	6,3	6,6	6,4	6,8	7,4	7,1
11	4,9	4,8	4,8	5,0	5,0	5,0
12	5,1	4,6	4,8	5,9	5,9	5,9
Average grade	5,3	4,5	4,9	7,4	7,2	7,3

As we can see from the average grades on Content and Structure calculated for the pre-test compositions (content 5,3; structure 4,5) and for the post-test compositions (content 7,4; structure 7,2), there was a general improvement in the 12 post-test compositions. These results suggest that the training on text structure enabled the students to improve the quality of their written compositions. That improvement found across the twelve post-test compositions is also corroborated by the average grade calculated for the pre- and post-test compositions, when the grades assigned to Content and Structure were added together. While the pre-test compositions obtained (4,9) as a final grade their post-test counterparts obtained (7,3).

The data in table 3.2. were submitted to a T Test. The difference between the pre-test for Content and the post-test for Content was statistically significant.

Content:

Student's T   = 5.5074243993

Degree of freedom   = 11

Probability   = 0.0001

The comparison of the pre- and post-test for Structure also revelead that the two groups were statistically different at a significant level.

Structure:

Student's = 5.8057899577

Degree of Freedom = 11

Probability = 0.0001

From these observations one question arises: what objective caracteristics discriminate between compositions rated high and those rated low? What factors, what language features, and what textual elements could have been taken into account by the evaluators when assessing the overall quality of the student's compositions? The claim is that the better compositions - those holistically rated high - were those which had a clear textual organization underlying them, here particulary the S-P-S-E (or P-S) pattern, and showed to have their sentences semantically related in a clearer and more coherent way. On the other hand, the worse compositions - those holistically rated low - presented various coherence problems. First, they were not written according to a clear and coherent plan of organization, not following the S-P-S-E (or P-S) pattern. Second, and perhaps as a consequence of that, they proved to have their sentences semantically related in a unclear and incoherent way. For example, They didn't support points, they didn't exemplify generalizing statements, they didn't make statements of cause-consequence, etc, thus failing to make the text hang together as a coherent language unit. The factors of incoherence identified in the pre- and post-test compositions are presented and discussed in the next sections.

3.3. Factors of Incoherence

> Coherence   is the internal set of consistent relationships
> perceived   in   any stretch of discourse (Winterowd 1970:
> 828).

This   section   of the analysis is limited   to   identifying   the
factors which affected the internal set of consistent relationships
and therefore broke up the normal sequence of sentences and clauses
relations, thus affecting the meaning and structural organization of
the compositions.   These coherence problens are seen as causing the
compositions   to   fail in achieving continuity as a   discourse. They
reduce the effectiveness of the compositions as language units   used
to   communicate   meaningfully some state of affairs.   These   factors
are;   a) Inappropriate Anaphoric Reference ; b) Ungrammatical
Sentences ; c) Loosely Linked Sentences and d) Wrongly   Linked
Sentences. I   tried also to detect the factors of incoherence   as
these   are related to the overall meaning of the S-P-S-E pattern.
These   are; a) Content Mismatch between the components Problem and
Solution; b) Negative (and/or implicit) Evaluation of the Solution.

3.3.1. Inappropriate Anaphoric Reference

Inappropriate anaphoric   references are realized by means of
personal and demonstrative pronouns which can not be   successfully
recovered from the preceding text. In the   compositions analysed
these anaphoric items don't contribute to cohesion, consequently to
the coherence of the compositions. Halliday and Hasan say that

"cohesion occurs where the interpretation of some element in the discourse is dependent on that of another" (1980:4). Consequently there must exist one item that is pressuposing and another that is pressuposed, as for example in "Peter went to Sao Paulo. There he met some friends", where there and he are the pressuposed items referring back to the pressupossing items Peter and Sao Paulo. In the inappropriate occurrence of anaphoric reference, the meaning of the pressupossed item can not be effectively interpreted anaphorically because of ambiguity or because the pressuposed item is absent from the text. It may also be due to the fact that the pressuposed item is too far from the pressuposing item. The extracts below exemplify the occurrence of inappropriate anaphoric reference in the compositions under analysis.

(12a) (i)To improve the habit of reading in Brazil I think it is really necessary to look at the whole political, economical and social situation. (2) Actually magazines and books aren't so cheap, even so when we know that great part of brazilians work hard just to survive. (3) However, this doesn't consist in a real excuse because...

In this extract the use of the demonstrative this in subject position in clause a of sentence 3 causes a lot of problems for we don't know if this refers anaphorically to magazines and books aren't so cheap or to great part of Brazilian work hard just to survive. Though demosntratives such as this and that can refer anaphorically to groups of sentences or clauses, this is not what happens here since the two clauses are semantically unrelated (see section 3.3.3.)

Here is another example:

(11b) (1) Nowadays there are many foreign language colleges in Brazil where the students are supposed to study the grammar and the oral instruction. (2)The students of undergraduate courses have shown interest in them, so graduate course have been created in the whole country. (3) This intention has been accepted as the best way for undergraduate students who wish to learn much more about what they enjoy most in their undergraduate courses.

Two problems of anaphoric reference can be seen in this extract. First, despite the fact that we can interpret the pronoum them in the sentence 2 as referring back to foreign language colleges we can not interpret anaphorically the meaning of the subjects of the two clauses of sentence 2, respectively the students of undergraduate courses and graduate course. The former refers to undergraduate students, though in sentence 1 no mention has been made of them, unless we guess this nominal group refers back to students in sentence 1. The latter subject refers to graduate courses, though in sentence 1 the writer simply talks about foreign language colleges.

The second occurrence of the inappropriate use of an anaphoric item can be seen in the relation between sentence 3 and its preceding sentence 2, particularly the relation between the nominal group this intention. As presented, the demonstrative this causes ambiguity because we don't know whether this refers anaphorically to undergraduate students interests or to creation of graduate courses. In addition, we can not recover the noun intention from the two preceding sentences.

Another example:

(2a) (1)Brazilian   people   have   been   becoming   each   more
      illiterate.(2)The goverment is not worried about that.(3)It is
      easier to govern illiterate ones. (4)I guess it is necessary a
      total change in all educational system.(5)I guess it is
      necessary to make people read since the primary.
      (6)The best way I find to solve this problem is to exclude
      children from work, giving them some resourse to keep them
      only studying.

In this extract the demonstrative this in this problem poses

some problems because we don't know for sure whether this problem

refers anaphorically to brazilian people have been becoming each

more illiterate or to   the goverment is not worried that or to it

is easier to govern illiterate ones. Note that even if we knew to

what sentence this is referring we would still have problems because

this is far from the item it would be referring to.

An additional example of poor use of an anaphoric item:

(7a) (1) The best thing we can do to improve the habit of reading
      is to anticipate our contact with books without prejudice.
      (2) Our first contact with books is full of things such as;
      don't touch too much, don't play with them, don't paint on
      them, don't do this, don't do that. (3) As a result we become
      afraid to even hold a book, thus starting avoiding it. (4)If
      we don't like books, we don't like to read.
      (5)We can be taught to take care of books, but in another way,
      without listening such foolish things and learning that
      reading can make our world different.

In this extract the anaphoric such in such foolish things also

poses some problems. Here they are caused by the fact that the item

such is far from the item it is probably referring to which is all

the material following the semi-colon in sentence 2.

In the extracts below the inappropriate use of the anaphoric

item is due to the wrong choice of cohesive items.

67

(9a)　(1)Since the childhood brazilian people are accostumed to receive everything done and when their own capacities are needed they don't know what to do. (2)It is easily explained because...

(11a)　(5)Of course, they need a good teacher to help and prepare them and what they will read, because I don't believe it could be possible in their families, I mean in most of them.

In both cases the personal pronoum It is used inappropriately in place of the demonstrative this and that.

Five (5) out of the twelve (12) pre-test compositions used inappropriately reference anaphoric items. Only one (1) post-test composition continued presenting this problem.

3.3.2. Ungrammatical Sentences

Ungrammatical sentences as a factor of incoherence are those sentences which can not be successfully interpreted due to serious problems of sentence construction. The extracts below illustrate this:

(8a)　(4)Whether it will make sense for people they would engage themselves in this process.

Only one (1) pre-test composition presented a sentence which could not be interpreted because of its grammatical construction. No post-test composition presented such a factor of incoherence.

3.3.3. Loosely Linked Sentences

This happens when a sentence doesn't develop (or expand) adequately the topic set up in the preceding sentence(s). In other words, sentences were considered as loosely linked when they

68

belonged to the same semantic level, i.e., they were seen as comprising a general statement which, due to their abstract nature, could have been developed further with supporting or secondary details in subsequent sentence(s) in order to give support, evidence or detail to what had been said previously (the general statement). Some authors distinguish between sentences comprised of general statements and those which specify the meaning of those general statements. Winter (1982), for instance, calls the former ``unspecific clause'' and the latter ``specific clause''. Other authors give to this phenomenon different labels such as ``topic sentence'' and ``subordinate sentences'' (Dornan and Dawe 1987), and ``superordinate sentence'' and ``subordinate sentences'' (Kintsch and Van Dijk 1978). Because Winter (1982) has been greatly concerned with showing the language items which signal the status of the sentence (or clause) as unspecific I will briefly outline his ideas below.

According to Winter the sentence (or clause) which comprises general (or unspecific) statements is not adequate as an information unit because, though ``understood in the abstract requires to be further specified by specific clause'' (1982: 41). He adds that ``the function of specific clause is to fulfil the lexical meaning of unspecific clause in terms of the relevant specificities so that unspecific clause is now fully understood''(ibidem). Winter also notes that the linguistic property of an unspecific sentence is not limited to indefinite pronouns (e.g. somebody, something, etc) or to general nouns (e.g. an accident), but is also ``a general semantic

69

caracteristic of many lexical items in the clause'' (p.40). As an
example he mentions the abstract noun *type* which``has to be
lexically realized by the noun to which it refers'' (ibidem) as in
type of car, *type of bus*. This requirement set by the noun *type* can
also be seen in the ``pushdown'' question ``type of what?''.

The extracts below from our data illustrate sentences with a
weak level of semantic connection between them.

(ia) (4)A child must be first taught how to think. (5)There are
     some steps before a child is able to read. (6) Developing
     these steps is another way of improving the reading habit.

Several problems of semantic connection can be seen arising
from the relations holding among these sentences. To begin with, in
sentence 4 the writer begins by saying that the child must be
taught ``how to think'' and by doing so he creates an expectation
that in the next sentence(s) he will provide the details of how one
can teach the child to think. However, this is not the case.
Sentence 5 picks up another subtopic by stating that ``There are
some steps'' the child has to follow before he/she is able to read.
Another expectation is set up that the writer will provide examples
of specific steps that a child must follow in order to develop that
habit of reading. This can be best seen in the question ``what are
these (or give me examples of these) steps?'' Once again this
expectation is thwarted. Sentence 6 introduces another subtopic by
affirming that ``these (unmentioned) steps'' can help improve the
habit of reading.

Another example of loosely linked sentences:

(3a) (1)Well, I firstly would propose to promote a great advertisement campaign in whole country. (2) This campaign will be well succeeded following the objective of solving the actual difficulties met in the majority of the cities. (3)The situation is our roads and the distribution of the transport means cannot continue. (4)On the other hand, this situation would be changed partly, if...

In sentence 1 the writer proposes a national advertisement campaign. And as such he sets up an expectation that the next sentence(s) will develop further the topic related to the campaign. The next sentence (sentence 2) satisfies in part that expectation and in part creates another one. The expectation met is seen when the writer says that the purpose of the campaign is to solve ``the actual difficulties met in the majority of the cities''. The newly created expectation is set up by the unspecific nouns ``difficulties'' and ``majority of the cities''. The reader expects that their meanings will be further specified in the next sentence(s). This can be seen in the question ``what are these actual difficulties (met)?'' and ``which are the cities (that those difficulties can be found)?''. Sentence 3 doesn't meet that expectation and introduces another subtopic by saying that ``the situation'' in the roads and ``the distribution of the transport means connot continue''. As a sentence implying a problem as seen in the verb phrase ``can not continue'' (one discontinues or stop somenthing unpleasant, unwanted or unnecessary), it is also an unspecific sentence and as such it creates another expectation that will be further specified in subsequent sentences. However, nothing

71

in sentence 4 satisfies that expectation. It continues leaving the unspecific noun ``situation'' unspecified, not to mention that the subject matter related to the " distribuition of the transport means'' is not even touched.

The extracts below illustrate sentences loosely linked at the semantic level. Despite this, they are connected by means of the conjunct _so_, a fact which seems to indicate that their writers intended a cause-consequence meaning relation between them.

(1a) (1)The habit of reading comes from infancy. (2)So the most effective way to improve it is to give a good and strong basis for our children.

(5a) (1)The habit of reading is something you learn when you are children. (2)So this habit must be increased by the parents or when the children are taken to school.

The writers' problem with these passages starts with the second sentence. It is not clear how this sentence is semantically related to the first sentence. As they stand the topic set up in both first sentences is directly related to the habit of reading coming from early childhood. And as such it should have been developed further in the next sentence(s), possibly by suggesting ways in which the habit can be established in infancy. Instead the next sentence establishes another subtopic through the suggestion of a way (in the case of extract (5a), of two ways) to improve the habit of reading. We can note in both extracts the writers' tentative effort to establish a casual relation through the conjunct _so_ in which case the causality perceived between the first and second sentence is indirect at best.

Additional evidence of loose linking is shown by the following example:

(2a)　(1)Brazilian people have been becoming each more illiterate. (2) The goverment is not worried about that. (3) It is easier to govern illiterate ones. (4)I guess it is necessary a total change in all educational system.

As can be seen the topic set up in sentence 1 is related to Brazilian people's illiteracy. And as such it creates an expectation that this topic will be expanded in the next sentence(s), maybe by giving the causes or consequences of that illiteracy or maybe by comparing (or contrasting) Brazilian people's illiteracy with another people's illiteracy (or literacy). However, the next sentence doesn't meet entirely this expectation, the meaning relation holding between sentence 1 and 2 being apparently one of topic maintenance - the most basic type of clause relation which is commonly found in children's writing (cf. Hoey 1983: 186). Sentence 2 in its turn creates another expectation that the next sentence(s) will provide the reason why ``the goverment is not worried'' about Brazilian people's illiteracy. Sentence 3 satisfies in part that expectation and creates another one. The satisfied expectation can be seen the moment the writer says that ``the goverment is not worried'' about Brazilian people's illiteracy because "it is easier'' for the goverment ``to govern illiterate'' people. The newly created expectation in its turn is set up by this same sentence 3 concerning the reasons why it is easier to rule over illiterate people. This is seen in the following question: ``why is it easier to govern illiterate people?'' which could elicit the next

73

sentence(s) as basis (reason) for that statement concerning the ruling over illiterate people. Sentence 4, however, doesn't meet that expectation. Instead it introduces another topic through the suggestion of a way of helping overcome Brazilian people's illiteracy. Note the demonstrative that in sentence 2 referring anaphorically to sentence 1. As we know the use of anaphoric items such as this, that etc, are greatly cohesive but its occurrence here is not enough to make sentences 1 and 2 hang together. It is only part of a loose statement made about the subject matter set up in sentence 1.

Another example of loosely linked sentence:

(9a)   (i)Since the childhood brazilian people are accostumed to
        receive everything done and when their own capacities are
        needed they don't know what to do. (2)It is easily explained
        because their creative and critical sense is not developed.
        (3)It is generally developed when a reader is able of reading
        and interpreting a book or anything he/she has in her/his
        hand.

As it is clear the topic set up in sentence 1 is related to Brazilian people not knowing how to act properly (when the occasion arises) as a consequence of being accustomed to receiving everything ready-made. As it stands, this sentence is also a generalizing statement. And as a generalization it sets up an expectation that the next sentence(s) will provide the particulars (examples) of specific situations in which Brazilian people don't know how to act adequately. This can be seen in the following request: ``give me examples of situations (in which Brazilians don't know what to do).

74

The next sentence (sentence 2) doesn't meet that expectation. Instead, it introduces a subtopic related to the topic set up previously. It says that Brazilian people's inability to act is a consequence of their ``critical and creative sense'' not being developed. Here a linguistic phenomenon called ``undersignalling'' which comes into operation the moment the writer ``fails to make clear to their readers the relation between the parts of a discourse'' (Winter and Hoey 1986: 136) can be noted. As presented, the meaning relation between sentences 2 and 3 is another generalization-example, a relation the writer has consciously obscured. Sentence 3 (in which the pronoum it, here anaphorically in place of this referring back to the nominal group ``creative and critical sense'' in sentence 2) says that Brazilian people's critical and creative sense is developed the moment they are able to read and interpret ``a book or anything'' they have in their ``hands''. As it is evident one's ability to read and interpret any written material is not the only way in which he/she develops his/her creative and critical sense, but is one of the many ways in which that sense gets developed.

Another example of loosely linked sentences:

(12a) (1) To improve the habit of reading in Brazil I think it is really necessary to look at the whole political, economical and social situation. (2) Actually magazines and books aren't so cheap, even so when we know that great part of brazilian work hard just to survive. (3) However, this doesn't consist in a real excuse because we have libraries for the ones who can't afford these materials and even so don't look for them.

The problem with this passage starts with its very first sentence, particularly in the meaning relation holding between the

75

two clauses which comprise it. The two clauses are related in an
ambiguous way. The key to the understanding of this ambiguity lies
in the relation between the lexical signal ``improve'' (in the
purpose clause ``to improve the habit of reading in Brazil'') and
the second clause ``it is really necessary to look at the whole
political, economical and social situation''. As presented, clause 1
sets up an expectation that a positive evaluation (solution) will be
given next. However, this expectation is frustrated. The next clause
juxtaposed to it is given solely in terms of the necessity (a clear
signal of problem) of looking at various factors. As we may intuit
the habit of reading can never be improved by looking at the
political, economical and social situation, but probably by some
other means (even if these means are related to those factors). I
believe that what the writer meant by this sentence is that the
problem of reading habit in Brazil is related to political,
economical and social factors. If this is a correct guess, the
replacement of the lexical item ``improve'' by ``understand'', for
example, including the lexical item ``problem'' to mark explicitly
the function of this sentence as problem, would clarify what the
writer intended to mean:

> To understand the problem of the habit of reading in Brazil it
> is necessary to look at the whole political, economical and
> social situation.

We now take the next two sentences for analysis, namely
sentences 2 and 3. We begin by considering the two clauses which
comprise sentence 2,

As they are presented no specific meaning relation can be found linking the first and second clauses of sentence 2. The first one mentions the fact that books are not so cheap while the second sentence states that Brazilians must work hard to survive. The relation between this pair of clauses is further obscured by the inappropriate use of the adverb ``even so'' which can be defined as ``though that is the case'' as in the following made-up example: ``these apples are not ripe enough, even so they can be eaten'' where the item ``even so'' is linking two clauses which have relatedness of topic.

Another problem with this passage is the third sentence, particulary its first clause and its preceding sentence 2. Clause 1 of the sentence 3 says that this ``doesn't consist in a real excuse''. However, we as readers are not able to know what this clause means; what can not be accepted as an excuse? the fact that books are expensive or that Brazilian people work hard?

The extracts below illustrate the occurrence of sentences loosely linked caused by the phenomenon called ``missignalling''. According to Winter and Hoey ``missignalling'' happens whenever a writer ``misleads readers into expecting a relation or pattern when they are in fact producing another'' (1986: 136).

(11a)(2)I notice that because brazilian people are still unable to decide some points by themselves the habit of reading is one of these points and...

As it is clear no specific meaning relation can be identified holding together clauses 1 and 2 (1 st clause `` because brazilian

77

people are still unable to decide some points by themselves'' and 2nd clause `` the habit of reading is one of these points'). This difficulty is mainly caused by the writer employing a linguistic connective, namely the subordinator ``because'' to signal a relation of cause-consequence between clauses i and 2 when no causality can be evidenced holding between them. The problem related to the habit of reading is an exemplification (not a consequence) of Brazilian people's inability to make decisions. Note that the item ``one of these points'' in clause 2 seems to imply that the clause to which it belongs is an exemplification of what was said previously. In this case the replacement of the item "one of these points'' by "a case in point" plus the removal of the subordinator ``because'' could have clarified better the relation of clauses 1 and 2 as one of generalization-exemplification, though problems of interpretation could still occur.

Another example:

(11b) (1)Nowadays there are many foreign language colleges in Brazil where the students are supposed to study the grammar and the oral instructions. (2)The students of undergraduate courses have shown interest in them, so graduate courses have been created in the whole country.

The first sentence, particularly its second clause (``where the students are supposed to study the grammar and the oral instruction'') is signalling here a Hypothetical-Real relation. In other words, this sentence is setting up a prediction that the next sentence(s) will either deny or affirm, this prediction being a function of the lexical signal ``suppose'' indicating hypotheticality. However that prediction is thwarted. Nothing in the sentence following sentence i satisfies that. Hoey (1983) notes that

78

``a statement of views that are left unendorsed by the author (hypothetical) strongly predicts a statement of the author's view (the real), adding that ``the consequence of delaying fulfilment of such a prediction is that the reader requires it with greater urgency''(p. 183).

Let us observe the difference between the present extract (with regard to its unfulfilment of the prediction set up by its lexical signal suppose) and the extract below taken from post-test composition 9:

> Some of the brazilian students who are admitted at English letters course think they will learn English. However, this is not what usually happens.

where the verb think signals hypotheticality and in the following sentence the adversative conjunct - however and the adverb of negation not fulfil the prediction created by the hypothetical signal by denying the truth of the previous sentence.

Another example of loosely linked sentences:

(12b) (3)However, students who are enrolled in this course don't have a high oral knowledge of the language. (4)The level of the classes are diversificate and teachers have a lot of problems to teach very well the language. (5)Lots of students can't follow the course and give it up or even change to another one

As it is sentence 3 has the student's low oral proficiency in the language (English) as its main topic. And as such it sets up an expectation that the next sentence(s) will develop it further. However that expectation is not fulfilled. The topic set up in the next sentence (in its two clauses) is given in terms of classes being diversified and teachers having teaching problems. As readers we never know with certainty whether the classes are diversified

with regard to the student's low oral proficiency (in which case we can infer that the student's oral proficiency varies from high to low) or something else. Nor do we know whether the teachers have teaching problems because of the students' low oral proficiency. To be sure, no specific meaning relation is self-evident between sentences 3 and 4. With regard to sentence 5 and its preceding sentence 4 no sort of specific and clear meaning relation can be found holding them together. As it stands we can not know with certainty if the student's ``can't follow the course'' because their teachers have teaching problems or because their classes are diversified. Note that , even though the linguistic items present in sentences 3,4 and 5 such as students, course, classes, teachers can be said to have similar collocations, this is not sufficient to unify these sentences as a coherent whole. Note also that, in spite of the problems of semantic linkage identified among sentences 3, 4 and 5, if we remove intervening sentence 4 from the passage and juxtapose sentence 5 next to sentence 3, we are able to note that the topic set up in sentence 3 is carried over to its following sentence. This can be best seen in the example below where the subordinating item ``because of this'' is used in front position in sentence 5 (now sentence 4) in order to signal better the relation between them as one of cause-consequence:

> (3)However, students who are enrolled in this course don't have a high oral knowledge of the language. (4) Because of this, lots of students can't follow the course and give it up or even change to another one.

Seven (7) out of the twelve (12) pre-test compositions presented their sentences (or some of them) linked in a loose way whereas only two (2) out of the twelve (12) post-test compositions continued presenting this coherence problem.

3.3.4. Wrongly Linked Sentences

Sentences were considered as wrongly linked when a linguistic connective was used inappropriately to connect sentences whose topics are seen as semantically related. The extracts below illustrate this:

(12b) (4)The level of the classes are very diversificate and teachers have a lot of problems to teach very well the language. (5)Lots of students can't follow the course and give it up or even change to another one.

(9a) (1)Since childhood brazilian people are accostumed to receive everything done and when their own capacities are needed they don't know what to do.

As can be noted the conjunct and is being used in the above extracts inappropriately. Here it causes the meaning relation between the two sentences (clauses) to be quite loose. Even though there is a cause-consequence relation between the sentences, this relation has been obscured due to the inappropriate use of the connective and. Note that the replacement of and by a conjunct for signalling explicitly the cause-consequence relation, such as ``as a consequence'', ``as a result'', ``consequently'', etc, could have clarified better the relation between those clauses as one of cause-consequence.

81

Only one (1) pre-test composition and one (1) post-test composition had their sentences wrongly linked.

3.3.5. Content Mismatch between Problem and Solution

The extract below illustrates a special type of sentences loosely linked. Here the cause is a mismatch in content between the statement of problem and the proposed solution;

(8a) (1)The basic problem concerning brazilian people's lack of reading is strictly related to the political arrangments which are conducting our education to death. (2)How can we try to change this situation? (3)First of all, we should work more with the ideas about the necessity of reading and think how this is important in order to exchange information and experience. (4)Whether it will make sense for people they probably would engage themselves in this process.

As can be observed there is a content mismatch between what sentence 1 states (problem) and what sentence 3 purports to solve. Sentence 1 states that the problem of the habit of reading in Brazil is ``related to the political arrangments''. And by doing so it sets up an expectation that the solution will be given in political terms, i.e., it sets up an expectation that the solution will be a political solution. However, this is not the case. The solution is given in terms of people's discussion ``about the necessities of reading'' and the importance of this discussion ``in order to exchange information and experience''. Commenting on the meaning relation between the problem and solution in a P-S patterned text, Grimes (1975) advises that the solution put forward ``has to be a solution to the problem that was stated, not some other'' exemplifying that ``if the problem to be solved is one in plant

82

breeding, the solution had better be a plant breeding solution, not a sociological one ...''(cited in Hoey 1979). Note in passing that the signalling sentence which intervenes between sentence 1 and 3 tends to disguise the mismatch between these two sentences.

Only one(1) out of the four (4) pre-test compositions which had a P-S pattern as part of their underlying meaning presented a content mismatch between the components Problem and Solution. No post-test composition presented this specific coherence problem.

3.3.6. Solution-Negative Evaluation

In a S-P-S-E structured text we expect the solutions given to be positively evaluated. When solution is negatively evaluated, the negative evaluation generally signals a new problem and once again we as readers expect to be told of a new solution in order to round off the discourse, therefore the S-P-S-E pattern. Hoey (1983: 82) notes that ``in the vast majority of cases the P-S pattern ends with a positive evaluation`` adding that ``a discourse that doesn't so end reads like an interim or simply seems incomplete``. In addition to the expectation created that in a S-P-S-E structured text a solution will be eventually positively evaluated there is also the expectation that the evaluation given be an evaluation of the solutions presented in the discourse and not an evaluation of some other solution. The extracts below illustrate both types of problem with regard to the relation of Solution-Evaluation:

(11b)   (6)What do these students can do to solve this problem?
         (7)First they have to try by their own way a better
         curriculum which could be possible to have more English
         classes and less native language classes (Portuguese).
         (8)Second, they have to find ways of improving their speech.
         (9)We can conclude that Brazilian Universities students have
         many solutions to solve this problem, for there are in fact
         many solutions around.

(8b)   (4)In order to improve this problem there are two ways that
         can be proposed. (5)The first and the main is to try to
         change the admittance test to the university. (6)The test
         should be made according to the area of knowledge chosen by
         the students. (7)The second would be the creation of a
         parallel course to give support to weaker students. (8)In

conclusion, many attitudes could be taken in order to improve the quality of English letters course though these changes will depend essentialy on a structural modification in the administrative system.

As can be seen sentences 9 and 8 of extract (11b) and (8b) respectively depict evaluation. However as they are presented they only evaluate the proposed solutions by implication. The inference to be drawn is that ``many solutions´ and ``many attitudes´´ imply the writers´s proposed solution plus many other solutions. Extract (11b) presents a negative evaluation of the proposed solutions. This is evidenced by the concessive clause, signalled here by ``though´´, implying a further problem. The implication is that the `` many attitudes´´ considered can not be regarded as totally effective without a ``change in the administrative system´´.

Other examples of negative-evaluation of solution:

(6a)   (2)I would suggest many ways in which readers would be able to expand their interests thus improving their reading abilities. (3)First, I would make.... (6)Finally there are several patterns to promote reading to those who are not at all familiar with it, but unfortunately if we do not shake up our ideas, surely we will never get there!

(12b)   (9)To prevent these troubles first is necessary to improve our English class in the primary and high school. (10)A second solution would be to the exams to vestibular by areas, i.e., the ones who intended to study English will have to do an special test.
         (11)Nevertheless these solutions are often considered fanciful and selective. (12)As a consequence, Brazilian are very far away from an efficient solution to this problem and until there are students who are really interested in doing a good English course in a university they will have to do in a private course.

In a sentence 11 and 12 of extract (12b) the negative evaluation of the proposed solution is explicity signalled. Note that the adversative conjunct ``nevertheless´´ which in a S-P-S-E

85

patterned text is commonly used to signal a problem to come, reinforces that negative evaluation. In sentence 6 of extract (6a) the implied negative evaluation of the proposed solutions is signalled by the adversative conjunct ``but''. Once again the inference to be drawn is that the proposed solutions are secondary to what goes on in the reader's mind, i.e., if he/she doesn't have an open mind towards reading the proposed solutions are unlikely to be effective.

One out of the three P-S patterned pre-test compositions (see section 3.4.1.2.) had negative (and/or implicit) evaluation of solution whereas three out of the twelve S-P-S-E patterned post-test compositions (see section 3.4.1.) presented this factor of incoherence.

3.3.7. Conclusion

The compositions analysed in this section presented various types of coherence problems. These problems were seen as reducing, in variyng degrees, the overall structure (or coherence) of the compositions. The problems encountered were the following: 1) Inappropriate Anaphoric Reference, 2)Ungrammatical Sentences, 3) Sentences Loosely Linked, 4)Wrongly Linked Sentences, 5) Content Mismatch between Problem-Solution, and 6) Solution-Negative-Evaluation.

From these types of coherence problems ten out of the twelve pre-test compositions presented at least one of them while, only three out of the twelve post-test compositions continued presenting

one or more of these problems. The most recurring of those coherence problems found in the group of pre-test compositions were: a)Sentences Loosely Linked and b) Inappropriate Anaphoric Reference whereas the most recurring ones found in the group of post-test compositions were: a)Solution-Negative Evaluation and b) Sentences Loosely Linked.

3.4. Factors of Coherence

This section of the analysis is an attempt to identify the language features which contributed to make the compositions hang together as language units used to communicate meaningfully some state of affairs.

3.4.i. Text Structure

> We usually describe events in the order in which they occur unless we have a special purpose in mind, and thus the conventional order of the four-part metastructure is situation-problem-solution and evaluation (Jordan 1984: 23).

Text structure as a factor of coherence appears in the compositions under analysis which contain the following points;

1)A sequence of coherent statements ordered according to the normal time/logical sequence of situation-problem-solution and evaluation (or problem-solution-evaluation) where a)The situation introduces background material; b)The problem presents a statement of the undesiderable condition of some state of affairs, this undesirability being ``any form of dissatisfaction or other

stimulus that makes us want to improve a situation''(Jordan, p. 20); c) The solution presents a statement(s) of the desirable condition of the state of affairs (previously mentioned) in the sense that one or more propositional elements of the solution ''neutralize a casual antecedent of the problem'' (Carrel 1984); d)The evaluation presents a statement evaluating (positively) the solution(s) in terms of how well it helps overcome the problem. Negative evaluation signals a new problem and again ''we expect to be told of a new solution'' (Jordan 1984).

3.4.1.1. Situation

At the level of the overall structure the component Situation of the S-P-S-E pattern is part of a discourse which, occupying usually the position of first sentence(s) provides the necessary background information for a better understanding of the problem. In a typical S-P-S-E structured text the component Situation can be seen as creating an expectation of problem to come. However unless Situation contains internally a strong signal that it is part of a subsequent relation, here the relation between situation and negative evaluation situation (problem), the expectation set up by it can be seen as weak. As it stands the term expectation is being used here much in the sense of the notion of ''anticipation'', as proposed by Tadros (1985). According to her ''antecipation'' is a ''forward looking feature of text organization, though ''it is fraught with uncertainties since it is bound up with notions concerning the reader - his reading abilities, how much he is able

to infer, his knowledge about the world and so many other factors related to the reader's psycholinguistic skills'' (p.67). Tadros distinguishes further the notion of ''antecipation'' from the notion of ''prediction''. She says that ''prediction'', like ''antecipation'', ''is also a forward looking feature of text organization'', but differs from it in that ''prediction'' has to do with ''certain signals in a text'' which ''predict the occurrence of particular linguistic events'' (p.5). So unless Situation contains a strong signal of Problem (in the sense of ''prediction'' given above), the reader's expectation of Problem to come after reading the first sentence(s) of a S-P-S-E patterned text is not particularly precise and accurate. However, the mere presence of language signals characteristic of Problem, here the conjuncts/subordinators of the adversative type, are enough to allow the reader to confirm that his/her expectation of Problem to come has been met. When contextualized in a S-P-S-E structure these signals tend to reduce the reader's inferential task by spelling out explictly that a contrasting or conflicting point of view (problem) is about to be given. The extracts below illustrate the relation of Situation and Problem, the latter being strongly signalled by adversative conjuncts. Because composition (11b) presented coherence problems (see sections 3.3.i. and 3.3.3.) in the sentences of the section which could be taken as Situation we are not going to present it here (extracts from compositions (3b), (8b), and (9b) present a different signalling pattern in the situation function as will be seen later on.)

89

(1b)   (1)To travel by car is a very important and common way of transport in Brazil. (2) However,

(2b)   (1)Students who enter in Brazilian English letters course intend to become able to talk English fluently. (2)However,

(4b)   (1)The purpose of English letters course in Brazilian's universities is the development of the four language skills; reading, writing, speaking and listening. (2)Nevertheless,

(5b)   (1)All students who take the English letters course in Brazilian universities study the four language proficiencies. (2)However,

(6b)   (1)The Universidade Federal de Santa Catarina is known to have several outstanding courses and among them is the English letters course. (2) However,

(7b)   (1)To speak English fluently is the main purpose of the students English letters course. (2)However,

(10b) (1)English letters course in Brazil, among other letters course, is the most popular. (2)However,

(12b) (1)The most sought language course in Brazil is English. (2) Because English is a universal language there are many brazilians who want to know the language and its literature with the purpose of improving their jobs, lives or just to satisfy themselves. (3)However,

As can be noted all the extracts above contain statements featuring situation, occupying the position of first sentence in the discourses in which they belong. Nothing in these statement can be said to predict problem to come until we reach the following adversative conjuncts in front position in their sentences. These adversative conjuncts in their turn cue the reader as they make him/her predict that a conflicting viewpoint is about to be presented.

Situation (implicit problem)-Problem

The statement featuring situation given above were seen as setting up a weak prediction of a problem to come, this prediction being strongly confirmed by following adversative conjuncts . In the following two extracts situation is given in such a way that it sets up a strong prediction of problem to come. In other words, unlike the type of situation given above in which no internal signal predicted problem to come, in the examples below the situation is seen as a situation with implied problem, the problem being confirmed by following adversative conjuncts. Here this prediction of problem to come is a direct function of modal verbs phrases, namely ``would like to read'' and ``would be desirable'' plus the ``if`` construction meaning probability or/and speculation. Winter (1982) says that one of the main functions of modal verb is to set up ``doubt about the definiteness of the clause`` to which they belong;

(3b) (i)Many brazilian readers would like to read many more books than they have time to read them. (2)However,

(8b) (1)Talking about the quality of university education there would be desirable if the students entered the university with a good knowledge. (2)The trouble is, however,

In the first extract the writer speculates on Brazilian reader's desire to ``devour`` many more books than the time allows them to. In the second the writer speculates on the desirability for students to enter Brazilian universities with a good knowledge. As they stand, both sentences set up a prediction that the next sentence(s) will introduce a snag to them, this prediction being met

by the following adversative conjuncts.

Situation (implying rejection or affirmation)-Problem

Winter (1982) says that when writers don't have facts (situation) as something definite ''situation becomes hypothetical situation``. He calls this type of situation Hypothetical member adding that it can combine with another member, namely the Real to form the full Hypothetical-Real pattern. Accordingly, this pattern comes to exist whenever ''another's view is first presented (the hypothetical) and then rejected or affirmed by the author (the real)``. The extract below illustrate this;

(9b) (i)Some of the brazilian students who are admitted at English letters course think they will learn English. (2)However, this is not what usually happens.

So apart from the interpretation of this extract as being one of Situation-Problem, it can also be read as being one embodying the Hypothetical-Real relation. The clue for hypotheticality is in the lexical signal think which sets up a prediction that the sentence to which it belongs will be further affirmed or rejected, in our case that it is rejected. This is confirmed by the adversative conjunct however in front position in the next sentence, signalling that a conflicting view point is about to be given.

3.4.1.2. Problem-Solution

In a S-P-S-E structured text the component Situation estabilishes an expectation (strong or weak) of a problem to come. Once the problem confirms the expectation created by situation it

also sets up an expectation of solution(s) to come. Anyone who is informed of a problem would naturally expect to be told of a solution, be it attempted, proposed, or actual. The extracts below illustrate the component Problem being followed by solutions. Because of space limitation we are going to limit the present analysis to compositions (1b), (2b), (3b), and (8b). The readers are invited to refer to appendix D to check out by themselves how the writers of the other compositions handled the Problem-Solution relation.

(1b)   (2)However, the way things are going on in brazilian's
        highways people become afraid to drive on them. (3) Car
        accidents levels are increasing day by day. '4)To prevent that
        various solutions can be proposed.

(2b)   (2)However brazilian university students who are regurarly
        enrolled in that course don't have a high oral proficiency in
        English. (3) As a consequence students are not able to talk to
        foreigners fluently. (4) To solve this problem it would be
        necessary to create conversation group and to promote trips
        to countries which have English as their native language.
        (5)Moreover, it would be necessary to eliminate portuguese
        credits from the course so that the students have more time to
        practice English.

(3b)   (2)However, the price of national books are very high. (3)In
        view of this readers can not read so many good books so that
        they are restricted to read just the cheapest ones which are
        not so worth reading.
        (4)To solve this problem it is necessary both to improve the
        salaries of our readers and make books with cheap material.

(8b)   (2)The trouble is, however, how to select well prepared people
        when all educational system is a failure. (3)This is clearly
        evident in English letters course which receives at each term
        students who have a low oral proficiency in the language.
        (4)In order to improve this problem there are two ways that
        can be proposed.

The extracts below illustrate the relation betweem the components Problem and Solution as these were identified in the composition done in the pre-test conditions. We are going to present

93

here   only extract (4a),   leaving out extracts (6a) and   (10a).

(4a)   (1)Today,   one of the most important problems in education   is
       the habit of reading.   (2)The means of communication such   as
       Tv,   radio,   video,   put   man apart from the world of reading.
       (3)Besides,   the books are very expensive so that few   people
       can   buy one.   (4)Many things should be done to   improve   the
       habit of reading.

3.4.1.3. Preview-Detail relation (solution-solution)

     All extracts given under the Problem-Solution relation,   except

for   extract   (2b),   were seen as signalling the beginning of   their

solution function by means of a preview statement.   As   a   preview

statement these (unspecific) solutions set up a prediction that they

will be further specified in the next sentences.   The extratcs below

illustrate this point; in each extract a   preview   statement   is

expanded into further details (specific solutions).

(4a)   (4)To prevent that various solutions can be proposed.(5)First,
       what   is needed to Brazil is an effective warning   program   in
       order   to   bring to people's consciuosness the seriousness   of
       the problem.   (6)Second, people shouldn't travel without doing
       a total revision in their cars. (7)Third, they shouldn't drive
       drunk   or sleepy or if not psychologically or physically   able
       to do it.

(3b)   (4)To solve this problem it is necessary both to improve   the
       salaries of our readers and make books with cheap   material.
       (5)The   first   measure is to rise the salaries of our   workers
       who are the potential readers. (6)The second is to make   books
       cheaper   than   the   ones people find in   most   brazilian's
       bookstores.   (7)To   do this the publishing industry could   use
       cheap material to make the covers and pages of the books.

(8b)   (4)In   order   to improve this problem there are two ways   that
       can be proposed. (5)The first and the main is to try to change
       the admittance test to the university. (6)The test should   be
       made according to the area of knowledge chosen by   the
       student.   (7)The   second   would be the creation of a   parallel
       course to give support to weaker students.

The preview statement may contain strong, weak, or no clue that

it will be further developed (Hoey 1983). The extracts presented above illustrate the two first types of preview statements. Extracts (1b) and (8b) exemplify preview statements which contain strong signals that they are part of a subsequent relation (compositions (4b), (5b), (7b), (4a), and (6a) also exemplify the type of preview statement under discussion. See appendix D to check this type of preview statement in those compositions). Here this is a function of nominal groups all of which containing a sort of listing in the form of an enumeration. Note that the preview statements under consideration can be seen as demanding (and not simply predicting) that details be given in the next sentences. Note also that demand for details set up by the preview statement varies from a unspecifc to specific details. The former type is a direct function of indefinitive pronouns such as ``many´´, ``various´´, etc, as in ``various solutions can be proposed´´. The latter type is a function of numeral as in ``in order to improve this problem there are two ways) that can be proposed´´ which in turn specifies in advance that two (and no more) solutions will be presented next.

Extract (3b) exemplifies a preview statement which contains a weak clue that it is part of a subsequent relation (see also extract (10a) in appendix D for this type of preview statement). Here this is a function of a nominal group given in form of a listing but containing no enumeration signal. Because of this the preview statement can be sen as predicting but not demanding that details be given next. That this is the case can be seen in the fact that the preview statement under consideration, unlike the other

examples considered, could stand alone in the context in which they are used and still make sense.

3.4.1.4. Solution-Evaluation

In a S-P-S-E patterned text once a solution meets the expectation created by the problem it also sets up an expectation that it will be further evaluated in order to tell us how successful the solutions overcome, reduce, or alleviate the problem. The extracts below from the students' compositions illustrate this. In the compositions these evaluative sentences occupy the position of concluding sentences.

(1b)   (10)If such measures are taken, among a lot of other suggestions, brazilian's highways will be free of this trouble - road deaths.

(2b)   (6)By these means students would finish English letters course more prepared to enter into the professional market and able to talk to foreigners fluently.

(3b)   (8)If one follows these measures national books will be less expensive. (9)Therefore brazilian readers will have more possibilities of improving their reading habits.

(b)   (9)With these three advices the development of the oral skill will be improved and students will have a better oral proficiency in English.

3.4.1.5. Conclusion

From the twelve analysed pre-test compositions three of them had a clear P-S pattern as part of their underlying organization whereas all the twelve analysed post-test compositions presented the full S-P-S-E pattern underlying their meaning. From this group of post-test compositions ten had the S-P-S-E pattern presented in a

clear and coherent way while the other two, presented serious coherence problems in the relation between the sentences which otherwise could have been taken as corresponding to the components Situation (see section 3.3.1. and 3.3.3.) and Problem (see section 3.3.3.), respectively, of the S-P-S-E pattern.

Taking into consideration the analysis given in this section we may conclude that:

(1) While eleven out of the twelve post-test compositions had clear statements featuring Situations (as opening sentences) and being followed by Problem, none of the Twelve pre-test compositions had Situation followed by Problem.

(2) While eleven out of the twelve post-test compositions presented clear and coherent statements featuring Problem and being followed by the proposal of Solutions, only three out of the twelve pre-test compositions had Problem followed by Solution.

(3) Eight out of the twelve post-test compositions employed a sort of preview statement in order to signal the beginning of their Solution function (the other four compositions proposed the Solutions without the help of a preview statement). The three P-S patterned pre-test compositions employed the same device to signal the beginning of their Solution function.

(4) Nine out of the twelve post-test compositions employed one or more than one sentence in order to evaluate (positevely) the proposed Solutions (the other three compositions were seen as evaluating negatively (and/or implicitly) the proposed Solutions

(see section 3.3.6.). Two out of the three P-S patterned pre-test compositions evaluate (positevely) the proposed Solutions (the other one was seen as evaluating negatively (and implicitly) the Solutions (see section 3.3.6.).

3.4.2. Tightly Linked Sentences

> A clause relation is where we have the semantics of the one member completed by the semantics of another member (Winter 1982: 87).

Sentences linked tightly as a factor of coherence appear in sentences which develop (or expand) adequately the topic set up in their preceding sentence(s). In other words, the sentences were considered as tightly linked when the meaning of one sentence completed the meaning of the other sentence so that the pair of sentences could be seen as forming a coherent semantic whole. For ease of analysis the tightly linked sentences were subdivided into those which pertain to the broad category of Logical Sequence relation and those pertaining to the broad category of Matching relation.

3.4.2.1. Logical Sequence Relation

The types of Tightly Linked Sentences subsumed under the category of Logical Sequence Relation which will be analysed here are: a)Cause-Consequence, b)Condition-Consequence, c)Instrument-Achievement, d)Instrument-Purpose, e)Evaluation-Basis, f)Time-Sequence, and g)Micro Problem-Solution relation.

a) Cause-Consequence

The tightly linked sentences under the logical sequence to be considered here is the cause-consequence.

The extracts below illustrate the meaning relation holding betweem sentences through the use of explicit signals of cause-consequence relation. Signals are underlined.

(2a)   (2)However, brazilian university students who are regularly enrolled in that course don't have a high oral proficiency in English. (3) As a consequence, students are not able to talk to foreigners fluently.

(3b)   (2)However, the price of national books are very high. (3) In view of this readers can not read so many good books so that they are restricted to read just the cheapest ones which are not so worth reading.

(3b)   (8)If one follows these measures national books will be less expensive. (9) Therefore brazilian readers will have more possibilities of improving their reading habits.

(4b)   (6)Second,, they should read a lot of materials because reading can help the student improve his vocabulary and acquire new ones.

(7a)   (2)Our first contact with books is full of things such as: don't touch, don't play, don't paint on them, don't do this, don't do that. (3)As a result we become afraid to even hold a book, thus starting avoiding it.

(9b)   (3)Because their teachers teach English in a level not appropriate for most students, for this students didn't have an experience of the language in any private course or didn't go to any country where English is spoken,, these teachers fail to teach efficiently. (4) As a consequence students end getting their diploma without the necessary knowledge.

As can be seen clauses i and 4 (see below) of sentences 3, of extract (9b), are in a cause - consequence relation as the subordinator ``because'' in front position in clause i is signalling. If we remove the other two clauses which intervene between clauses i and 4 the meaning relation holding between them as one of cause - consequence can be

99

best seen: ``because their teachers teach English in a level not
appropriate for most students, these teachers fail to teach
efficiently´´. Sentence 4 is in turn in another cause-consequence
relation with the whole preceding sentence as the conjunct ``as a
consequence´´ shows.

Other explicitly signalled cause-consequence relations:

(12b) (2)Because English is a universal language there are there
      are many brazilians who want to know the language and its
      literature...

(12c)] (11)Nevertheless these solutions are often considered
       fanciful and selective. (12) As a consequence brazilians are
       very far away from an efficient solution to this problem ...

The extracts below exemplify the meaning relation of cause-
consequence holding between sentences, this relation being signalled
by means of anaphoric reference items along with lexical signals
caracteristics of the relation under analysis.

(7b) (2)However, these students have some difficulties concerning
     the oral skill in the language. (3)Sometimes these
     difficulties may make them give up the course even at the
     very beginning.

As they stand sentences 2 and 3 are in a cause-consequence
relation. The clue to the understanding of the relation is the modal
verb phrase ``may make´´ and the nominal group ``these
difficulties´´ in subject position. The modal verb phrase ``may
make´´(here paraphrasable by the lexical signal ``cause´´) is
signalling that what follows is to be taken as the consequence of
``these difficulties´´ which in turn is a repetition (partial) of

the statement given in preceding sentence 2; ``some difficulties (concerning the oral skill in the language)´´.

Another Example:

(10b) (2)However, the students who are enrolled in that course don´t have a good oral proficiency in English. (3) this causes generally lots of problems to the actual development of the course, for without knowing how to express themselves in a good way, there are no possibilities for the students to have a fine class.

Sentence 2 is presented as being in a cause-consequence relation with the first clause of sentence 3. The key is the lexical signal ``causes´´ and the demonstrative ``This´´ (in subject position) which is a repetition by substitution of preceding sentence 2.

The following extracts illustrate an occurrence of a cause-consequence relation given in an implied way:

(1b) (2)However, the way things are going on in brazilian´s highways people become afraid to drive on them. (3) Car accidents levels are increasing day by day.

As they stand, these two sentences are in an implicit cause-consequence relation, sentence 3 as cause and sentence 2 as consequence. This becomes evident if we read sentence 3 as an answer to the following question; ``why do people become afraid to drive on brazilian´s highways?´´ - ``because car accidents levels are increasing day by day´´ where the inserted subordinator ``because´´ spells out explicitly the meaning of sentence 3 as the cause to the consequence stated in sentence 2.

The nominal group ``car accidents (levels)'' in subject position in sentence 3 is also the lexical realization of the unspecific noun ``things'' in the first clause of sentence 2; ``the way (things) are going on in brazilian's highways''. As can be seen the bracketed noun ``things'' requires that additional information be given outside its sentence boundary to complete its meaning. This can be seen in the question; ``which'' are these things? (going on in brazilian's highways that people become afraid of) where the whole nominal group ``car accidents (levels)'' in sentence 3 while serving as an answer to the posited question specifies the meaning of the unspecified noun ``things''.

An additional implicit cause-consequence example is the following:

(4a)   (i)Today one on the most important problems in   education is the   habit on reading. (2)The means of communication such as Tv,radio, video, etc put man apart from the world of reading. (3)Besides, the books are very expensive so that few people can buy one.

Sentences 2 and 3 are in the an implicit cause-consequence relation   with sentence 1,   the   consequence being given in sentence 1 and the cause in   sentences 2 and 3. The Problem of the habit of reading is caused by   communication   vehicles which tend to divert people from reading and by the   prohibiting (expensive) prices of books.

Another example:

(6b)   (2)However, we have met several graduate students from
        that instituition who attend the above mentioned course and
        are not able to have a good oral profifiency in the language

        (3)This course establishes two minor curriculum.   (4)So, a
        student who chooses English must automatically study
        English and Portuguese.   (5)And as of now, there are more
        Portuguese   credits required that English itself.   (6)As a
        result, the probability of a student to be orally
        fluent decreases as he/she must attend these inumerous
        Portuguese and Latim classes.   (7)Not to mention that in
        most English classes. It is not even emphasized that
        students should practice spoken English.

Apart from the explicit relation of cause-consequence

holding between sentences 5 and 6 as shown by the conjunct ``as

a result'', there is another cause-consequence relation

underlying the above extract.   As it is presented in sentence

2 the writer says that students don't have a high oral

proficiency in English and in the following sentences he tries to

trace back the causes for students' inability to speak

fluently the language.   As presented, Portuguese credits

outnumbering English credits plus a lack of emphasis on spoken

English in class can be seen as contributing to (or causing)

students' inability to speak English fluently.

Another example of an implicit cause-consequence relation:

(11b)   (4)Unfortunetely, just a few students are able to succeed in
        English or any kind of foreign language course.   (5)They
        don't have a high oral proficiency in the language they are
        studying.

As it is presented sentences 4 and 5 are in an implied

cause-consequence relation, the cause being given in sentence 5

and the consequence in the sentence 4. That this is the case can be seen in the following question; ``why are (only) a few students able to succeed in English (or any kind of foreign language course)?''; because they don't have a high oral proficiency in the language (they are studying) where the inserted subordinator ``because'' spells out explicitly the relation between sentences 4 and 5 as one of cause-consequence.

Ten out of the twelve post-test compositions presented one or more instances of sentences linked through the cause-consequence meaning relation. Only two out of the twelve pre-test compositions had the cause-consequence relation underlying one of their sentences.

b)Condition-consequence

The tightly linked sentence under the Logical Sequence relation to be analysed here is the condition-consequence.

The extracts below exemplify the condition-consequence relation holding between the clauses which comprise the sentences. Note that this relation has been clearly signalled by the subordinator ``if''.

(ib)   (10)if such measures are taken, among a lot of other
        suggestions, brazilian's highways will be free of this
        trouble - road deaths.

(3b)   (8)if one follows these measures national books will be less
        expensive.

(5b)   (7)if these solutions are taken, it is likely that
        brazilian university students of letters will improve
        their oral proficiency.

(7b)   (8)if the students follow these proposals they are likely to
        improve their abilities of speaking English.

(6a)   (6)Finally, there are several patterns to promote reading to
        those who are not at all familiar with it but unfortunetely
        if we don't shake up our ideas, surely we will never get
        there!

(7a)   (4)if we don't like books, we don't like to read.

Four out of the twelve post-test compositions had one of

their sentences linked through the condition-consequence

relation. Only two out of the twelve pre-test compositions had

this type of meaning relation.

c)Instrument-achievement

The next tightly linked sentence under the Logical

Sequence to be considered here is the instrument-achievement.

The extracts below illustrate the meaning relation

holding between sentences through the use of an explicit signal of

instrument-achievement relation:

(2b)   (6)By these means students would finish English letters
        course more prepared to enter into the professional market...

(4b)   (9)With these three advice the development of the oral
        skill will be improved and students will have a better oral
        proficiency in English.

(6b)   (10)So, by having more English classes and improving
        the use of the spoken language through practice one should
        easily be able to express him/herself verbally without any
        serious problem.

(7b)   (7)Third, they must practice the language by going to the
        lab...

(10b)   (6)By these ways it could be known the level of every
        student who intends to study in this course,

(4a)   (7)With this it is easier to get the habit of reading.

(6a)   (4)Second,   I would propose persons whose reading interests
         are equal,   to   debate upon the readings they have done,
         creating in this way a reading climate and environment.

(10a)   (6)By doing things like these we can captivate the future
         readers of this country.

As can be noted apart from extracts (6b), (6a), and (7b)
where the relation   of instrument-achievement is given within the
boundaries of the sentence,   in the other extracts the instrument
is given in the preceding sentences (i.e.,   the solution proper)
and the achievement in the sentences which comprise the extracts
under consideration (evaluation).   Note that this is reinforced
by demostrative pronouns such as this,   these, etc, referring back
to proceding sentences (as instrument).

The   two   extracts   below   exemplify   an   implicit
instrument-achievement relation:

(8b)   (4)In order to improve this problem there are two ways that
         can be proposed.   (5)The first and the main is to try to
         change the admittance test to the university.   (6)The test
         should be made according to the areas of knowledge chosen by
         the student.

Sentence 6 can be read as the lexical realization (i.e.,   as
instrument) of   sentence 5.   This can be seen in the question
formulated for sentence   5; ``how can we try to change the
admittance test to the university?'' in which case the answer (for
sentence 6) could be; ``by making the test according to the areas
of knowledge chosen by the student''.   The projection of
sentences 5 and 6 into question-answer form makes explicit the
instrument-achievement relation.

(10a)   (4)Fathers and mothers can stimulate their children to
        read, giving books to them and reading with them,

        As they are presented clause 2 (giving books to them) and
clause 3 (reading with them) of   sentence 4 are in a disguised
instrument-achievement relation with their preceding clause 1
(fathers and mothers can stimulate their children to read). This
can be evidenced in the following question; ``how can fathers and
mothers stimulate their children to read?´´; by "giving   books
to them" and by "reading with them", where the   inserted   item
``by´´ spells out explicitly the function of clause 2 and 3   as
instrument for clause 1 (achievement).

        Six out of the twelve post-test compositions presented one or
more examples of sentences linked by means of the instrument-
achievement relation.   Three   out   of the twelve pre-test
compositions had one of their sentences linked through that type of
meaning relation.

d)Instrument-purpose

        The tightly linked sentence under the Logical sequence to be
analysed here is the instrument-purpose.

        The following extracts illustrate the meaning relation
holding between sentences as one of instrument-purpose:

(3b)   (6)The second is to make books cheaper than the one people
        find in most brazilian's bookstore. (7)   Io do this the
        publishing industry could use cheap material to make the
        covers and pages of the books.

As can be seen, the meaning relation holding between sentences 6 and 7 is being signalled as one of instrument-purpose as the grammar of the purpose clause To X (for the verb to do) indicates, the instrument being given in all the language material which follows the purpose clause to do (this) where the demonstrative this is referring back to the preceding sentence. This relation can be made clearer if we reword sentence 6 and 7 so as to form one sentence: to make books cheaper (than the ones people find in most brazilian's bookstores) the publishing industry could use cheap material to make the covers and pages of the books.

Another occurrence of the instrument-purpose relation has do with the meaning relation between the components Problem and Solution of the S-P-S-E patterned compositions. All the twelve post-test compositions, plus two pre-test compositions, signalled the relation between the problem and solution functions by means of an instrument-purpose relation. The following extracts llustrate this:

(1b)   (4)To prevent that various solutions can be proposed.

(2b)   (4)To solve this problem it would be necessary to create
        conversation groups and to promote trips to countries which
        have English as their native language.

(3b)   (4)To solve this problem it is necessary both to improve the
        salaries of our readers and make books with cheap material.

(5b)   (3)To develop a good oral proficiency in English there are
        lots of ways.

(12b)   (9)To prevent these troubles first it is necessary to
        improve our English class in the primary and high school.

The extracts below illustrate the meaning of instrument-purpose, the purpose being in end position of the sentence;

(4a)   (4)Many things should be done to improve the habit of reading.

(4b)   (4)Teachers and students alike can find some ways to avoid this deficiency.

(7b)   (4)In view of that one can find some ways to solve this problem.

(11b)   (6)What do these students can do to solve this trouble?

The extracts below exemplify the relation of instrument-purpose where the purpose is signalled by the subordinator ``in order to´´.

(6a)   (5)Third, I would bring out seminars   in order to promote and expose the works, eventually done by these readers.

(8b)   (4)In order to improve this problem there are two ways that can be proposed.

(10a)   (2)In order to improve that, I think that we have to start stimulating the children to like and to begin to read early!

(10b)   (5)In order to improve this problem we can ask the students who will take the ``vestibular´´ to start studying even before they take the letters course and...

As can be noted, the meaning relation of instrument-purpose given above is signalled through the use of the purpose clause as seen in the grammar In X. In extracts (ib), (2b), (3b), (5b), (6b), and (12b), the purpose clause is in front position in the sentences, while in extracts (4a), (4b),(7b) and (iib) it is in end position. In extracts (6a), (8b), (i0a), and (10b), the purpose clause is given with the help of the subordinator "in order to" , except for (6a) which has the purpose clause in end position.

All the twelve post-test compositions showed one or more of their sentences (or clauses) linked through the instrument-purpose relation. Three out of the twelve pre-test compositions had this meaning relation underlying one of their sentences.

e)Evaluation-basis

The tightly linked sentence under the Logical Sequence relation to be considered here is evaluation-basis.

The extracts below exemplify the relation of evaluation-basis:

(9b)   (i)Some the brazilian students who are admitted in
        English letters course think they will learn English.
        (2)However, this is not what usually happens. (3)Because
        their teachers teach English in a level not apropppriate for
        most students, for these students didn't have an experience
        with the language in an private course or didn't go to any
        country where English in spoken, these teachers fail to
        teach efficiently.

Sentence 2 is a denial (or problem) of the hypothetical statement (situation) given in the previous sentence. As an unspecific statement it also establishes an expectation that it will be expanded in the next sentence(s). Sentence 3 satisfies that expectation by offering the basis for the statement that some Brazilian university students enrolled in English Language Courses are not able to learn English.

Clauses b and c (clause b ``for these students didn't have experience with the language in any private course'' and clause c ``or didn't go to any country where English is spoken'') of the

110

above extracts are in their turn the basis for the negative evaluation (problem) given in clause a. This can be seen in the question formulated for clause a; ``what is the basis for your saying that the level which their (students of letters) teachers teach is not appropriate for them?'' which elicits clauses b and c as basis. Note in passing that clauses b and c are connected to clause a through the conjunct ``for'' meaning ``on the condition that'', ``seeing that''.

Other examples of evaluation-basis are given below:

(9b)   (7)Certainly this is not the only solution but it is one of the best of them. (8)Something like that has been done by some teachers with success and both teachers and students are going to have advantages with this new attitude.

In sentence 7 the writer evaluates the solution proposed in the previous sentence as one of the best solutions available to solve the problem of the students' low oral proficiency in English. In sentence 8, he gives a basis for the evaluation given in sentence 7. He states that his proposed solution has been adopted by some teachers, evaluating further that ``both teachers and students'' will take advantages ``with this new attitude''.

Another example:

(10b)   (2)However, students who are enrolled in that course don't have a good oral proficiency in English. (3) This causes generally lots of problems to the actual development of the course, for without knowing how to express themselves in a good way there are no possibilities for the students to have a fine class.

The last two clauses of sentence 3 (clause b ``for without knowing how to express themselves in a good way'' and clause c ``there are no possibilities for the students to have a fine

class'') are given as basis for the statement of problem given in their preceding clause a: This can also be seen in the question formulated for clauses a: ``what is the basis for you saying that this (low oral proficiency in English) causes a lot of problems to the development of the letters course?´´ which elicits clauses b and c as basis. Note that, like clauses b and c of sentence 3 given above in extract (9b), clauses b and c of the sentence under analysis are linked to clause a by the conjunct ``for´´, meaning also, ``seeing that´´, as in ``this causes generally lots of problems to the actual development of the course, seeing that without knowing how to express themselves in a good way, there are no possibilities for the students to have a fine class´´.

Another example of evaluation-basis meaning relation:

(1b)   (8)Of course the goverment has its share of guilt, for some
        of the brazilian's highways are in a very bad condition.

As can be noted, clause b (``for some of the brazilian's highways are in a very bad condition´´) of sentence 8 is offered here as basis for the negative evaluation (problem) given in its preceding clause a. This can be seen in the question; ``what are the reasons (basis) for your saying that the goverment has its share of guilt?´´ which elicits clause b as basis. Note the conjunct ``for´´ once again signalling the relation between clauses as evaluation-basis.

Three out of the twelve post-test compositions had the evaluation-basis relation linking one or more than one of their clauses (or sentences). No pre-test composition had evaluation-basis as part of the meaning of their sentences.

f)Time Sequence

The tightly linked sentence to be analysed here is time sequence. The extract below illustrates this relation;

(7b)   ( )Third, they must parctice the language by going to the lab and they should finish the course and then go abroad to practice fully the language.

The event depicted in clause c (``they should finish the course'') is seen as preceding in time the event depicted in clause d (``and then go abroad to practice fully the language''). The time sequence relation is here clearly signalled by the conjunct (and) then.

One post-test composition had the time sequence relation underlying one of its sentences. No pre-test composition presented this meaning relation.

g)Micro problem-solution relation

The extract below provides the only piece of discourse made up of a complete structure recurring within another complete structure, in the present case an exemplification of a micro P-S relation recurring within a macro P-S pattern which is obviously the composition as a whole. This supports Hoey's (1983) notion

113

that ``it is possible to have a complete structure within an element of another complete structure'' (p. 23).

(1b)   (8)Of course, the goverment has its share of guilt, for some
        of the brazilian's highways are in a very bad condition.
        (9)So even the goverment must become aware of its
        responsability.

Sentence 8 is problem and sentence 9 is solution. Note that sentence 9 could even be paraphrased as; ``So the goverment must repair brazilian's highways'', thus making clearer the relation between the two sentences as one of problem-solution.

Only one post-test composition had an example of a micro problem-solution relation underlying it. No pre-test composition had this type of meaning relation.

3.4.2.2. Matching Relation

The types of Tightly Linked Senteces subsumed under the category of Matching relation which will be analysed here are: a)Incompatibility, b)Compatibility, c)Generalization-example, d)Preview-Detail, and e)Paraphrase.

a)Incompatibility

The tightly linked sentence under the matching relation to be analysed here is Incompatibility.

The extracts below (1b) and (9b) illustrate the meaning relation between sentences within the semantics of matching

incompatibility. This reading is here supported by the conjunct ``however´´, signalling that the sentence to which it belongs has material incompatible with what has gone before. Because this type of relation was already seen (though implicitly) in the sentences of the post-test compositions that comprised the relation between the components Situation-Problem of the S-P-S-E pattern (see section 3.4.1.) we are going to present only two examples.

(1b)   To travel by car is a very important and common way of transport in Brazil. (2) However, the way things are going on in brazilian's highways people become afraid to drive on them.

(9b)   (1)Some of the brazilian students who are admitted at English letters course think they will learn English. (2) However, this is not what usually happenes.

In the extract below the adversative conjunct ``nevertheless´´ is also signalling a matching incompatibility relation, though, unlike the extracts above, it is here signalling negative evaluation of the proposed solutions.

(12b) (10)A second solution would be to do the exams to vestibular by areas, i.e., the ones who intend to study English will have to do a special test. (11) Nevertheless, these solutions are often considered franciful and selective.

The clauses that comprise the following extracts can be seen as partaking the semantics of the matching incompatibility. Here this is a function of the subordinators ``although´´ and ``though´´, both signalling a concessive relation.

(5b)   (2)However, only some of them get a good oral proficiency, although many students come to the university with a reasonable background knowledge.

115

(8b)   (8)In conclusion, many attitudes could be taken in order to
          improve the quality of English letters course,   though
          these changes will depend essentially on a   structural
          modification in the administrative system.

      In the extract below the conjunct   ``but´´ is also signalling

an incompatibility relation. Like the extracts above, it also

signalls negative evaluation of the proposed solutions:

(6a)   (6)Finally, there are several patterns to promote reading to
          those who are not all familiar with it, but unfortunetely if
          we don´t shake up our ideas, surely we will never get here!

      The following extracts illustrate the meaning relation between

sentences within   the semantics of the Matching Incompatibility

relation:

(9b)   (5)To prevent that problem some teachers should not   worry
          about the oral performance of the students. (6)Instead, they
          should give more attention to the written performance.

      Sentence 5 is in a matching contrast relation with sentence 6.

As   it is here this contrast relation is a function of the denial

statement (signalled by the adverb of negation ``not´´) given in

sentence 5 which in turn sets up a prediction that next sentence(s)

will be offered as a correction (alternative). This can be best

seen in the question formulated for sentence 5: ``what should

teachers do instead?´´ which elicits sentence 6 as a correction

(alternative). Note that the conjunct ``instead´´ linking the two

sentences signals explicitly the relation holding between sentences

5 and 6 as one of contrast (denial-correction).

      An additional example of contrast is the following:

116

(5b)   (6)Finally, the course department would make contact with
         another universities to exchange students so that some
         brazilian students could come to spend some time in an
         English speaking country whereas English students could
         come to spend a time in Brazil.

Apart from the relation of cause-consequence holding between

clauses a and b, clauses b and c (see below) are in their turn in a

matching contrast relation. This is shown by the conjunct

``whereas´´ in mid position betweem clauses b and c and additionally

by the fact that these clauses are presented as near antonyms. This

can be best perceived if we reword clauses c so as to contain the

same grammatical shape of clause b and put the two clauses side by

side:

     Some English students could spend some time in an Portuguese
     speaking country.

     Some Brazilian students could spend some time in an English
     speaking country.

In the following extract the matching incompatibility is

signalled by the adjectives ``less´´ and ``more´´;

(1ib)   (6)First, they have to try by their own a better curriculum
         which could be possible to have   more English and
         less native language classes.

As can be seen the contrast occurring here is a function of

the complements of the verb ``have´´, both of which containing the

near antonyms adjectives ``more´´ and ``less´´ . Thus the contrast

can be seen as turning on the terms; more English classes   less

native language (or Portuguese) classes.

117

All the twelve post-test compositions had one or more than one example of sentences linked through the matching incompatibilitly relation. Only one pre-test composition was found as having one of its sentences linked through the matching incompatibitly relation.

b)Compatibilitly

The tightly linked sentence under the Matching relation to be analysed here is Compatibilitly.

An occurrence of the matching compatibility relation can be seen in the relationship established between (or among) the solutions proposed in the compositions. For the purpose of illustration we will provide some examples, as follows:

(2b)   (4)To solve this problem it would be necessary to create
        conversation groups and to promote trips to countries which
        have English as their native language. (5)Moreover, it
        would be necessary to eliminate Portuguese credits from the
        course so that the students have more time to practice
        English.

Sentence 4 and 5 are in a meaning relation of compatibility. Both are playing the same function in the composition as a whole. They are put forward as solutions to the stated problem given previously. Note that the conjunct ``moreover'' in front position in sentence 5 is signalling explicitly that this sentence is in a compatibility relation with its preceding sentence.

In the extract below the compatibility relation is given within the boundaries of a single sentence. This relation is here indicated by the conjunct ``and'', signalling that the clauses it links are playing the same function in the sentence (therefore in

the composition as a whole). They are both the proposed solutions to the stated problem.

(10b)   (5)In order to improve this problem we can ask the students who will take the ``vestibular´´ to start studying even before they take the letters course and for the teachers to make these students take and English oral test before they enter in the course.

In the extract below there is a compatibility relation holding between two sentences. This time the sentences comprise the component Problem of the composition. This compatibility relation is here explicitly signalled by the conjunct ``besides´´.

(4a)   (1)Today, one of the most important problems in education is the habit of reading. (2)The means of communication such as Tv, radio, video, put man apart from the world of reading. (3)Besides, the books are very expensive so that few people can buy one.

In the following extracts the compatibility relation is given within the boundaries of a sentence:

(4b)   (5)First, the students have to practice orally the language most of the time, not only in class with the help of the teacher, but also with their classmates out of class.

As can be seen the last two clauses of this sentence are in a matching compatibility relation as the conjunct ``not only...but also´´ is signalling.

(1b)   (7)Third, they shouldn't drive drunk or sleepy or if not psychologically or physically able to do it.

Here the compatibility relation is given by the conjunct ``or´´, signalling that the materials it links are playing the same role in the sentence (therefore in the composition as a whole). They are all things that people should avoid whenever driving a car.

In the following extracts the matching compatibility relation is a function of the comparative construction in which the linguistic materials of the sentences are put.

(3b)   (6)The second is to make books cheaper than the ones people find in most brazilian´s bookstores.

(6b)   (5)And as of now, there are more Portuguese credits required than English itself.

All the twelve post-test compositions had one or more than one of their sentences linked through the matching compatibility relation. Three out of the twelve pre-test compositions had the matching compatibility relation linking one of their sentences.

c)Generalization-example

The tightly linked sentence under the Matching relation to be analysed here is the generalization-example.

The extracts below exemplify the generalization-example meaning relation holding between sentences:

(4b)   (7)Third, the students need listening more to the spoken language. (8)There are many possibilities such as music, movies, etc, but whatever they listen do it in English.

Though the generalization-example relation underlying the above extract can be said to be complex, its meaning can be best perceived

if we formulate the following request for sentence 7; ``give me (some) examples in which students can listen (more) to the spoken language'', which elicits the nouns ``music'', ``movies'', in the following sentence as examples of spoken language. Note that the ``there are'' in sentence 8 is predicating the existence of ``many possibilities'' (of spoken language) and that the item ``such as'' is signalling that that predication just set up is being fulfilled.

Another example of generalization-example:

(8b)   (2)The trouble is, however, how to select well prepared
        people when all the educational system is a failure. (3)This
        is clearly evident in English letters course which receives
        at each term students who have a low oral proficiency in the
        language.

As presented, sentence 2 is given as a generalizing statement. This is particularly evidenced by its second clause ``(when) all the educational system is a failure''. As a generalizing statement sentence 2 needs lexical realization in the following sentence(s) in order to complete its meaning.In the example this is done by means of an exemplification of the generazilation set up previously. Sentence 3 fulfils that expectation by exemplifying that the failure in the Brazilian educational system is to be found in English Language Courses. The principal function of the signalling clause ``this is clearly evident''(where the demonstrative this refers back to sentence 2) is to link sentence 2 and 3 in a relation of generalization-example.

d)Preview-Detail

The tightly linked sentences under the Matching relation to be considered here is the preview-detail.

The preview-detail relation was already seen in the sentences which comprised the solution function of most post-test compositions given in section 3.4.i.3. Two examples will suffice here:

(7b)   (4)In view of that one can have some ways to solve this problem. (5)First, teachers must encourage students to express themselves without so much worries about grammatical rules. (6)Second, students must not feel shy to speak English. (7)Third, they must practice the language by going to the lab and they should finish the course and then go abroad to practice fully the language.

Sentence 4 comprises the preview statement, signalling in advance that ``some`` solutions will be presented in the next sentences. Sentences 5, 6, and 7 fulfil that prediction by offering three solutions in three separate sentences.

The extract below illustrates a type of preview-detail relation occurring in the section Problem.

(6b)   (3)This course establishes two minor curriculum. (4)So a student who chooses English must automatically study English and Portuguese.

In sentence 3 the writer talks about ``two curriculum`` being established in English Language Courses and in sentence 4 he identifies that ``two curriculum`` as being the study of English and Portuguese.

Eight out of the twelve post-test compositions had one of their sentences linked by means of the preview-detail relation. Three out of the twelve pre-test compositions had the preview-detail relation as part of their underlying organization.

e)Paraphrase

Here paraphrase has much to do with longacre's (1983) notion of
``Equivalence Paraphrase'' which comes into existence the moment the
writer/speaker ``feels that to say somenthing only once is not
sufficient'', deciding, therefore, ``to say it twice or more in
differing words'' (p115). He gives the following example: ``He
capitulated immediately; he surrendered on the spot''noting that the
verbs ``capitulate'' and ``surrender'' are very near synonyms,
consequently setting a paraphrastic relation between the first and
second sentences (ibidem). The extracts below illustrate the meaning
relation holding between sentences by means of paraphrase.

(4b)   (2)Nevertheless, people who are enrolled in these courses
        observe that there are some faults concerning the development
        of the speaking skill. (3)In fact, the problem is that
        students don't have a high oral proficiency in English.

As can be noted, sentence 3 contains information similar to
that given in its preceding sentence 2. Both mention the students'
low oral proficiency in English. The item ``in fact'' in front
position in sentence 3 is being used here to signal explicitly the
function of this sentence as a reiteration of the meaning of
sentence 2.

Another example of paraphrase:

(10b)   (3)This causes generally lots of problems to the actual
        development of the course, for without knowing how to express
        themselves in a good way, there are no possibilities for the
        students to have a fine class. (4)It is so difficult to
        communicate something when the person who is speaking don't
        know how to make him/herself clear or when the person who is
        listening don't understand what is being said.

123

In this extract sentence 4 expands the meaning of sentence 3 by means of a paraphrastic relation (though sentence 4 can be said to have a more general meaning than sentence 3 since it can be applied to many more situations). Sentence 3 says that the students' low oral proficiency in English causes a lot of problems of expression and sentence 4 that problems of expression causes a lot of difficulties the moment one engages in a conversation.

Two out of the twelve post-test compositions had one of their sentences linked by means of a paraphrastic relation. No pre-test composition showed this type of meaning relation.

3.4.3. Clear signalling of the S-P-S-E Pattern

Signalling as a factor of coherence appears in the compositions organized according to the S-P-S-E (or P-S) pattern where the presence of certain language items were used to relate coherently the relationship between the components Situation, Problem, Solution, and Evaluation, thus integrating the text into one coherent whole. Because the language items used to signal Situation have not been thoroughly sistematized we are not going to take them into account in our present analysis.

3.4.3.1. Signalling of Problem

a)Conjunct and Lexical Signal

Adversative conjuncts are often used to indicate that the sentence(s) to which they belong will give information that is

contrary to or conflicting with what has appeared previously in the text. In a typical S-P-S-E patterned text these types of conjunct are commonly used to signal the problem function. In the analysed post-test compositions, all of them employed some sort of adversative conjunct to signal problem, except for composition (1ib) which employed the lexical signal ``unfortunetely'' to signal the beginning of its problem function. None of the analysed pre-test compositions used adversative conjuncts to signal problem.

Apart from adversative conjuncts, the problem function of the S-P-S-E (or S-P) pattern is also signalled by lexical signals. The extracts below exemplify the problem function being signalled by the conjunct ``however'' along with the lexical signals ``afraid'' and ``car accidents'':

(1b)   (2)However, the way things are going on in brazilian's
        highways people become afraid to drive om them. (3) Car
        accidents levels are increasing day by day.

In the following extract the conjunct ``however'' plus the lexical signals ``trouble'', failure'' and ``low oral proficiency'' also signal problem:

(8b)   (2)The trouble is, however, how to select well prepared
        people when all the education system is a failure. (3)This is
        clearly evident in English letters course which receives at
        each term students who have a low oral proficiency in the
        language.

The following extracts exemplify the problem function being signalled by adversative conjuncts plus the adverb of negation ``not'':

(2b)   (2)However, brazilian's university students who are regulary
        enrolled in that course don't have a high oral
        proficiency in English. (3)As a consequence students are not
        able to talk to foreigners fluently.

(6b)   (2)However, we have met several graduate students from that
        instituition who attend the above mentioned course and are
        not able to have a good oral proficiency in the language.

With regard to the analysed pre-test compositions their problem

function was signalled through lexical signals. The following

extract illustrates this:

(4a)   (1)Today, one of the most important   problems   in
        education is the habit of reading. (2)The means of
        communication such as Tv, radio, video,   put man part from
        the world of reading. (3)besides, the books are   very
        expensive so that few people can buy one.

As can be seen the lexical signals ``problem'', ``put (man)

apart'', ``very expensive'', and ``few (people can buy)'' are all

instances of lexical signals featuring problem.

3.4.3.2 Signalling of solution

a)Purpose Clause (and Subordinator) and Lexical Signal

All the analysed post-test compositions employed a purpose

clause containing a lexical signal typical of response (solution)

to signal the solution function,, the only exception being

compositions (10b) and (8b) which resorted to the subordinator " in

order to " (plus lexical signal of response) to signal the solution

function. Two pre-test compositions, (4a) and (10a) employed a

126

purpose clause and the subordinator "in order to" respectively to signal solution. Composition (6a) used a lexical signal to mark the solution function namely "suggest" in "I would suggest many ways in which readers would be able to expand their interests".

As a two-way signal (cf. Hoey 1983) the purpose clause (as well as the subordinator "in order to" plus lexical signal of response) helps the reader's interpretative task by making explicit that something in the previous sentence(s) is to be taken as problem and that something in the next sentence(s) is to be taken as solution (or response).

The extracts below exemplify the use of the purpose clause comprised of lexical signals of response. The first extract exemplifies the use of the purpose clause in front position and the other in end position. Note that the purpose clause contains an anaphoric reference to the previous sentence as problem, this being especially signalled by explicit lexical signals of problem. Note also that in all the extracts there is a reference to an agent explicitly mentioned in the text as in extract (4b) by the nouns "teachers and students" or implicitly as in extracts (3b) and (1b).

(3b)   (4)To solve this problem, it is necessary to improve the salaries of our readers and make books with cheap material.

(4b)   (4)Teachers and students alike can find some ways to avoid this deficiency.

The extract below illustrates a purpose clause (plus lexical signal of solution) with an anaphoric reference to the previous sentence as problem, though it doesn't contain any lexical signal of problem as part of its meaning, as the extracts above illustrated.

(1b) (4)To prevent that various solutions can be proposed.

The following extract illustrates a purpose clause through the use of the subordinator "in order to". Note that it contains an anaphoric reference to the previous sentence as problem through the use of the lexical signal "problem".

(8b)   (4)In order to improve this problem there are two ways that
        can be proposed.

Another occurrence of lexical signals used to indicate the overall organization of the S-P-S-E patterned compositions can be seen in the enumeration items used to signal the sequence of the proposed solutions. Nine (9) out of the twelve ((12) analysed post-test compositions employed a sort of enumeration item to organize the sequencial meaning of the solutions. Extract (7b) below illustrates the solution being sequenced by the items "first", "second", and "third".

(7b)   (5)First teachers must encourage students to express
        themselves without so much worries about grammatical rules.
        Second, the students must not feel shy to speak English.
        (7) Third, they must practice the language by going to the
        lab and they should finish the course and then go abroad to
        practice fully the language.

Composition (10b) signalled the sequence of its solution through the conjunct "and" which was used to connect two proposed solutions within one single sentence.

(10b)   (5)In order to improve this problem we have to ask the
        students who will take the "vestibular" to start studying
        even before they take the letters course and for the teachers
        to make these students take an English oral test before they
        enter in the course.

128

Composition (6b) signalled the sequence of its solutions
through the conjunct "or" which was used to link two solutions as
two alternatives. The sequence of the third proposed solution was
signalled by the adverb "also", indicating a compatibility
relation with the preceding sentence :

(6b)   (8)To solve that problem one way suggest the introduction in
        the curriculum of a greater number of English credits or
        just exterminate Portuguese credits. (9)One could also
        acquire teachers who emphasize the practice of spoken language.

The analysed pre-test compositions also signalled the sequence
of their solutions. Compositions (4a) and (i0a) presented their
proposed solutions in separate sentences, though not signalled by
enumeration items. Composition (6a), however, signalled the sequence
of the solution by enumeration items:

(6a)   (3)First, I would make a research as to what type of literary
        work interest each reader. (4)Second I would propose persons
        whose reading interests are equal, to debate upon the
        readings they have done creating in this way a reading climate
        and environment. (5)Third I would bring out seminars in order
        to promote and expose the works eventually done by these
        readers. (6)Finally there are several patterns to promote
        reading to those who are not all familiar with it,

3.4.3.3 Signalling of Evaluation

Nine out of the twelve analysed post-test compositions linked
the evaluation (positive) function to the solution through the use
of a linguistic item. In general terms, these signals were given in
the form "by-ing" or "if-then" (see section 3.4.2.1), all of them
containing a demonstrative pronoum referring back to the preceding
sentences as in the following extracts:

(6b)   (10)So, by having more English classes and improving the use
         of the spoken language through practice one should easily be
         able to express him/herself verbally without any serious
         problems.

(7b)   (8)If the students follow these proposals they are likely to
         improve their abilities of speaking English.

Composition (9b) linked its concluding sentence (basis and

evaluation) to the evaluation given in its preceding sentence

through the demonstrative "that" and "this". Sentence 7 (evaluation)

in its turn was also linked to its preceding sentence (solution)

through the demonstrative "this".

(9b)   (6)Instead they should give more attention to the written
         performance. (7)Certainly this is not the only solution, but
         it is one of the best of them. (8)Something like that has
         been done by some teachers with success and both teacher and
         students are going to have more advantages with this new
         attitude.

Compositions (8b) and (11b) didn't use any of the devices

mentioned above to link the evaluation function to solution.

Instead, they employed lexical signals for indicating conclusion,

namely "in conclusion" and "conclude" to link evaluation to solution

(perhaps this can account for the fact that these compositions were

seen as evaluation implicitly (see section 3.3.6.) the proposed

solutions).

(8b)   (8)In conclusion, many attitudes could be taken in order to
         improve the quality of english letters course.

(11b)   (9)We can conclude that brazilian university students have
         many solutions to solve this problem,

Composition (12b), like composition (8b), was seen as

evaluating negatively the proposed solutions (see section 3.3.6).

As to the three P-S patterned pre-test compositions, one used the conjunct "but" to link evaluation to solution (which signalled negative evaluation) whereas the other two used the construction "by-ing" to connect evaluation with solution.

(4a)   (7)With this it is easier to get the habit of reading.

(10a)   (6)Doing things like these we can captivate the future
        readers of this country.

3.4.3.4. Conclusion

From the analysis of the compositions just given the following general points can be made:

1) All the twelve post-test compositions signalled the crucial stages of their underlying meaning i.e., those stages where a problem was presented, by some sort of adversative conjunct. In addition, their problem function was also indicated by lexical signals. None of the three P-S patterned pre-test compositions had adversative conjuncts as signalling devices for the problem, this function being indicated by purely lexical signals.

2) All the twelve post-test compositions signalled the relation between the components Problem and Solution by means of a purpose clause (or subordinator), all of them containing lexical signals typical of response (solution). Two out of the three P-S patterned pre-test compositions employed either a purpose clause or subordinators with an explicit reference to the previous sentences (problem) through the use of a demonstrative pronoun.

3) All the twelve post-test compositions signalled the sequential meaning of their solutions. Most of them were sequenced with the help of some sort of enumeration item. The three analysed pre-test compositions also marked the sequence of their solutions, though only one of them employed enumeration items.

4) All the twelve post-test compositions signalled the relation between the components Solution and Evaluation. Most of this relation was given in the form "if-then" or "by-ing". Two out of the three pre-test compositions resorted to this same linguistic device to relate Solution and Evaluation. In most cases the evaluative sentences contained an explicit reference to the previous sentences (solution) through the use of demonstrative pronouns.

CHAPTER   4

CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS
FOR FURTHER RESEARCH

4.1. Conclusion

The analysis of the compositions has revealed very specific caracteristics. The post-test compositions – those holistically rated high – showed a high level of coherence whereas the pre-test compositions – those holistically rated low – presented various coherence problems which were seen as reducing, in varying degrees, their efficacy as a piece of language used to inform some facts meaningfully. Table 4.1 below summarizes the factors of incoherence and coherence identified in the students' pre-test and post-test compositions.

Table 4.1 Factors of Incoherence and Coherence.

	Pre-test composition												Post-test composition											
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
FACTORS OF INCOHERENCE																								
1. Inapp. use of anaphoric item		•					-		•		-												-	
2. Ungrammatical sentences			•					•																
3. Loosely linked sentences	•		•		•				•		•													
4. Wrongly linked sentences	•								•	•		•												
5. Content mismatch bet. Prob./Sol	•								•															
6. Neg. (or implicit)eval of proposed sol	•										-													
FACTORS OF COHERENCE																								
1. Text Structure																								
1.1 Clear statement of Situation													•	•	•			•		•		•	•	•
1.2 Clear statement of Problem													•	•	•	•	•	•	•	•		•	•	•
1.3 Clear statement of Solution													•	•	•	•	•	•	•			•	•	•
1.4 Clear statement of(posit.)eval. of sol.													•	•	•	•	•		•		•	•	•	•
2. Tightly Linked Sentences																								
2.1 Logical Sequence																								
1)Cause-consequence					•	•	•						•	•	•									•
2)Condition-consequence						•	•						•	•	•	•							•	•
3)Instrument-achievement			•			•							•	•	•									•
4)Instrument-purpose				•						•			•	•	•		•							
5)Evaluation-basis													•	•	•	•						•		•
6)Time sequence																•						•		
7)Micro problem-solution	•				•	•							•	•	•	•	•	•	•	•		•	•	
2.2 Matching Relation																								
a)Incompatibility					•	•											•							•
b)Compatibility			•			•											•							•
c)Generalisation-example										•												•	•	•
d)Preview-detail							•		•											•				
e)Paraphrase						•		•														•		
3. Signalling of the S-P-S-E pattern																								
3.1 Clear signalling of problem													•	•	•	•	•	•				•	•	•
3.2 Clear signalling of solution						•				•			•	•	•	•	•	•				•	•	•
3.3 Clear signalling of evaluation				•		•				•			•	•	•	•	•	•				•	•	•

* The factors of incoherence and coherence identified in the composition are marked by a dash.

134

As table 4.1. shows the post-test compositions were better than their pre-test counterparts in three main aspects. First, they were written according to the normal time/logical sequence of situation, problem, solution and evaluation of the S-P-S-E pattern. Second, they employed various types of language items which helped signal the sequence of the pattern , thus integrating its four components into a clear and coherent whole.

However, the most significant difference perceived between the post-test and pre-test compositions emerged, in general terms, from the analysis of the way their sentences were semantically related. As it is evident from table 4.i. the post-test compositions showed to have not one single type of clause relation underlying them, but often showed several clause relations. Composition (ib), for instance, has cause-consequence, matching incompatibility and compatibility, instrument-purpose, preview-detail, condition-consequence, and micro problem-solution relation. The pre-test compositions (except for compositions (4b), (6a) and (10a)), on the other hand, can be seen as having their sentences semantically linked in an unclear and loose way. As already seen, the writers didn't illustrate their points, they didn't make statements of cause-consequence, etc. Apart from these factors, they were also seen as presenting other language problems such as inappropriate use of reference items and sentence structure. And from the point of view of the P-S pattern they presented negative (and implicit) evaluation of the proposed solutions and content mismatch between the components Problem and Solution.

a)Hypotheses Confirmed

From the analysis of the pre- and post-test compositions presented in chapter 4 we attest the confirmation of the following research hypotheses:

1) Global Coherence – It was hypothesized that the post-test compositions compared with the pre-test compositions would be holistically rated higher. As can be noted in section 3.2. the post-test compositions were graded significantly higher than their pre-test counterparts.

2) Distribuition of the four components of the S-P-S-E pattern – It was hypothesized that the post-test compositions would be written according to the normal time/logical sequence of situation, problem, solution and evaluation of the S-P-S-E pattern. This hypothesis was also confirmed as the results in section 3.4.i. show . All the post-test compositions were written according to the normal time/logical sequence of that pattern.

3) Organization of a sequence of coherent comparisons – As already pointed out in section 2.2. the Comparison pattern was disregarded for close study in the present dissertation.

4) Explicit Signalling of the S-P-S-E pattern – It was hypothesized that the post-test compositions written in the S-P-S-E pattern would signal their underlying structure through the use of various types of linguistic items. As seen in section 3.4.3. the post-test compositions contained explicit signalling of their underlying organization as S-P-S-E patterned texts.

5) Clear and Coherent Semantic Linkage between Sentences – It was hypothesized that the post-test compositions would have their sentences (or clauses) semantically linked in a clear and coherent way. This hypothesis was also confirmed as the result in section 3.4.2. show. The post-test compositions presented their sentences coherently linked.

4.2 Implications

This study is based on previous research (Carrel 1984; 1985; 1987) which has suggested that writing instruction focusing on text structure can improve students' writing ability.

From the results of this study we can conclude that, as other researchers (Witte and Faigley 1981; Hoey 1982) have demonstrated, language micro-level issues (e.g. sentence structure, vocabulary, devices of cohesion within and between sentences) are not sufficient by themselves to improve student's skill in writing effective prose. Though micro-level issues are not unimportant as a means of achieving coherence in written discourses, we are suggesting here that attention directed to text structure (or macro level issues) in the course of teaching students how to compose effective prose must be emphasized. Hoey (1982) observes that "while it is important to teach the cohesion devices of English, these are not sufficient by themselves to account for the organization of written discourses" (cited in Stanley 1984). Therefore, discourse level issues must be given special attention in the teaching of writing.

The results also seem to indicate that teachers who devote much of their time to the development of the textual competence

137

(either productive or receptive) of their students should include in their curriculum discourse level issues which could help students organize their ideas into a coherent and clear text.

Two ways of achieving this can be suggested by this study- the teaching of the S-P-S-E and Comparison patterns. Other ways of achieving a coherent text could be by teaching other types of text structure. As already mentioned, these include: Contrast, Comparison and Contrast, Generalization-Example, Hypothetical-Real, among other types of text structure. As Carrell points out "composition teachers who assign papers that describe, compare, raise problems and suggest solutions and so forth are on the right track" (1987: 52).

Besides the importance of the notion of text structure, the notion of clause relation has also teaching potential. It is necessary for any writing program to develop the students' skill to look for what type of semantic relation is being established between a sentence (or group of sentences) he/she is producing in relation to the sentence (or group of sentence) he/she has already produced. The emphasis here is on meaning relations such as cause-consequence, instrument-achievement, and so on. Jacob (1981) says that "content information is only part of what the reader wants to hear. The other body of information that the reader wants to hear is composed of the predication "this is the cause", "this is an example", "this is at some specific time", "this is different from that". Many problems found in the students' written compositions arise because they are unable to link sentences successfully through meaning relations such as those mentioned above, thus failing to make their compositions

138

hang together as coherent pieces of discourses. When these students write, they don't illustrate, they don't generalize, they don't make statements of cause-consequence etc. The students' inability to do this can lead to serious coherence problems. For example, when the writer of composition (12a) wrote:

(Actually) magazines and books aren't so cheap, even so when we know the great part of brazilians work hard just to survive.

she could have provided one of the likely consequences of what she stated in the first clause, as in:

(Actually) magazines and books aren't to cheap, consequently few people can buy them.

Closely related to the teaching implications of the notions of text structure and clause relations is the fact that the students must be taught the various types of linguistic items avaliable to make clear whatever type of text pattern (or clause relation) they intend to produce. Conjuncts, subodinators and lexical signals all have an important role to play here. In addition, with regard to the latter type of language items, students must be taught those lexical signals which can be used to set up predictions as to what is to come next in the discourse and ways of fulfiling those predictions (e.g. the signals used to predict details to come in a preview-detail relation). As Tadros advises "one way of making the text transparent is by setting up predictions and fulfilling them" (1985: 66).

Finally, it would be interesting to make the students acquainted with the question criteria as it is applied to the teaching of both text strucutre and clause relation. As Hoey (1982)

139

says "the notion of discourses in general as made-up of answers to questions and the four problem-solution questions are well worth familiarizing a student of English with " (cited in Stanley 1984).

4.3 Recommendations for Further Research

As I have already mentioned, some research has been carried out about stundents' awareness of text structure on their comprehension of written materials. Very few studies (Taylor and Beach 1984), however have investigated the influence of students' awareness of text struture on the quality of their written compositions. Even fewer studies have been carried out in the EFL classroom regarding text structure and students' writing proficiency. Therefore, much more research is needed before the whole field of text structure and writing proficiency can be covered.

In view of the difficulties found and of the limitations inherent to this study, the following recommendations can be made for further research:

1) Text Structure Variation - This study made use of the S-P-S-E and Comparison patterns. Further research should investigate the effects of instruction of other types of text structure on the quality of students' written compositions.

2) Number of Training Sessions - This study was limited to two text structure training sessions. Further research must verify the effects of instruction of text structure on the quality of students' written compositions on a long term basis.

3) Control Group - Because this study was limited to one training group, further research must investigate the differences in

writing quality between students who receive training on text structure (training group) and students who receive no training on text structure (control group).

4) Number of Subjects - The findings of this study are limited due to the small size of the sample. Further research must investigate the effects of text structure instruction on a large sample of students: because the larger the number of subjects the more reliable the results.

5) Finally, another area of research could investigate the cultural differences in discourse structure. It is possible that different cultures will approach text organization in different ways (see Kaplan 1977).

BIBLIOGRAPHY

Carrell, P.L. 1984. The Effects of Rhetorical Organization on ESL Readers.TESOL Quartely 18/3:41-469.

_____1985. Facilitating. ESL Reading by Teaching Text Structure.TESOL Quartely 19/4:727-743.

_____1987. Text as Interaction: Some Implications of Text Analysis and Reading Research for ESL Composition. in Ulla Connor and Robert B. Kaplan (eds).Writing across Language: Analysis of L2 Text. USA. California. Addison-Wesley Publishing Company.

Dornan, E.E and Dawe, C.W. 1987.The Brief English Workbook. USA. Boston. Little Brown and Company.

Halliday, M.A.K. and Hasan, R. 1976. Cohesion in English. London. Longman.

Harris, J. 1986. Certain Features of Organization above the Sentence in English Written Discourse: Meta-Structure and Problem-Solution and Comparison-Contrast Patterns. in M. Coulthard (ed). Talking about Text. English Language Research Department. University of Birmingham.

Hoey, M.P. 1979. Signalling in Discourse. Discourse Analysis Monographs no 6. English Language Research Department. University of Birmingham.

_____1983. On the Surface of Discourse. London. Allen and Unwin.

_____ 1984. A Tentative Map of Discourse Studies and their Place in Linguistics. in M. Coulthard (ed). Ilha do Desterro. 5/11:P 9-27. Editora da UFSC.

_____1987. The Importance of Comparison and Contrast in Narrative Organization. in Carmen R. Caldas (ed). Ilha do Desterro. 5/1873-86. Editora da UFSC.

Homburg, .J. 1984. Holistic Evaluation of ESL Composition: Can it be Validated Objectively? TESOL Quarterly. 18/1:87-107.

Jacobs, S.E. 1981. Rhetorical Information as Predication. TESOL Quarterly.15/3:237-249.

Jordan, M.P. 1984. Rhetoric of Everyday English Texts. London. Allen and Unwin.

Kaplan, R. B. 1977 Contrastive Rhetoric: Some Hyphoteses. ITL: Review of Applied Linguistics. 3. 9-40, 61-72.

Kintsch, W. and Van Dijk, C.W. 1978. Towards a Model of Text Comprehension and Production. *Psychological Review.* 85:363-394.

Longacre, R.E. 1983. *The Grammar of Discourse*. New York. Plenum Press.

Spyridakis, J.H. and Standal, T.C. 1987. Signals in Expository Prose; Effects on Reading Comprehension. *Reading Research Quarterly.* 12/3:285-298.

Stanley, M.R. 1984. The Recognition of Macrostructure: A Pilot Study. *Reading in a Foreign Language.* 1:156-168.

Tadros, A. 1985. *Prediction in Text.* Discourse Analysis Monograph no 10. English Language Research Department. University of Birmingham.

Stanley, R.M. and Beach, R.M. 1984. The Effects of Text Structure Instruction on Middle-Grade Student's Comprehension and Production of Expository Text. *Reading Research Quartely.* 19/2:134-146.

Van Dijk, T.A. 1977. *Text and Context: Exploration in the Semantic and Pragmatics of Discourse.* London. Longman.

Winter, E.C. 1982. *Towards a Contextual Grammar of English: The Clause and its Place in the Definition of Sentence.* London. Allen and Unwin.

_____ __1986. Clause Relations as Information Structure: Two Basic Text Structures in English. in M. Coulthard (ed). *Talking about Text.* English Language Research Department. University of Birmingham.

Winter, E.C. and Hoey, M.P. 1986. Clause Relations and the Writer's Communicative Task. in Couture B. (ed). *Functional Approaches to Writing: Research Perspectives.* London. Frances Pinter.p.120-141

Winterowd, W.R. 1970. The Grammar of Coherence. *College Writing.* 31:828-835.

Witte, S.P. and Faigley, L. 1981. Coherence, Cohesion and Writing Quality. *College Composition Communications.* 32/2:189-204.

Zamel, V. 1983. Teaching Those Missing Links in Writing. *ELI Journal.* 37/1:22-29.

APPENDIX A

Texts used for the teaching of the S-P-S-E pattern.

144

Text 1

Keep Off the Wall

The only man-made structure on earth that you can see from the moon is the 1500-mile Great Wall of China.

But what you can't see from up there is the damage that has been done to it.

People have chipped off bits for souvenirs and stones have been used for building.

Now new laws are being demanded to protect the wall.

Text 2

Teeth and Smiles

Having to wear braces to strengthen teeth can be damaging to one's vanity so Dr. Craven Kurz, an american dentist, has finally come up with the brightest idea of putting braces inside the teeth. They are kept in place by a strong acrylic resin and the first few patients, including an actress, are reported to be delighted.

Text 3

Pioneering Polytechnic

B   Professional and teachers produce nothing except written communication, spoken communication and drawings.

D   Yet in spite of this most students receive little or no instruction in the theory and use of information structures in practical communications.

A   To remedy this deficiency, the Hatfield Polytechnic has pioneered work in contextual grammar of English prose, in understanding how information is structured, and in applying this knowledge for practical benefit.

C   This should lead to improved communications skills among students.

Text 4

Tranportation is a special problem for Manhattan. Most of the people who work on the island of Manhattan must live somewhere else. Therefore, every day several million people and the goods they use or produce must travel to and from the small island. Several solutions to the transportation problem exist. One solution is to travel to or from the island by way of water. Ferry boats and barges carry people and goods for short distances, while ocean ships carry them for longer distances. A second solution is to travel onto or off of the island over one of many bridges. Generally, cars and buses carry people, and trucks and trains carry freight. The third solution is to approach and exit the island city through tunnels. Most people reach or leave Manhattan by way of subway trains. Some goods are carried in trucks that travel through tunnels.

Text 5

Parents Travel, the Children are Affected

If a business executive finds himself in a position which requires that he travel for contact or self-improvement, it is usually welcomed as a sign of professional growth. But how do these executive parents explain this to their children, who are subject to resentment and stress in their parents' absence? This is a common problem which many professionally successful parents must face unprepared. Specialists in behavior, however, assure us that it is possible to leave our children, whether for business or pleasure trips, without causing undue stress. In Stress in Children, Bettie Young advises parents, first of all, to understand why children become disoriented when their parents travel, even though they may have many interesting activities to keep them entertained. The explanation is simple: children are afraid of the unknown. Because they don't know where or how their parents are, they fantasize about what could be happening and often imagine unhappy or unsettling scenarios.

To avoid this, it is important that the children know the parents itinerary, how to reach them in case of an emergency, and have set times for communicating with them. Even with small children, it is important to discuss the cities, hotels, and the type of work or activities in connection with the trip — concrete references which can ease the anxiety.

Certain rituals prior to the trip can also help. The evening before departure should be reserved for time together with the children to give them the message that "I will miss you so much that I want to spend this time with you". The child should be present when instructions are given to the person who is going to take care of him. This helps the child understand that even even though his parents are leaving, they are concerned with his well-being and are not by any means abandoning him. When parents call during the trip, they should get the child to speak about how he is doing. This will allow the parents to discuss any problems that may be occurring, while not restricting the conversation to giving orders and reprimanding. If the child does not seem to be interested in talking, he may be trying to convince his parents that he is not that concerned about them, which is one way to conceal the hurt caused by the separation.

Test 6

How to Avoid Excessive Support?

In critical times there is nothing like the support, sympathy and solicitude of our family and close friends. The trouble is, however, how to lend effective support to those who are dearest to us, without getting in the way. This difficulty became evident during the discussions at a meeting of psychologists at the American Psychologist Association, as commented on in the New York Times by Daniel Goleman.

Being too involved in somebody's welfare, at times leads us into emotional pitfalls, resulting in more stress rather than relief. James Coyne, a psychologist at The University ofr Michigan, who was present at the meeting, mentioned cases of married couples in which the husbands had suffered a heart attack. Often the wives made things difficult by their overprotective attitude as they felt partly guilty for what had happened to their husbands. The wive's excessive solicitude did not go unnoticed by the husbands. Many complained that, despite their physicians and physical therapists' advice to keep active, their wives treated them as if they were physically and emotionally disabled.

The person who instead of helping, hinders, is usually unaware of this, as was shown by a study made of obese women trying to lose weight. More than 90% of husbands felt they were being supportive of their wives in their attempt. However, the conversations that were monitored during mealtimes showed that they tempted their wives with

repeated offers of food, and gave them 12 times more criticism than praise for their efforts.

With the best of intentions, a family that assures the responsability for the recovery of one of its members after a crisis or illness, can also become a negative interference. It is not uncommon for a person who is seriously ill to torture him/herself with the thought that he/she is troubling the whole family; or , on feeling depressed, feel obliged to dissemble so as not to worry them.

In order not to make hurtful mistakes, one should bear in mind that even extending condolences, can, at times, cause thoughtless hurt. Expressing one's sympathy with one of those ready-made, ritualistic remarks such as "I know how you must feel" may sound very inconsiderate to the bereaved. Remarks such as "This will pass" or "don't be upset" might eventually be interpreted as "you're making too much of it." Giving advice at inopportune times, such as how to react to grief and loss, is offensive. "One of the least helpful things for someone who has suffered a loss is to be urged to shrug off and cheer up." says psychologist Camille Wortman, who also participated in the meeting.

The best way to help usually consists in just letting the sufferer pour out his or her feelings, without passing judgement or giving advice, unless the listener has experienced a similar situation and his words might be helpful. But even so, it must be made clear that the advice is given as a mere suggestion.

APPENDIX B

Texts used for the teaching of the Comparison pattern

Text 1

"What we have still not forgiven him for" she says "is that he (Mozart) reasoned". Miss Brophy, whose spiritual home is the 18th century enlightment, also reasons.

Text 2

    It   is   interesting to note that iconic models   only   represent

certain   features   of   that   portion of the real   world   which   they

simulate. For example, a map will only contain features which are of

interest to the person using the map. Similarly,   architects' models

will be limited to include only those features which are of interest

to the person considering employing the architect.

Commercial fishing and farming are similar in several ways. The cost of the equipment required in a large scale commercial operation is very high for both fishing and farming. Fishing and farming both require long hours of hard work. And both allow an individual some choice in selection of working hours and in sequencing of activities.

Text 4

In both Jaws and The Exorcist, an evil force preys upon innocent people. In Jaws the evil force is a great white shark that snacks on bathers at a seaside resort. In The Exorcist the evil force is Satan himself; he decides to possess a young girl and forces her into all kind of unnatural and grotesque actions. Despite the dissimilarities - one an actual animal and the other a supernatural being lacking any stable physical form - both the shark and the devil represent forces that people cannot control; these forces terrify us. Both the shark and the devil strike unexpectedly and choose their particular victims for no apparent reason. Although aware of the presence of these forces, people cannot predict attacks or defend themselves from them. The young girl in The Exorcist can no more understand what has happened than the quickly disappearing victims in Jaws, and this incomprehensibility is the source of the terror that both movies evoke.

The following sentences were given to the students for them to mark whether they exemplify the Comparison pattern or not:

a) The poem "Navio Negreiro" by Castro Alves, like the book "Casa Grande & Senzala" by Gilberto Freire, deal with the racial subject.

157

b) Denmark and Norway are similar in that they both have a constitutional monarchy.

c) England is very cold in winter; so, too, is Sweden.

d) Paulo lectured quite well on the sources of poverty. The same was also true of Rosa Maria. She lectured very well on the problems poor people must face.

e) Bia can write articles. Her friend, Betty, can also write articles.

f) Jimmy speaks exceptionally well his mother tongue , but his father doesn't speak that well.

g) Denmark and Sweden both have the same kind of constitution.

APPENDIX   C

Text used for the third training session

Dear parents,

The school is trying to ensure that all the children's clothing is labelled. To assist parents the school can supply IRON-ON NAME TAGS. The tags will withstand boiling, and are suitable for most garments. They can also be used to label gym shoes, satchels etc. They can be sewn on if required.

The following extract served as basis for my explanation on the implied problem (and situation) of the text given above.

Without knowledge of the situation and problem for this example, you would wonder what the fuss is all about. However, readers will have that knowledge and will readily interpret the information given as being a solution to a very difficult problem. The situation is a junior school for children aged 5-11 years who wear uniform. Problems arise when the children change for physical education, outside play or games because there are then many sets of clothes of the same sizes, colour and quality. Children do not always keep their own clothes neatly in one place, and there are constant arguments regarding which clothes belong to which children - hence the solution being adopted by the school. The tags offered to parents are evaluated in the last three sentences (Jordan 1984: 42).

APPENDIX D

Students' compositions. Letter a stands for the pre-test compositions and letter b for the post-test compositions.

(1a)   (1)The habit of reading comes from infancy.(2)So, I believe
        the most effective way to improve it is to give a good and
        strong basis for our children. (3)Reading is not just a
        mechanical act, you have to understand and think about what
        you are reading. (4)A child must be first taught how to think.
        (5)There are some steps before a child is able to read.
        (6)Developing these steps is another way of improving the
        reading habit.

(1b)   (1)To travel by car is a very important and common way of
        transport in Brazil. (2)However, the way things are going on
        in brazilian's highways people become afraid to drive on them.
        (3)Car accidents levels are increasing day by day. (4)To
        prevent that various solutions can be proposed. (5)First, what
        is needed in Brazil is an effective warning program in order
        to bring to people's consciousness the seriousness of the
        problem. (6)Second, people shouldn't travel without doing a
        total revision in their cars. (7)Third, they shouldn't drive
        drunk or sleepy or if not psychologically or physically able
        to do it. (8)Of course the goverment has its share of guilt,
        for some of the brazilian highways are in a very bad
        condition. (9)So, even the goverment must become aware of its
        responsability.

        (10) If such measures are taken, among a lot of other
        suggestions, brazilian's highways will be free of this trouble
        - road deaths.

(2a) (i)Brazilian people have been becoming each more illiterate.
(2)The goverment is not worried about that. (3)It is easier to
govern illiterate ones. (4)I guess it is necessary a total
change in all educational system. (5)It is necessary to make
people read since the primary.

(6)The best way I find to solve this problem is to exclude
children from work, giving them some resource to keep them
only studying.

(2b) (1)Students who enter in brazilian English letters course
intend to become able to talk English fluently. (2)However,
brazilian's university students who are regularly enrolled in
that course don't have a high oral proficiency in English.
(3)As a consequence, students are not able to talk to
foreigners fluently. (4)To solve this problem it would be
necessary to create conversation groups and to promote trips
to countries which have English as their native
language.(5)Moreover, it would be necessary to eliminate
portuguese credits from the course so that the students have
more time to practice English.

(6)By these means students would finish English letters course
more prepared to enter into the professional market and able
to talk to foreigners fluently.

(3a) (1)Well, I firstly would propose to promote a great
advertsiment campaign in whole country. (2) This campaign
will be well succeeded following the objective of solving the
actual difficulties met in the majority of the cities. (3)The

situation in our roads and the distribution of the transport
means can not continue.

(4)On the other hand, this situation would be changed partly,
if the goverment organized a plan to
give financial insurances to the responsible departments.
(5)The statual department would have more conditions to apply
the right way in that direction.(6)In this case we can also
watch other people in other countries and try to discuss it.

(3b) (1)Many brazilian readers would like to read many more books
than they have time to read them. (2)However, the price of
national books are very high. (3)In view of this readers can't
read so many good books so that they are restricted to read
just the cheapest ones which are not so worth reading.
(4)To solve this problem, it is necessary both to improve the
salaries of our readers and make books with cheap material.
(5)The first measure is to rise the salaries of our workers
who are the potential readers. (6) The second is to make books
cheaper than the ones people find in most brazilian's
bookstores. (7)To do this the publishing industry could use
cheap material to make the covers and pages of the books.
(8)If one follows these measures national books will be less
expensive. (9)Therefore, brazilian readers will have more
possibilities of improving their reading habits.

(4a) (1)Today, one of the most important problems in education is
the habit of reading. (2)The means of communication such as
Tv, radio, video, put man apart from the world of reading.

164

(3)Besides, the book are very expensive so that few people can buy one. (4)Many things should be done to improve the habit of reading. (5)I would open more public libraries for whole people. (6)I would make a circle of good books. (7)With this it is easier to get the habit of reading.

(4b) (1)The purpose of English letters course in Brazilian's universities is the development of the four language skills; reading, writing, speaking and listening. (2)Nevertheless, people who are enrolled in these courses observe that there are some faults concerning the development of the speaking skill. (3)In fact, the problem is that students don't have a high oral proficiency in English.

(4)Teachers and students alike can find some ways to avoid this deficiency. (5)First, the students have to practice orally the language most of time, not just in class with the help of the teacher, but also their classmates out of class. (6)Second, they should read a lot of material, because reading can help the students improve their vocabulary and acquire new ones. (7)Third, the students need listening more to the spoken language. (8)There are many possibilities such as music, movies, etc, but whatever they listen, do it in English.

(9)With these three advices, the development of the oral skill will be improved and students will have a better oral proficiency in English.

(5a) (1)The habit of reading is something you learn when you are child.(2)So this habit must be increased by the parents or

165

when the children are taken to school. (3)In Brazil, it is very difficult to improve this habit, because the parents don't have this habit too. (4)That is why I think that the best place to improve this habit is still in school. (5)There we are getting a new generation that probably will enjoy reading and they will learn their children will get that habit.

(5b) (1)All students who take the English letters course in Brazilian universities study the four language proficiencies. (2)However, only some of them get a good oral proficiency, although many students come to the university with a reasonable background knowledge.

(3)To develop a good oral proficiency in English there are lots of ways. (4)Nowadays, there is one that is very up to date, i.e., the communicative approach method. (5)Other ways to solve this problem could be the creation of free conversation disciplines with dramatizations, music, etc. (6)Finally, the course department would make contact with other universities to exchange students, so that some brazilian students could spend some time in an English speaking country whereas English students could come to spend a time in Brazil.

(7)If these solutions are taken, it is likely that brazilian university students of letters will improve their oral proficiency in English.

(6a)   (1)I realize that brazilian people do not have the habit of
       reading. (2)I would suggest many ways in which readers would
       be able to expand their interests, thus improving their
       reading abilities.

       (3)First, I would make a research as to what type of literary
       work interests each reader. (4)Second, I would propose persons
       whose reading interests are equal, to debate upon the readings
       they have done, creating in this way a reading climate and
       environment. (5)Third, I would bring out seminars in order to
       promote and expose the works, eventually done by these
       readers. (6)Finally, there are several patterns to promote
       reading to those who are not at all familiar with

       it, but unfortunetely if we do not shake up our ideas, surely
       we will never get there!

(6b)   (1)The Federal University of Santa Catarina is known to have
       several outstanding courses and among them is The English
       letters course. (2)However, we have met several graduate
       students from that institution who attend the above mentioned
       course and are not able to have a good oral proficiency in the
       language.

       (3)This course establishes two minor curriculum. (4)So, a
       student who chooses English must automatically study English
       and Portuguese. (5)And as of now, there are more Portuguese
       credits required than English itself. (6)As a result the
       probability of a student to be orally fluent decreases as
       he/she must attend these inumerous Portuguese and Latin

classes. (7)Not to mention that in most English classes it is not even emphasized that students should practice spoken English.

(8)To solve that problem, one may suggest the introduction in the curriculum of a greater number of English credits or just exterminate Portuguese credits. (9)One could also acquire teachers who emphasize the practice of the spoken language.

(10)So, by having more English classes and improving the use of the spoken language through practice one should easily be able to express him/herself verbally without any serious problems.

(7a) (1)The best thing we can do to improve the habit of reading is to anticipate our contact with books without prejudice.

(2)Our first contact with books is full of things such as: don't touch too much, don't play with them, don't paint on them, don't do this, don't do that. (3)As a result we become afraid to even hold a book, thus starting avoiding it. (4)If we don't like books, we don't like to read.

(5)We can be taught to take care of books, but in another way, without listening such foolish things and learning that reading can make our world different.

(7b) (i)To speak English fluently is the main purpose of the students of English letters course. (2)However, these students have some difficulties concerning the oral skill in the language. (3)Sometimes these difficulties may make them give

up the course, even at the very beginning. (4)In view of that one have some ways to solve this problem.(5)First, teachers must encourage students to express themselves without so much worries about grammatical rules. (6)Second, students must not feel shy to speak English. (7)Third, they must practice the language by going to the lab and they should finish the course and the go abroad to pratice fully the language.

(8)If the students follow these proposals they are likely to improve their abilities of speaking English.

(8a)   (i)The basic problem concerning our people's lack of reading is strictly related to the political arrangements which are conducting the education to death. (2)How can wy try to change this situation? (3)First of all, we should work more with the ideas about the necessities of reading and think how it is important in order to exchange information, experiences. (4)Whether it will make sense for people they probably would engage themselves in this process.

(8b)   (1)Talking about the quality of university education there would be desirable if the students entered in the university with a good knowledge. (2)The trouble is, however, how to select well prepared people when all the educational system is a failure. (3)This is clearly evident in English letters courses which receives, at each term, students who have a low oral proficiency in the language. (4)In order to improve this problem there are two ways that can be proposed. (5)The first and the main is to try to change the admittance test to the university. (6)The test should be made according to the area

169

of knowledge chosen by the students. (7)The second would be the creation of a parallel course to give support to weaker students. (8)In conclusion, many attitudes could be taken in order to improve the quality of English letters course, though these changes will depend essentially on a structural modification in the administrative system.

(9a) (1)Since the childhood brazilian people are accostumed to receive everything done and when their own capacities are needed they don't know what to do. (2)It is easily explained because their creative and critical sense isn't developed. (3)It is generally developed when a reader is able of reading and interpreting a book or anything he/she has in his/her hand. (4)Of course it is not the only way of getting a bright mind but, without doubt, helps a lot.

(9b) (1)Some of the brazilian students who are admitted at English letters course think they will learn English. (2)However, this is not what usually happens. (3)Because their teachers teach English in a level not appropriate for most students, for these students didn't have an experience with the language in any private course or didn't go to any country where English is spoken, these teachers fail to teach efficiently.(4)As a consequence, the students end getting their diploma even without the necessary knowledge. (5)To prevent that problem some teachers should not worry about the oral perfomance of their students. (6)Instead they should give more attention to

the written perfomance. (7)Certainly this is not the only solution, but it is one of the best of them. (8)Something like that has been done by some teachers with success and both teacher and students are going to have more advantages with this new attitude.

(10a) (i)The most part of brazilian people, as we know, don't have the habit of reading which I consider a bad thing in our culture. (2)In order to improve that, I think that we have to start stimulating the children to like and to begin to read early! (3)We can to this, mainly, at home and at school. (4)Fathers and mothers can stimulate their children to read, giving books to them and reading with them, demonstrating that reading is a good habit. (5)At school teachers can stimulate the habit os reading through many ways like reading books in class with children, making little theoretical representation about these books, discussing stories of the books and so on.

(6)Doing things like these we can captivate the future readers of this country.

(10b) (1)English letters course in Brazil, among other letters courses, is the most popular. (2)However, the students who are enrolled in that course don't have a good oral proficiency in English. (3)This causes generally lots of problems to the actual development of the course, for without knowing how to express themselves in a good way, there are no possibilities for the students to have a fine class. (4)It is so difficult to communicate something when the person who is speaking

doesn't know how to make him/herself clear or when person who
is listening doesn't understand what is being said. (5)In
order to improve this problem we can ask the students who will
take the ``vestibular'' to start studying even before they
take the letters course and for the teachers to make these
students take an English oral test before they enter in the
course. (6)By these ways it could be known the level of every
students who intends to study in this course, therefore
selecting the best students.

(iia) (1)It is very hard to change habits of people, especially when
people are unable to decide what could be better or worse to
them. (2)I noticed that because brazilian people are still
unable to decide some points by themselves, the habit of
reading is one of this points and brazilian know they read
very little, or rather, only people who can afford the prices
of books are those who can read in this country or those who
are very interested in reading. (3)However, if you compare our
whole population and people who read normally in Brazil you
can get frightened. (4)Maybe the best solution to solve this
huge problem is to control the prices of books and what is
more important to introduce the habit of reading in schools
while kids are having their rinds growing.(5)Of course, they
need a good teacher to help and prepare them and what they
will read, because I don't believe it could be possible in
their families, I mean in most of them.

(iib) (i)Nowadays there are many foreign language colleges in Brazil

172

where the students are supposed to study the grammar and oral instructions. (2)The students of undergraduate courses have shown interest in them so graduate courses have been created in the whole country. (3)This intention has been accepted as the best way for undergratuate students who wish to learn much more about what they enjoy most in their undergratuate courses. (4)Unfortunetely, just a few students are able to succeed in English or any kind of foreign language course. (5)They don't have a high oral proficiency in the language they are studying. (6)What do these students can do to solve this trouble? (7)First, they have to try by their own way a better curriculum which could be possible to have more English classes and less native language classes (Portuguese). (8)Second, they have to find ways of improving their speech. (9)We can conclude that brazilian university students have many solutions to solve this problem, for there are in fact many solutions around.

(12a) (i)To improve the habit of reading in Brazil I think it is really necessary to look at the whole political, economical and social situation. (2)Actually, magazines and books aren't so cheap, even so when we know that great part of brazilians work hard just to survive. (3)However, this doesn't consist in a real excuse because we have libraries for the ones who can't affort these materials and even so don't look for them. (4)Besides, there are many people who can buy books and don't do that.

(5)So the great questions are: ``why this situation happens in Brazil?'' and ``how could we improve it?''. (6)To answer the first question we must think about the political reality: it is clear that the habit of reading wasn't developed because of political and social interests. (7)We can easly write an ample roll with a lot of causes to this trouble, but the difficulty is to answer the second question. (8)No! it isn't difficult because there is no solution anymore...it is difficult because the same answers to the first question are still an obstacle. (9)Nevertheless, we can't give up. (10)We have to begin changing our educational system, showing to the children at school that the book is a wonderful and magical world and never imposing to them a book.

(12b) (1)The most sought language course in Brazil is English. (2)Because English is a universal language there are many brazilians who want to know the language and its literature with the purpose of improving their jobs, lives or just to satisfy themselves. (3)However, students who are enrolled in this course don't have a high oral knowledge of the language. (4)The level of the classes are very diversificate and teachers have a lot of problems to teach very well the language. (5)Lots of students can't follow the course and give it up or even change to another one. (6)In view of this level of dropping out there are teachers who are happy and think the course is working well, but this is not true. (7)A good teachers knows if some students get he graduation it will be

unfair for there will be some more bad professionals in the market. (8)Besides, a course with such a low table of approved students isn't a synonum of a good course.

(9)To prevent these troubles first is necessary to improve our English class in the primary and high school. (10)A second solution would be to do the exams to vestibular by areas, i.e., the ones who intends to study English will have to do a special test.

(11)Nevertheless, these solutions are often considered fanciful and selective. (12)As a consequence, brazilians are very far away from an efficient solution to this problem and until there are students who are really interested in doing a good English course in a university they have to do it in a private course.

ERRATA

Dissertação de Antonio Mota Filho – Text Strucutre and Brazilian
University Student's Writing Proficiency : An Experiment

Onde se lê	Leia-se
Pg. 13 last line	
belongs to totally	belongs to a totally
pg. 52 line 19	
"Jaws and the Exorcist"	"Jaws" and "The Exorcist"
pg. 65 line 3	
pressuposing	pressupposing
pg. 65 line 4	
pressuposed	pressupposed
pg. 65 line 5	
pressuposed	pressupposed
pg. 65 line 6	
pressupossing	pressupposing
pg. 65 line 8	
pressupossed	pressupposed
pg. 65 line 9	
pressuposed	pressupposed
pg. 65 line 11	
pressuposed	pressupposed
pg. 65 line 11	
pressuposing	pressupposing
pg. 76 line 15	
reading habit in Brazil	reading habits in Brazil
pg. 82 line 8	
the political arrangments	the political arrangements
pg. 91 line 14	
functions of modal verb	functions of modal verbs
pg. 92 line 10	
below illustrate this	below illustrates this

Florianópolis, 8 de março de 1990

ANTONIO MOTA FILHO