

CHAPTER FIVE

CONCLUSION

5.1. General Conclusion

The macro-structure is very important as it provides the readers with insight into the narratives. It is like a map since it tells the readers where each element is located and it also helps to identify those elements. In the first chapter the pre-nucleus, nucleus and the post nucleus is considered.

The structural cohesion is discussed under three headings: boundary markers, inter-paragraph linkage and internal linkage. This section discusses how the episodes and paragraphs are divided. Furthermore there is also mention of how paragraphs are linked together and what are the elements involved in cohering the sentences and word in each paragraph

Participants too provide cohesion to the text since in a discourse, it is made known which participant is being introduced, referred to or is being brought back in focus. A text cannot be called a true text if it does not have cohesion of participants. We have seen that participant introduction and maintainance are the most crucial elements of cohesion of participants, but participant reintroduction is also important. All languages have systematic devices to refer to a participant.

In this study the focus of the participant analysis have been the way Thai and Punjabi deal with participant reference. Both languages have a system for referring to each type of participant. For example the

by-standers take no pronouns, and the main participants have a variety of ways that are used to refer to them, such as pronoun, pro-form, kin term etc. Participant cohesion allows the readers to understand clearly who or what participant is performing the action stated.

5.2. Values to Teaching

Discourse analysis is very important in terms of teaching any language as a second language since it helps the students to understand the whole picture of that language's discourse structures. It also helps the students to know how the information is glued together. Besides that discourse also helps the students to find out the theme of the text, how to make the paragraph breaks. And above all it tell what the reference are, and what do they refer to, and how to make the text coherent.

Thai students are mostly exposed to the narrative discourse in English, and they tend to use only this kind of discourse. They do not focus on the function of this discourse, that is, it is used to narrate a story. The result of the lack of the knowledge about the different types of discourse is that the Thai students use the narrative style in answering essay type questions when they should be using the exposition style. Teaching them the discourse types would then be beneficial to them in improving their presentations.

The importance of an analysis such as cohesion, prominence, theme and participant is that the students would be able to identify the purpose of the discourse, its focus and teaching point. The students will be able to tie things together, if the student are taught about cohesion, they would be able to write smoothly. That is they will be able to use the elements

that coheres the text. It would also make their text easy to understand. Teaching students about prominence will enable them to use prominence in their own written work. It will also help them in reading as they will know what the discourse is focussing on. Teaching them about boundary markers will help them know where one idea or thing has ended and the other has started.

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