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TEMA

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Discourse Analysis and Articulation. Cohesion and Coherence. Anaphora and Cataphora. Connectors. Deixis

Análisis y articulación del discurso. Cohesión y coherencia. Anáfora y Catáfora. Los conectores. Deixis.

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Material de elaboración propia a partir de las fuentes oficiales que se citan al final del tema. No es un temario oficial ni sustituye a la normativa publicada.

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1. INTRODUCTION

Read the following two lines: "Wash and core six cooking apples. Put them into a fireproof dish." Nobody needs a grammar lesson to understand that them means the apples. Yet that tiny word is doing an enormous job: it ties one sentence to another and turns two separate sentences into a text. This example comes from the opening pages of Halliday and Hasan's Cohesion in English, and I will use it as my hook because it shows the central idea of this topic: a text is not a pile of correct sentences, but a unit in which each part depends on the others to be understood.

This topic covers how speakers and writers build discourse and how analysts describe it. I will first define discourse and discourse analysis, place them in the history of linguistics and show how information is articulated within the sentence. Secondly, I will examine cohesion, following Halliday and Hasan's five types. Thirdly, I will study coherence and the other standards of textuality. Fourthly, I will deal with anaphora and cataphora as the main referential links. Fifthly, I will analyse connectors, which signal the logical organisation of discourse. Sixthly, I will turn to deixis, the way language is anchored to the situation of utterance. Finally, I will consider the pedagogical and didactic implications for the Secondary English classroom, and close with a conclusion.

Before moving on, I would like to mention the sources consulted: M. A. K. Halliday and Ruqaiya Hasan's Cohesion in English (Longman, 1976); Gillian Brown and George Yule's Discourse Analysis (Cambridge University Press, 1983); Robert de Beaugrande and Wolfgang Dressler's Introduction to Text Linguistics (Longman, 1981); Stephen C. Levinson's Pragmatics (Cambridge University Press, 1983); and Rodney Huddleston and Geoffrey K. Pullum's The Cambridge Grammar of the English Language (Cambridge University Press, 2002). As for the legal and curricular framework, I will refer to the Organic Law 3/2020 (LOMLOE), Royal Decrees 217/2022 and 243/2022, and the Extremaduran Decrees 110/2022 and 109/2022, together with the Common European Framework of Reference for Languages of the Council of Europe and its Companion Volume of 2020.