

A analysis of a Korean student's written English text

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November 2000

Module 5 assignment for:

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1.0 Introduction

“Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used.” (McCarthy, 1991: 5) It is not, however, a method for teaching languages. (McCarthy, 1991) According to McCarthy (1991: 170), it presents,

“us with a fundamentally different way of looking at language compared with sentence-dominated models, one in which the traditional elements of grammar, lexis, and phonology still have a fundamental part to play, but one which is bigger and more immediately relevant.”

This essay will begin by briefly detailing several theoretical frameworks used in discourse analysis. It will then analyse a student’s written text, which was difficult to process. In the analysis, the essay will provide brief background information on the writing and then examine the text by looking at the nature of the student’s text and using theoretical discourse frameworks. Next, a rewrite of the student’s writing, in a more acceptable form, will be partially presented and discussed. Finally, pedagogical implications of the analysis will look at focusing on the reader, patterns in English text, clause relationships and the genre.

2.0 Written Discourse Frameworks

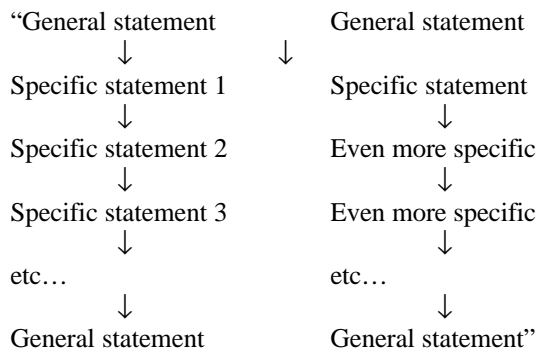
2.1 Discourse Patterns

According to McCarthy (1991) readers recognise “textual patterns” as they process text and some of these patterns may be seen occurring repeatedly throughout the written material.

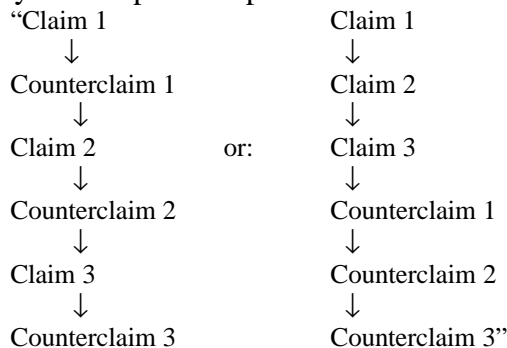
As “there are several popular rhetorical patterns,” (Coulthard, 1994: 7) only three of the most common textual patterns, problem-solution, general-specific, and the claim-counterclaim pattern will be briefly explained. The problem-solution pattern, according to Hoey (cited in Holland and Lewis, 1997: 12)

“identifies five basic elements of this pattern: situation (within which there is a complication or problem), problem (within the situation, requiring a response), response or solution, (to the problem), and evaluation or result (of the response/solution)”.

The general-specific pattern begins with a general statement followed by a succession of more specific statements. It finally terminates in another general statement. McCarthy (1991: 158) provides the following representation:



The claim-counterclaim framework presents a series of claims and contrasting counterclaims in relation to a given issue. According to Holland and Lewis (1997: 23) there may be two possible patterns:



2.1.1 Signals of Discourse Patterns

Certain words an author employs in an examined text provide signals of chosen discourse patterns and increases expectations about the outline of the entire discourse. (McCarthy, 1991: 79) For the problem-solution pattern, these words include:

- Problem* concern, difficulty, dilemma...
- Response* change, combat (vb), come up with, develop...
- Solution/result* answer, consequence, effect...
- Evaluation* (in) effective, manage, overcome...”

(McCarthy, 1991: 79)

The general-specific pattern would include

“two major signals...**enumerables** (Tadros, 1985) and **matching relations** (Hoey, 1983; Winter, 1986). Tadros points out that undefined sub-technical nouns typically predict a subsequent particularization... the signal of the realization of hyponyms in text is often a matching relation, that is the partial repetition of a piece of text where a combination of repeated **constant** and new **variable** forces the reader to see items not otherwise overtly linked as comparable.”

(Coulthard, 1994: 7)

Lastly, for claim-counterclaim text discourse patterns,

“the hypothetical element can be signalled by means of the lexical items such as *assertion, assumption, belief, claim*... The real element can be signalled by evaluatory words such as:

- (1) *Denial*: contradict, challenge, correct...
- (2) *Affirmation*: affirm, agree, confirm....”

(Winter, 1994: 62-63)

2.2 Clause Relations

According to Winter (1994: 49),

“A Clause Relation is the shared cognitive process whereby we interpret the meaning of a Clause or group of clauses in the light of their adjoining clauses or group of clauses.”

Clause relations may then be viewed as the relations between clauses within the same sentence or in preceding or succeeding sentences.

2.2.1 Signals of Clause Relationships

“In any sequenced utterance, the signals of lexis and grammar and of the grammatical status of the clause are crucial to the *understanding and interpretation of the message.*” (White, 1994: 48) Winter (in Holland and Lewis, 1997: 32) provides three tables of lexical items that signal the understanding of clause relationships. The tables are titled Vocabulary 1, Vocabulary 2, and Vocabulary 3 and encompass subordinators such as “after” and “(al)though”, co-ordinators such as “accordingly” and “in addition”, and the lexical items of connection (nouns, verbs, and adjectives) such as “achieve” and “addition” respectively. The first two groups signal logical sequence clause relationships, whereas the third group explicitly signals the relation connecting clauses.

2.3 Genres

Holland and Lewis (1997: 47), state that the “nature of genre is... a regularity of form or regularity of communicative purpose.” Bhatia (cited in Holland and Lewis, 1997: 47) summarizes the aims of genre analysis as,

“first, to characterize typical or conventional features of any genre-specific text in an attempt to identify...form-function relations; and second, to explain such a characterization in the context of the sociocultural as well as the cognitive constraints operating in the relevant area of specialization, whether professional or academic.”

Genre analysis, then, aims to describe genres within sociocultural contexts and explain the cognitive restrictions required when writing within a genre.

Examples of genres include recount, narrative, and expositions. A recount is “about something that the narrator has personally experienced” (Martin in Holland and Lewis, 1997: 51) and involves a series of events. In the like manner, a narrative deals with a series of events, however, only the events relevant to the story are of interest. An expository appears to involve explanations and “the writer interpreting the world, not simply observing it. Saying that something is important means adopting an attitude towards it.” (Martin in Holland and Lewis, 1997: 52)

3.0 Analysis of Student Text

The analysis will begin by briefly discussing background information. It will continue by examining the nature of the text and looking at theoretical frameworks through the signaling of patterns. Lastly, it will look at clause relations and genres.

3.1 Student Composition: Background Information

Working at a Provincial Board of Education in Korea, I often give lectures to secondary school students about the advantages of using the Web in their pursuit of English erudition. At the beginning of the fall 2000 term, I was approached by a group of girls from a local highschool to aid them in preparing an English school newspaper. The girls explained that after viewing several newspapers on various web sites from schools throughout South Korea, they wanted to put together their own school newspaper. Their plan was discussed with school authorities and it was decided that the Korean-English teachers in the school would aid students in their compositions and be responsible for

revisions before sending them to a native-speaker of English for proof-reading and assessment.

Over 20 articles were received, but due to time and space only one will be presented for evaluation and analysis in this essay.

3.2 Nature of Text

Written text is produced for and controlled by assumptions about an imagined reader. The writer fashions these assumptions through choices about: a) what is included, and b) what is omitted. (Holland and Lewis, 1997:1-2) In fact, according to Byrne in McDonough and Shaw (1993: 184),

“any piece of writing is an attempt to communicate something: that the writer has a goal or purpose in mind; that he has to establish and maintain contact with his reader; that he has to organize his material and that he does this through the use of certain logical and grammatical devices.”

At first glance, looking at the title and opening and closing statements, the analysed text (see Appendix A) appears to focus on sex discrimination against young Korean women to discuss how young women today in Korea cannot be expected to understand or follow stipulated traditional roles of women in modern Korean society. However, upon text examination, the underlying theme of the writing appears to be the advocacy of sexual equality in textbook development and selection and class organisation.

The imagined reader seems to be a multi-dimensional person, as shown in the table below:

Sentence	Imagined Reader
[1] “we always have met only Se-ho”	teachers, school board authorities, and secondary school students
[2] “it is not easy for us to touch her”	
[3] “let’s look for her”	
[7] “her opinion about the school system”	
[13] “we’ve never seen a girl”	
[15] “we took notice of much more...”	
[16] “Have you ever heard the name...”	secondary school students that have studied the textbook with Se-ho as the main character
[18] “The students who have....”	
[27] “It seems that people who are in charge of editing...”	Korean English education textbook publishers and school board authorities responsible for textbook selection
[30] “How can girl students understand...”	school board authorities and textbook publishers
[31] “These educational materials...”	
[32] “in front of the gate of the main building, we can see...”	secondary school students
[33] “the school is asking girls...”	secondary school teachers and authorities

(see Appendix A)

I would define the reader as being one of these possible people: “a person working in a position of authority either in the school or school board in charge of school textbook selection and/or school class structuring” or “a person working for textbook publication in charge of textbook development.”

The text appears to refer to these two types of readers, however, it also addresses other readers. These readers are students that may support or be persuaded by the article to support the writer’s desire to initiate change in the school system’s treatment of girls either in textbooks or class structuring.

3.3 Discourse Pattern Analysis

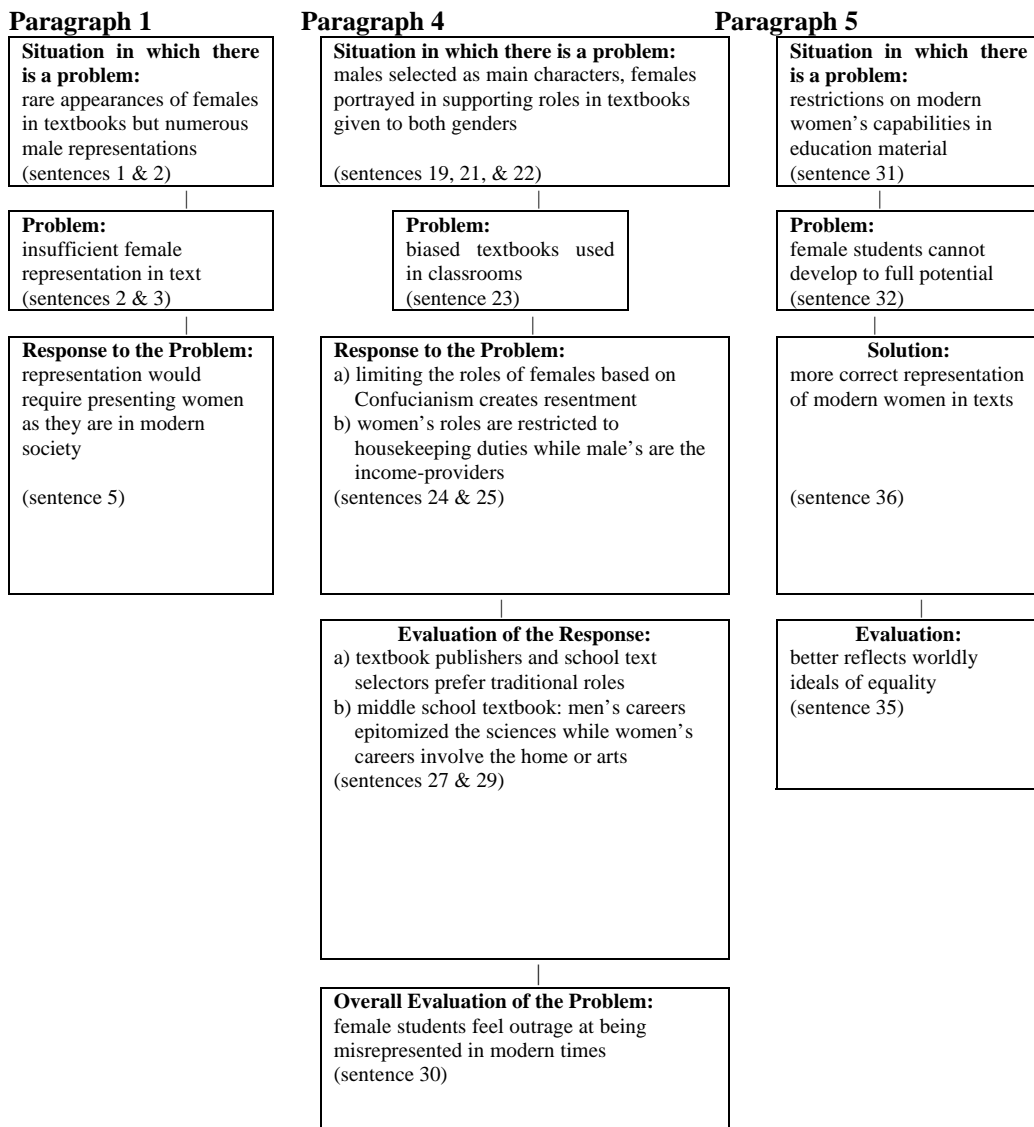
Evaluating the text with one particular framework may not exemplify the entire nature of the text. In fact, McCarthy (1991: 159) states,

“One point to note about patterns is that they are of no fixed size in terms of number of sentences or paragraphs contained in them. Another point is that any given text may contain more than one of the common patterns, either following one another or embedded within one another. Thus a problem-solution pattern may contain general-specific patterns with individual segments, or a claim-counterclaim pattern when proposed solutions are being evaluated.”

Therefore, the text was looked at from the three discourse pattern frameworks discussed in section 2.1, “Discourse Patterns,” and section 2.1.1, “Signals of Discourse Patterns.”

3.3.1 Problem-Solution Pattern Analysis

An analysis of the text seems to reveal that the writing may be described in terms of the problem-solution pattern. However, the pattern appears to be best viewed in individual paragraphs. Paragraphs 1, 4, and 5 will be presented below as structural diagrams.



(see Appendix A)

The signals that seem to realize the problem-solution patterns in the diagrams above are summarized in the table below.

Paragraph		
1	Situation	verb tense: present perfect - "have met" (sentence 1) present - "Yu-mi also appears" (sentence 2) "is not easy for us to touch her" (sentence 2)
	Problem	use of interrogative: "Where did she go?" (sentence 3) lexical signal: "disappeared" (sentence 3)
	Response	terminological signal: "because she is... like us" (sentence 5)
4	Situation	verb tense: present (passive voice) – "Se-ho may be selected as a main character" (sentence 19) "textbooks are used or shown to both girl and boy student" (sentence 22) present (active voice) – "Mi-ae, Yun-ji, Ki-hun and so on, appear as supporting players" (sentence 19)
	Problem	use of interrogative: "But why is it so difficult to find out the women as central figures in the textbook?" (sentence 23)
	Response to the Problem	lexical signals: "illustrations"; "limit"; "basis of"; "Confucianism" (sentence 24) "women"; "in"; "text"; "role"; "housekeeping" (sentence 25)
	Evaluation of the Response	expressional links: "people who are in charge of editing the school textbooks tend to be attached the frame that dad makes money and mom is fully kind" (sentence 27) "girls' dreams are teacher...and good wife" (sentence 29)
	Overall Evaluation of the Problem	use of interrogative: "How can girl students understand the sexual discrimination?" (sentence 30)
5	Situation	lexical signals: "educational materials"; "restrict developing" (sentence 31) "spread prejudice"; "obstacles in constructing" (sentence 31)
	Problem	lexical link: "difficult"; "to discover" (sentence 32)
	Solution	(not explicit but understood to be more correct representation of women) cued by: "rather than" (sentence 36) "suit to new millennium" (sentence 36)
	Evaluation	Lexical signal: "now" (sentence 35) "globalism" (sentence 35)

(see Appendix A)

3.3.2 General-Specific Pattern Analysis

Following the diagrammatic representation of section 2.1.1, the overall text may be illustrated below in the general-specific structure.

Paragraph 1	general statement about inequality in representation and treatment of modern females in school
Paragraph 2	view of gender inequality in school class structure
Paragraph 3	view of gender inequality in school class structure
Paragraph 4	view of gender inequality in textbook representation
Paragraph 5	general statement about the global view of modern women and the need for revised representation of modern women

(see Appendix A)

The first and final paragraphs contain the general proposition that society should recognize the inequality of women. In the first paragraph, the writer sees society's treatment and/or representation of gender inequality as the absence of modern female presentation because a true representation of modern women would have to be "a model of girls like us." (Appendix A, sentence 5) The final two sentences of the last paragraph restate the first statement. They reaffirm the writer's position that society must address the inequality of women's representation and treatment in modern times.

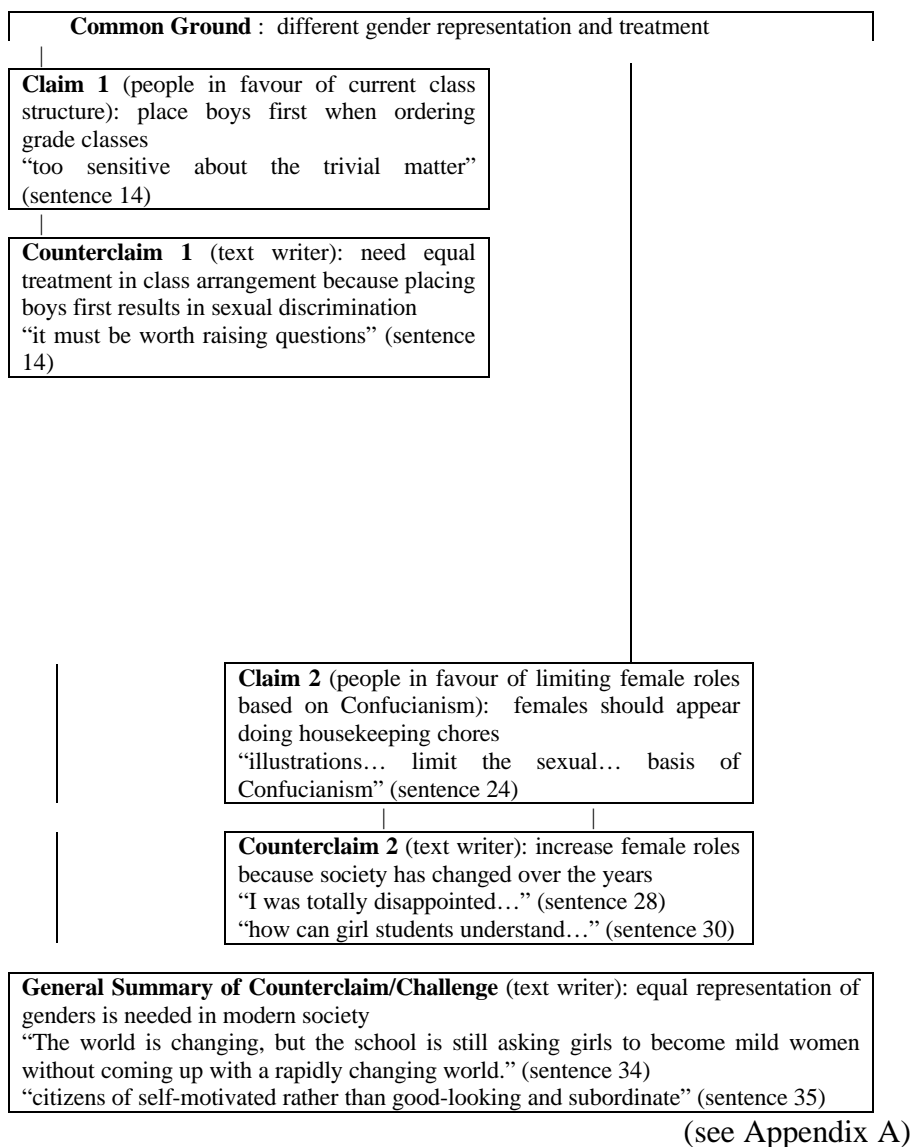
The paragraphs in between expand and justify the writer’s position. There are links between the paragraphs, through lexical ties and repetition of ideas that signal the relationships between the general and specific statements in the diagram above, for example:

Paragraph	Sentence	Relationship Links
2	7	“school system that she think is <i>hard to understand</i> in the process of organizing classes”
	10	“Regardless of the number, girls' classes <i>were always behind</i> boys' classes”
3	13	“We've <i>never seen a girl</i> who was in the first class”
4	19	“ <i>Se-ho may be selected as a main character</i> ”
	21	“they are <i>all upright boys</i> ”
	23	“ <i>difficult to find out the women</i> as central figures”
	24	“ <i>limit the sexual role</i> of female on the basis of <i>Confucianism</i> ”
	25	“have <i>nothing to do</i> but the roles of <i>housekeeping</i> ”
	27	“people who are in charge of editing the <i>school textbooks</i> tend to be attached the frame that <i>dad makes money and mom is fully kind</i> ”
5	29	“ <i>Boy students want to be a scientist, doctor, while girls' dreams are teacher, musician, wise mother and good wife</i> ”
	31	“ <i>restrict developing</i> the latent ability of women and <i>spread prejudice</i> about the women”
	34	“ <i>world is changing</i> , but the school is still asking girls to become mild women”

(see Appendix A)

3.3.3 Claim-Counterclaim Pattern Analysis

The third pattern discussed in section 2.1 is the claim-counterclaim structure. This pattern may be viewed by looking generally at the student's text. Two claims and contrasting claims seem to be offered in relation to a given common ground issue. A diagrammatic illustration of the text may appear as:



3.4 Clause Relations

According to Winter (1994: 49),

"The moment you put together any two sentences for a purpose, your listener or reader looks for a sensible connection between their topics, and if they make sense to him/her, it will be because s/he can *relate the two sentences* in the same way as they relate to the constituents of the clause in *expected ways*. The important fact in these utterances is the fact of *sequence*."

Employing Winter's tables of lists of lexical items referred to in section 2.2.1 several examples of Vocabulary 1, Vocabulary 2, and Vocabulary 3 were found throughout the writing. They are presented in the chart below.

Vocabulary 1 (subordinators)	on the basis – sentence 24 because – sentences 5 (al)though – sentence 21 how – sentence 30 rather than... ing – sentence 36 that – sentences 27 which – sentences 28 who – sentence 13
Vocabulary 2 (co-ordinators)	and – sentences 7 & 31 besides – sentence 33 but – sentences 2, 14, 23, 25 & 34 in fact – sentence 14 still – sentence 34
Vocabulary 3 (lexical items of connection)	condition – sentence 32 like(ness) – sentence 5 time – sentence 35 matter – sentences 15 different – sentence 20

(see Appendix A)

Using the items in the chart above, the text will be studied in the box below looking at various clause relations identified by Winter and McCarthy (Holland and Lewis, 1997: 30-31).

<p><u>Cause/consequence</u> ... limit the sexual role of female on the basis of Confucianism, get women angry... - the female roles are limited based on Confucianism → women get upset ...textbooks tend to be attached to the frame that dad makes money and mom is fully kind... - textbooks modeled in traditional fashion → father's are providers, mother's are subordinates ... totally disappointed with the lesson...which students express their future dreams. - lessons expressed future dreams → text writer disappointment</p> <p><u>Condition/consequence</u> ... restrict developing the latent ability of women and spread prejudice about the women... - if women's abilities are not developed → prejudices towards women will spread ... citizens of self-motivated rather than good-looking and subordinate... - if the world consists of self-motivated people → women cannot be presented as objects of beauty or subservient to men</p> <p><u>Basis/conclusion</u> ... disappeared out of English textbook. Because she is a model of girls... -females are not often found in textbooks → for female characters to be placed in texts they would have to be representative of modern girls ... textbooks shown to both girl and boy student. But why is it so difficult to find out the women as central figures... - same textbooks taught to girls and boys → females should also have central roles to play in the texts ... some people might think that I'm too sensitive about the trivial matter, but it must be worth raising question... - girls are not placed in the first classes → present class structures should be explored ... girls' dreams are teacher, musician, wise mother and good wife. How can girl students understand... - traditional female stereotypes in text lessons → offensive to modern females <i>Although</i> each actor's names are not the same, they are all upright boys. - all text book characters have male names → all males are righteous</p> <p><u>Concession and cause</u> ... women in the text have nothing to do but the roles of housekeeping... (cause) - women do not work outside the home → they do household chores (therefore) ... world is changing, but the school is still asking girls to become mild women... (concession) - modern time → school teachings are traditional (and yet)</p> <p><u>Phenomenon/reason</u> Sometimes Yu-mi also appears in English textbook but it is not easy for us to touch her. - not easy to find females in textbooks → they only appear once in a while</p> <p><u>Phenomenon/example</u> ... it is difficult for young students to discover their unique abilities, interests, and potentialities (phenomenon) - young females are not encouraged to develop their potentials Besides, in front of the gate of the main building, we can see the hanging board, written, 'beautiful features and wisdom'. (example) - school banner encourages traditional ideals for females</p> <p><u>Condition</u> ... much more surprising matters recently. - turn attention to other conditions</p> <p><u>Conclusion</u> ... aren't different from 'K' company. - draw conclusion that all textbook publishers produce similar texts</p> <p><u>Reason</u> ... in these conditions, it is difficult... - rationale previously discussed situation ... It's a time of globalism. - justify comments</p>
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Similarity

... girls *like* us.

- modern women can be represented by the young females

3.5 Genre

According to McDonough and Shaw (1993: 183) “Stylistic choices... depend on why and for whom we are writing.” The writing, therefore, may have to consider the various addressees, which the underlying text seems to want to concentrate: school authorities, textbook publishers, and fellow students. Moreover, as the writing will be an article in the school newspaper and appears to be an argument for equal treatment/representation for females in schools and textbooks, it “makes considerable demands” on the text’s structuring. (McDonough and Shaw, 1993: 175)

Like texts in the genre newspapers wherein “the report of what people said is a major feature” (Carmen Rosa Caldas-Coulthard, 1994: 295) the student’s text adopts this representation of speech. The student writes:

“she... expressed her opinion... that she think is hard to understand in the process of organizing classes...”

(sentence 7: Appendix A)

instead of:

She claims that it is hard to understand the process of class organization.

By doing so, she appears neutral “in relation to the supposed saying” (Carmen Rosa Caldas-Coulthard, 1994: 295) whereas, in the second sentence, she would appear to be removing herself from “the responsibility of what is being reported.” (Carmen Rosa Caldas-Coulthard, 1994: 295) She then goes on to use a projection, which is “an inter-clausal relation or relation between processes” (Halliday in Caldas-Coulthard, 1994: 296) by directly quoting the person’s class structure experience.

The text is also similar to the genre explanation. In explanations, the focus is on the writer judgements, which involve “the writer interpreting the world, not simply observing it. Saying that something is important means adopting an attitude towards it.” (Martin in Holland and Lewis, 1997:52) For instance, the projection usage seems to be “significant for [her] according to [her] view of the world” (Caldas-Coulthard, 1994: 298) because after presenting the actual wording, in paragraph 3 the writer generalises the quotation, about boys first in class structuring, to all schools and voices her aversion to it by claiming “it must be worth raising question” (sentence 14: Appendix A). Later in paragraph 4, the writer generalises the extensive use of male over female characters and illustrations of modern females in traditional roles in school textbooks as being sexual discriminating. Finally, in the last paragraph, she summarizes her attitude towards gender inequality in modern society and the need for change.

3.6 Re-write

In Korean secondary schools, students have minimal or no training in writing techniques or styles. Albeit progress in adopting spoken conversation into the classroom, writing is still not a main concern. School authorities continue to focus on teaching towards the highschool or university entrance exams, which involve English reading comprehension and listening questions.

Although it took several readings to fully comprehend each sentence in the text, basic

meaning and text structure surpassed the examiner’s expectation.

Preserving the writer’s intent, but changing odd sentences or wordings, the article was re-written for the student in preparation for print in the first-edition school newspaper. Due to space restrictions, the full revised text is not presented here, but can be viewed in Appendix B. In this section several changes will be presented in charts followed by a brief justification for the change.

¶	Original Student Composition	Rewrite
	[Title] All about Eve the common examples of sex discrimination in school.	Gender Inequalities in Schools and Textbooks

(see Appendix A & B)

The title was re-written to incorporate the text’s discussion of textbooks. As the writer does not appear to be only pointing out differences between females and males, but to be voicing a strong opinion against treatment/representation differences, the revised title may also more fully represent the attitude throughout the text.

1	[1] In English textbook, we always have met only Se-ho.	[1] School English textbooks always make use of male characters under the name of Se-ho.
	[2] Sometimes Yu-mi also appears in English textbook but it is not easy for us to touch her.	[2] Sometimes Yu-mi, a female character, appears in the textbook, but her emergence is rare.
	[3] Where did she go?	[3] Why is this?
	[4] Now, let’s look for her who disappeared out of English textbook.	[4] Females are not presented in English textbooks because a true representation of the female would have to model modern society female youth.
	[5] Because she is a model of girls like us.	

(see Appendix A & B)

The uses of “we” and “us” in sentence 1 and 2, respectively appear to refer to people that have been exposed to English textbooks. Taking into account the imagined reader’s (see discussion in section 3.2) familiarity with English textbooks and that this text would appear as a newspaper article, the sentences were more neutrally written. The use of “she” (sentence 3), “her” (sentence 4), and “she” (sentence 5) refer to Yu-mi, who appears to be the writer’s female representative. These sentences were also rewritten to remove the personal reference and to more generally state the writer’s intent. “Us” in sentence 5 seems to refer to modern young females and was adjusted to explicitly state this. Finally, sentence 3 is more representative of spoken language and is literally asking where Yu-mi went, however the writer’s intent seems to be the questioning of female absence and hence, this sentence was completely reworded.

2	[6] Ji-hyun who graduated from coeducation middle school is common student.	[6] Ji-hyun, a typical student, graduated from a co-education junior-high school and is now attending a girls' high school. Ji-hyun expresses her opinion about the school system by saying that when she was in junior-high school she found it hard to understand the process of class arrangement.
	[7] Now, she is in girls' high school and expressed her opinion about the school system that she think is hard to understand in the process of organizing classes when she was in junior high school.	
	[8] "There were 10 classes in our grade.	[7] She says, "There were 10 classes in our grade..."

(see Appendix A & B)

Sentence 6 and 7 were combined and use of the verb say was introduced because it seems that the writer does not want to separate herself from the quoted person, but to remain neutral on the quotation because later she adopts the quotation into her argument

about gender inequality.

	[17] Isn't it friendly?	[16] Doesn't it sound familiar?
	[25] Adult women in the text have nothing to do but the roles of housekeeping like Young-i's mother and hun-'s mother.	[24] Adult women in the textbooks only play the roles of housewives.

(see Appendix A & B)

“Friendly” in sentence 17 appeared to mean familiar and the sentence was changed accordingly. Also the use of “Young-i’s mother and hun-‘s mother” (sentence 25) does not appear to add to the writer’s argument and, therefore, was deleted in the rewrite.

5	[34] The world is changing, but the school is still asking girls to become mild women without coming up with a rapidly changing world.	[33] The world is changing, but the school is still asking girls to become mild-mannered women that disregard the rapid changes in society.
	[35] Now, It's time of globalism.	[34] Now, is the time of world globalisation, self-motivated citizens rather than a society based on looks and subordination. It is a new millennium with a new model of attractive women.
	[36] It's worldwide citizens of self-motivated rather than good-looking and subordinate who suit to new millennium as model of attractive women.	

(see Appendix A & B)

The writer’s meaning comes across in sentence 34, 35, and 36 after several readings so the sentences were reworded in the rewrite to ease reading comprehension.

4.0 Pedagogical Implications

In Korean primary/secondary schools, there does not appear to be a compulsory focus on English writing skills. In the past, students were required to grammatically and syntactically analyse sentences and/or perform direct translations. Presently, students are required to traverse short paragraphs or listen to short taped dialogues and answer corresponding multiple choice type questions. The situation in Korea, therefore, seems to suggest that there is little, if any, need to expect students and/or teachers to become proficient in English writing. In fact, according to McDonough and Shaw (1993), the vast majority of native English speakers do not produce written texts and therefore there may be no need for non-native speakers either. Native speakers of English, "write very much less than they talk and listen... and if there are few very 'real-world' reasons for writing in our L1 [native language], there are even fewer for doing so in a foreign language." (McDonough and Shaw, 1993: 175-176)

Although, most students in Korea will write very few English texts, perhaps none, evidence provided by the request to aid in student newspaper article writing and the numerous other secondary school English Web sites emerging in Korea seem to suggest that there is an increasing need for Korean-English teachers to become proficient in English text writing and/or analysis. By equipping Korean-English teachers with the ability to analyse or compose English text, they may be able to more successfully assist pupils determined to compose English text.

4.1 Focusing on the Reader

In the student's writing, there appears to be some discrepancy between the writer's imagined reader and the reader that seems to be addressed in the text. Cook (1989: 87) states that, "we make certain assumptions about (the person(s) in communication with us) and about our relationship to them, otherwise we would simply not know how to orient ourselves towards the language, or what to say." Taking this view, once the writer of a text has identified the imagined reader of his/her text, the writer should consider, at all times throughout the text, the reader’s knowledge to ensure that the imagined reader

is effectively addressed, thus avoiding written text that is either incomprehensible or cumbersome.

As Korean-English teachers often have full course loads as well as administrative duties to perform, requiring them to write texts addressed to various readers may be a tremendous burden. Moreover, the in-service training sessions do not presently allot enough time for writing to be submitted and evaluated with feedback individually. Instead of requiring Korean-English teachers to write English texts, it may be that Korean-English teachers may just need to be exposed to various authentic written texts. In groups, during the classroom, Korean-English teachers can be shown various "good" or "bad" authentic written texts and asked to identify and describe the intended reader. "Good" texts would be those texts that clearly address the imagined reader, and texts that inadequately address the imagined reader would be considered "bad". For "bad" texts, the Korean-English teachers, after defining the imagined reader for the text, may be asked to compare this reader to the text intended reader. (Activity 1, Holland and Lewis, 1997: 4)

4.1.1 Clauses and the Reader

According to Cook (1989: 64),

“the clause has a bi-partite structure, and the function of the choice as to what information we put in which part is to enable us to bring different bits of information into differing degrees of prominence.”

Cook (1989) goes on to say that, the sequencing of information in the clause is established by the writer's suppositions about what the reader already knows or does not know, and if the writer misinterprets the reader, text may become confusing or the reader may become uninterested.

In the student's writing (Appendix A) several clauses produced confusion for the reader, and as a result suggest that Korean-English teachers may need to be given practise in clause examination to more effectively revise student writings. Cook (1989: 66-67) suggests two tasks that may be incorporated into the teacher training sessions. The first would require Korean-English teachers to write short answers to several variations of a question and examine their responses within groups to “rearrange the word order to draw attention to the most important word or words.” The other task would be to examine newspaper article clauses, “in terms of the writer's assumptions of what is given and new information for the reader.” This task would require Korean-English teachers to consider questions that readers would pose as he/she reads the text. Finally, any problems that may have been encountered could be discussed in groups. Practise in clause examination through these tasks may further Korean-English teachers' ability to improve students' written English text. The Korean-English teachers may also teach these tasks in their classrooms thereby developing student awareness and consciousness of the intended reader when creating English text.

4.2 Patterns in Text

“The English language indicates to the reader/listener the functions of a particular discourse's constituent sentences... problems of comprehension can be shown to arise from 'faulty' or missing signalling.” (Hoey, 1994: 44) By demonstrating to Korean-

English teachers common patterns in text they may be able to more clearly develop the structure of their student's writings. As students appear to be writing newspaper articles, specific attention to the Problem-Solution structure, most commonly found in newspaper text, may need to be espoused. Teachers can be shown McCarthy's (1991: 79) lists of Problem-Solution pattern signals and given tasks such as examining authentic English newspaper articles to identify the Problem-Solution structures: situation, problem, and/or evaluation, by underlining all the words that either predict and/or enforce the structures.

Korean-English teachers may also be introduced to other patterns such as those in section 2.1, the General Statement pattern, and the Claim-Counterclaim pattern. Like the task for the Problem-Solution pattern, for the claim-counterclaim pattern, teachers may be asked to find signal words in text. Claim-Counterclaim signal words, such as those identified by Winter (1994) in section 2.1.1, or Jordan (1984) in McCarthy (1991: 80) may be directly shown to Korean-English teachers and then the teachers may be asked to find words that demonstrate claims or counterclaims throughout the text. For the General-Specific pattern, Korean-English teachers may be given texts and asked to develop diagrammatic representations of the text's general-specific structure. From the diagrams, groups of teachers may be asked to discuss and show how the first and final sections of the text state essentially the same mutual idea and the text between these two sections represent short or specific statements, which expand upon the mutual idea.

Having Korean-English teachers engage in the tasks mentioned above may increase their ability to analyse English text and better aid in the revisions of students' text. Moreover, Korean-English teachers may become better listeners and readers of English text, because the exposure to authentic English texts may enable them to have practise in "predicting what is to come, both in terms of the next few words and in terms of larger patterns such as problem-solution, narrative, and so on." (McCarthy, 1991: 169)

4.3 Focusing on Clause Relationships

According to Winter (1994: 47),

"The clause imposes a very powerful constraint on what we select from the large whole of our knowledge of the world of the immediate situation which we are communicating."

Winter, therefore, implies that the clause and its relevance to other clauses are essential to effectively transmitting a message. Following Winter's implication, Korean-English teachers may need practise in identifying, examining, and putting together English text clauses. Korean-English teachers may also need to concentrate, "not merely [on] the putting together of two clauses that affect sequence meaning, but also the sequence in which they are put together." (Winter, 1994: 49)

4.3.1 Basic Relationships

Korean-English teachers may need to be able to interpret the relations between clauses to better revise student's English text. Winter (1994, 1986) in Holland and Lewis (1997: 30) and McCarthy (1991: 28) give out several clause relations that may be explicitly introduced to Korean-English teachers. These relationships are:

- (Winter)•cause/consequence
 - instrument/ achievement
 - condition/consequence

- denial/correction
- basis/conclusion
- concession/cause
- (McCarthy)•phenomenon/reason
- phenomenon/example

Several of these relations were examined in relation to the student compositions in section 3.4. For Korean-English teachers to gain awareness and understanding competence of these relationships they may need to be exposed to various clause relation signaling. Korean-English teachers may be introduced to Winter's 1997a (Holland and Lewis, 1997: 32) lists of lexicon referred to in section 2.2.1, the tables entitled: Vocabulary 1, Vocabulary 2, and Vocabulary 3. Also, Korean-English teachers may need to be reminded that these lists of lexicon are not explicit, and that "grammatical choice" and "repetition and syntactic parallelism (using the same syntax in two or more different clauses to draw attention to a comparison or contrast)" (McCarthy, 1991: 29) are also ways which clauses relate.

Tasks to develop Korean-English teachers' awareness and proficiency in text interpretation through clause relations may include similar tasks to those suggested by Holland and Lewis (1997). The first would be to provide Korean-English teachers with English texts that contain multiple use of the same clause connector "to indicate a grammatical relation of co-ordination or subordination." (Holland and Lewis, 1997: 34) From here, in groups, Korean-English teachers may be asked to highlight the clause connectors and replace some of the connectors with different lexicon. Once this has been completed, they may be asked to discuss "what difference... this make[s] to the meaning and ease of communication of meaning by the writer to the reader." (Holland and Lewis, 1997: 35) This task may enable Korean-English teachers to better revise meaning and flow of student compositions. A second task would be to present Korean-English teachers with English text and stipulate that they are to "mark on it clause sequences." (Holland and Lewis, 1997: 35) This task may provide them consciousness-raising opportunities to recognise clause relationships and their importance for effectively conveying information.

4.4 The Genre

An article by Tarone et al. (1981), "established the principle that within the conventions of the genre studied it was the writer's **communicative purpose** that governs choice at the grammatical and lexical levels." (Dudley-Evans, 1994: 219) Dudley-Evans (1994: 219) then claims that,

"communicative purpose is, in fact, the defining feature by which a genre such as the academic article is distinguished from other genres and by which the consideration of genre is distinguished from the consideration of register."

In view of these two ideas, the genre seems to be an important element for text analysis and to better analyse and revise student writings, Korean-English teachers may need to be made aware of its significance. Evidence from various highschool Web sites, where students have written English newspapers, suggest that the genre "newspapers" may need to be the focus for Korean-English teachers. However, the introduction and exemplification of other general classification text genres may raise consciousness on how texts realize their communiqué. Holland and Lewis (1997: 51-52) offer genre classifications that may be introduced to Korean-English teachers, such as:

"Recount : "about something that the narrator has personally experienced"

(Martin in Holland and Lewis)

Narrative: “events are selected in terms of their story appeal. The writer of a narrative is only interested in events of interest to the story”

Report: “reports function in our culture to store information”

(Martin in Holland and Lewis)

Exposition: “the writer interpreting the world, not simply observing it....”

(Martin in Holland and Lewis)

Procedure: “built up around a sequence of events...”

Korean-English teachers will need to be cautioned that these genres are not concrete and that “the emphasis is... on the means by which a text realizes its communicative purpose rather than on establishing a system for the classification of genres.” (Dudley-Evans, 1994: 219) By introducing English text genres, and requiring authentic text analysis to detect the various ways used to establish the text message, Korean-English teachers’ may better identify problems in student compositions. They may also become more aware of the language native-speakers of English bind to genre knowledge when reading, writing, and/or analysing written text. This awareness may, then, reduce misinterpretation and confusion when non-native Koreans read Korean written English text.

Dudley-Evans (1994: 220), however, points out that

“genre analysis is not always concerned with the analysis of ‘moves’; it also embraces, for example, studies of tense usage (e.g. Oster 1981; Malcolm 1987), lexical frequency (Henderson and Hewings 1990) and classification of reporting verbs used in academic text (Thomas 1991; Thompson and Ye Yiyun 1991).”

Therefore, Korean-English teachers may, also, need to be requested to look at the usage of tense and lexical frequency when performing genre analysis tasks.

5.0 Summary

After a brief summary of several written text discourse frameworks, this essay analysed a student written text. The analysis provided brief background information and then looked at the nature of the text. Next, the essay examined the student’s text using the summarized discourse frameworks. Following these examinations, sections of a rewritten version of the student’s text were presented. Finally, pedagogical implications for teaching Korean-English teachers were explored by focusing on the reader, patterns in English text, clause relations, and the genre.

6.0 Conclusion

McCarthy (1991: 148-149) points out that

“It is certain that most people will *read* more of the text types... then actually *write* them.

Nonetheless, apart from specialist learners, who tend to have precise reading and writing needs, it is still difficult to gauge precisely what types of written text are most useful in language teaching and to find the right balance between reading and writing in most general language courses.”

Although it is difficult to precisely determine which types of written texts are most useful for Korean-English teachers, there is enough evidence to suggest that students are frequently opting to write their school newspapers in English and as a result, Korean-English teachers may need to be provided ample opportunities in text analysis, especially those related to newspaper articles, to better aid and revise student compositions.

Moreover, according to McCarthy (1991: 152)

“writing is not fundamentally different from speech. While it is true that the writer usually has time to compose and think, and is not going to be interrupted by the reader bidding for a turn... all the other important factors constraining what is said and how it is said are present in writing as much as in speech.”
(McCarthy, 1991: 152)

Engaging Korean-English teachers in written text analysis may also increase their ability to communicate in spoken English.

It should be noted that

“the great majority of people write very much less than they talk and listen. Many adults, in fact, do not need to write much in their everyday lives: and if there are few ‘real-world’ reasons for writing in our L1, there are even fewer for doing so in a foreign language.”

(McDonough and Shaw, 1993: 176)

Korean-English teachers may need exposure to English text, but an over-emphasis on writing and/or analysis may result in inefficient and ineffective time spent during teacher-training.

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Appendix A

Student Composition: as sent by e-mail

All about Eve

The common examples of sex discrimination in school.

[1] In English textbook, we always have met only Se-ho. [2] Sometimes Yu-mi also appears in English textbook but it is not easy for us to touch her. [3] Where did she go? [4] Now, let's look for her who disappeared out of English textbook. [5] Because she is model of girls like us.

[6] Ji-hyun who graduated from coeducation middle school is common student. [7] Now, she is in girls' high school and expressed her opinion about the school system that she think is hard to understand in the process of organizing classes when she was in junior high school. [8] "There were 10 classes in our grade. [9] From the first class to sixth class are boys' classes and from 7th to last class are girls' classes. [10] Regardless of the number, girls' classes were always behind boys' classes and I thought that it's natural because other schools are all the same. [11] Conservatives might insist that boy first looks good. [12] But now, I think that it is kind of sex discrimination."

[13] We've never seen a girl who was in the first class in case of coeducation school (except for a combined class). [14] In fact, some people might think that I'm too sensitive about the trivial matter, but it must be worth raising question.

[15] We took notice of much more surprising matters recently. [16] Have you ever heard the name, Se-ho? [17] Isn't it friendly? [18] The students who had studied with English textbook published by "K" company in middle school days may feel the name familiar. [19] Of course, Se-ho may be selected as a main character, and Mi-ae, Yun-ji, Ki-hun and so on, appear as supporting players. [20] In this respect, many other textbook companies aren't different from 'K' company. [21] Although each actor's names are not the same, they are all upright boys. [22] The textbooks are used or shown to both girl and boy student. [23] But why is it so difficult to find out the women as central figures in the textbook? [24] Some illustrations of elementary school textbook, which limit the sexual role of female on the basis of Confucianism, get many women angry. [25] Adult women in the text have nothing to do but the roles of housekeeping like Young-i's mother and hun-'s mother. [26] They spend their whole life cleaning, cooking, sewing and taking care of! family's health. [27] It seems that people who are in charge of editing the school textbooks tend to be attached the frame that dad makes money and mom is fully kind, and children is lovely. [28] I was totally disappointed with the lesson of a middle school English textbook 'His Dreams and her dreams', in which students express their future dreams. [29] Boy students want to be a scientist, doctor, while girls' dreams are teacher, musician, wise mother and good wife. [30] How can girl students understand the sexual discrimination?

[31] These educational materials, which restrict developing the latent ability of women and spread prejudice about the women, are obstacles in constructing progressive education. [32] In these conditions, it is difficult for young students to discover their unique abilities, interests and potentialities. [33] Besides, in front of the gate of the main building, we can see the hanging board, written 'beautiful features and wisdom'. [34]

The world is changing, but the school is still asking girls to become mild women without coming up with a rapidly changing world. [35] Now, It's time of globalism. [36] It's worldwide citizens of self-motivated rather than good-looking and subordinate who suit to new millennium as model of attractive women.

Appendix B

Rewrite

Gender Inequalities in Schools and Textbooks

[1] School English textbooks always make use of male characters under the name of Se-ho. [2] Sometimes Yu-mi, a female character, appears in the textbook, but her emergence is rare. [3] Why is this? [4] Females are not presented in English textbooks because a true representation of the female would have to model modern society female youth.

[5] Ji-hyun, a typical student, graduated from a co-educational junior-high school and is now attending a girls' high school. [6] Ji-hyun expresses her opinion about the school system by saying that when she was in junior-high school she found it hard to understand the process of class arrangement. [7] She says, "There were 10 classes in our grade. [8] The 1st to 6th classes were filled with boys and the 7th to 10th with girls. [9] Regardless of the number of girls in the school, girls' classes were always placed after the boys' classes. [10] I thought it was natural because other schools also structured classes that way. [11] Conservatives might insist that it looks better for schools to place boys first, but now I think that it is a kind of sex discrimination." [12] Although girls may be placed in the first class of a grade if their class consists of boys and girls, classes consisting of only girls have never been first in the class structure of a grade. [13] Some people might think this a trivial matter and reduce the matter to over-sensibility, but the issue raises questions.

[14] Besides the class structure issue, there are many more surprising matters to take notice of recently. [15] Have you ever heard the name, Se-ho? [16] Doesn't it sound familiar? [17] Students who have studied the English textbooks published by "K" company in junior-high school will feel the name's familiarity. [18] Of course, Se-ho is selected as the main character with Mi-ae, Yun-ji, Ki-hun, and so on, appearing as supporting characters. [19] In this respect, many other textbook companies are not different from "K" company. [20] Although character names are not the same, they are male characters and represent upright boys. [21] These textbooks are used or shown to both girl and boy students. [22] Why is it then, so difficult to find women as central figures in these textbooks?

[23] Some illustrations in elementary school textbooks, which limit the sexual role of females on the basis of Confucianism, upset many women. [24] Adult women in the textbooks only play the roles of housewives. [25] They spend their whole lives cleaning, cooking, sewing and taking care of the family's health. [26] It seems that people who are in charge of editing school textbooks tend to attach traditional stereotypes to the roles of family members: dad as the provider, mom as the dutiful housewife, and children as lovely obedient kids. [27] In addition, totally disappointing is the lesson of a junior-high school English textbook titled, "His Dreams and Her Dreams," in which students express their future dreams. [28] The boy students want to be scientists and doctors, while the girls' dreamt of being teachers, musicians, wise mothers and good wives. [29] How can girl students ever be expected to understand sexual discrimination in textbooks?

[30] Educational materials, which restrict the development of the latent ability of women, spread prejudice about women and are obstacles in constructing progressive education. [31] Faced with these conditions, it is difficult for young female students to discover their unique abilities, interests and potentialities. [32] In addition, in front of the main school building gate, there is a hanging sign that reads, “beautiful features and wisdom.” [33] The world is changing, but the school is still asking girls to become mild-mannered women that disregard the rapid changes in society. [34] Now, is the time of world globalisation, self-motivated citizens rather than a society based on looks and subordination. [35] It is a new millennium with a new model of attractive women.