

Discourse Analysis as a Mediating Method to Understand the Use of English

Adverbs in Literary Text

¹Djalal Eddine AMRANI* 

¹Faculty of Letters and Foreign Languages
Kasdi Merbah University, Ouargla, Algeria

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Abstract

Teaching grammar in the classroom involves adopting new approaches and styles. Implementing literary texts, as an example, to enhance the learner's grammatical competence has proved its efficacy for foreign English learners to fully understand most forms and uses of adverbs in English. In this article, the researcher attempts to explore the way teachers implement literary texts to help teach English adverbs, and how learners stimulate their literary background knowledge to understand how to accurately and contextually use adverbs. This study aims to make EFL learners aware of the use of adverbs in spoken and written English. For this purpose, a qualitative approach was adopted for this research. Discourse analysis was employed by nine students from Kasdi Merbah University to analyse some selected texts as samples from *Oliver Twist's* (1992) novel. The result of the study showed that literary text can be of great help for learners to learn adverbs. Moreover, discourse analysis is potentially helpful for EFL learners to master adverbs in various contexts.

Keywords: Adverbs, discourse analysis, grammatical competence, Kasdi Merbah University learners, literary text

ملخص

شهد تدريس النحو عبر مرور الوقت طرق مبتكرة جديدة. من بين هذه الطرق ادخال النص الادبي لتقوية القدرة النحوية للمتمدرس الطالب، و اثبتت هذه الطريقة فعاليتها الكبيرة في فهم كل اشكال و استعمالات الحال لدى الطلبة. لذلك هذا المقال يدرس طرق استعمال النص الادبي في كيفية تدريس انواع الحال وكيفية تمكين الطالب من تحفيز معارفه الادبية لفهم استعمال الحال في سياقه المناسب. هذه الدراسة تأخذ بعض النصوص من قصة Oliver Twist (1992) كعينات للتحليل من طرف تسعة طلبة من جامعة قاصدي مرياح ورقلة باستعمال طريقة تحليل الخطاب. نتائج الدراسة اثبتت ان النص الادبي يعتبر من النصوص المساعدة جدا لفهم و الاستعمال الجيد للحال عن طريق تحليل الخطاب . هذه الطريقة ايضا ساعدت بشكل فعال على اكتساب قدرة في استعمال الحال لدى الطلبة.

كلمات مفتاحية: النص الادبي، الحال، تحليل الخطاب، القدرة النحوية، جامعة قاصدي مرياح ورقلة طلبة

* **Author:** Djalal Eddine AMRANI, email: djdine32@yahoo.co.uk

Introduction

Teaching and learning grammar is still an issue of continuous debate in second-foreign language contexts. Grammar rules are mostly static and do not often change, only if there are modifications and additional restrictions, and this may come out of the contextual changes and grammatical exceptions. Grammar is the skeleton of language, and from this very fact, teachers stress the importance of mastering the grammatical rules so that learners can speak and write good English.

One of the most intricate topics in teaching and learning English grammar is adverbs. Adverbs take different positions in the sentence, and this depends on the speaker's or writer's intention or purpose. Teachers give the grammatical rules on how adverbs are employed in both spoken and written language, drawing attention to some exceptions and particulars to use adverbs. Theoretically speaking, the learner receives grammatical instructions and rules. Yet, most learners fail to deal with adverbs appropriately, and this may lead to breaking their language. However, they are aware of the vital importance of adverbs in their language. This failure of good practice and use of adverbs is due to several reasons. The issue of this study is related to the linguistic and communicative competence of the learner to deal with adverbs, their contextual use and their place in the utterance. Therefore, the issue posed in this research involves the ability of the learner to figure out adverbs that fit various contexts.

This article attempts to cover this issue by reviewing some of its related recent studies. It is pretty noticeable thing that using adverbs in practical life and writing matters is still an issue for foreign learners of English; therefore, implementing literary texts is claimed as a fruitful method to understand adverbs, and many teachers consider the use of literature in language teaching is a potential concern (Sage, 1987). Yet, the question which raises the problem of this study is related to the contribution of literary texts in understanding the use of adverbs. It seems pretty interesting to give students multiple tasks that vary between reading, writing, and speaking English using different adverbs according to context. For this purpose, some texts from *Oliver Twist's* (1992) story were selected, and nine students were chosen to analyze these texts using discourse analysis. They were asked to explain the contextual meaning, and how and why the writer chose this kind of adverb and place them in either front, mid or final position.

Context keeps talk to sustain; in other words, context triggers the flow of conversation. Context plays a crucial role in communication. Context activates text; this latter can be extended as far as the flow of communication is sustained by the two parties (speaker and listener) who share the same knowledge. Interestingly, when text is keyed into context, it produces discourse (Widdowson, 2007).

The main goals set for this research are but three. First, the study aims to raise high awareness of the importance of discourse analysis as a method for analysis in classroom education and learning English. Students are taught the principles and analysis method of DA. Second, this study will benefit learners of English because of adverbs' role in constructing and shaping meaningful sentences. Adverbs are an indispensable part of speech; they can impact the meaning of discourse. Third, the study is a cross-disciplinary research; it tries to bring linguistic studies and analysis to literary texts. This may bring a new insightful way of analysis for those who are interested in discourse studies, and it may well serve to help in a pedagogical setting.

Literature Review

Teaching grammar to second and foreign language learners is a difficult task because of its complex rules (Ellis, 2006, pp. 83-107). Yet, teaching grammar should encompass language structure and sentence patterns, meaning, and use (Widdowson, 1984). Also, some teachers like to teach grammar explicitly by giving grammatical instructions and rules, and others prefer it implicitly. Hence, the use of literary texts in the classroom to teach and learn grammar has been encouraged and pushed forward. It is a way to understand grammar implicitly. The use of literature in the classroom was advocated and so much favored (Pulverness, 2003).

Incorporating literary texts in teaching and learning foreign languages is not only limited to passive voices; it can also incorporate other grammatical subjects (Weber, 2018). In a study conducted by Biswas and Anis (2017), the focus was on the effective use of short stories in teaching grammar. They concluded that short stories can enhance the learner's critical thinking and facilitate teaching foreign cultures (Biswas, 2017).

Discourse analysis has been employed in several ways to explain the roles of the grammatical items (subjects, verbs, conjunctions, ellipsis and substitution) in creating and explaining discourse and their distribution and use in speech and writing. For example, if we take conjunctions, they are different, single-word conjunction (consequently), adverbial phrase as a conjunction (as a consequence) and adverbial phrase plus nominalization (as a consequence of). Thus, the task of the teacher in the classroom is significant. He depends on context to make a difference in meaning between addition and opposition for the conjunction 'and'. Conjunctions take the role of linking one speaker's turn with another speaker's and marking a shift in topics or sub-topics. The best way to teach conjunctions is to consider them as discourse markers. Hence, one of the significant contributions of discourse analysis is to analyze these linking and shifting conjunctions in real communication (McCarthy, 1991). Firth (1998) studied these discourse markers to see the reason for their distribution in speech (native and non-native speakers). He found that non-native speakers use them to signal reason, addition, or opposition; however, native speakers vary the signal (Firth, 1998).

It is interesting to raise the point of ordering elements in clauses and sentences, and this has to do with meaning. Most learners, when learning the grammar of the English language, spend time assimilating the structures of clauses of language, i.e. where subjects, verbs, objects, and adverbials take the place of the verb, and what options are available for rearranging the most typical sequence (McCarthy, 1991). Discourse analysts know this ordering and reordering of the clause to create text. For example, the grammatical elements (especially adverbs), which are placed in front of the clause, signal what is to be understood as the *framework* within which what we want to say is to be understood (McCarthy, 1991). It is called an English theme. The first fronted element organizes the text sequentially and tells you that the section is coming to a particular state (it depends on the situation).

In this research, adverbs are considered the most crucial grammatical element that can modify verbs or even the whole discourse. Thus, they are considered as discourse markers which can be cues and guides to the hearer's interpretation. Discourse markers, among them adverbs, help make discourse *coherent*. Schiffrin (1987) described the contribution of discourse markers to coherence as follows: "discourse markers provide contextual coordinates for utterances: they index an utterance to the local contexts in which utterances are produced and in which they are to be interpreted" (Schiffrin, 1987, p. 326f). Adverbs are produced to reflect the

speaker's or writer's attitudes, and they carry potential meaning. The production process is subjected to context and relevance. Van Dijk said that context models account for the notion of *relevance*: whatever is construed as part of the context models is by definition relevant. Moreover, it is the context that triggers the production of discourse. Context of *situation-discourse* relation is necessarily indirect; more specifically, the interface is *cognitive*: it is the way participants represent and understand the social situation that influences discourse structures (Van Dijk, 1985)

It is interesting and helpful to understand and follow this line of research concerning the contribution of literature language to learning the English language. It was assumed that EFL teachers should equip themselves with concepts of grammar and adopt teaching approaches according to learners' needs and competencies. In EFL classes, teaching and learning grammar through literature has been recognized as positive and beneficial. One of the very recent articles that was written about the way literary poems can be of great use for teaching the English language to students. It was entitled *Teaching Grammar through Literature to EFL Learners: A Corpus Approach* (Khan, 2021). This study investigated how the application of Corpus Analysis Tool poems can assist English Language Teaching by using a Simple Concordance Program SCP (4.09). The result showed that the SCP (4.09) helps in teaching present and past tenses, conditionals, and imperative sentences and extracting word collocations. Another article, written by Gencer ELKILIC (2011) entitled *The Use of Literature in Teaching English Grammatical Structures as well as some Linguistic Components*", shows the way how only literature can be used effectively to improve the learners' English and support the grammatical structures of EFL/ ESL learners as well as linguistic components of English language. It was a striking theoretical research because it brought together most of the literary genres (stories, plays, poems, novels) and displayed its benefits and use in teaching English (Gencer, 2011).

A research conducted by Asfi Aniuranti et.al. (2021), entitled *Enhancing Students' Understanding of English Grammar through Literary Works and Exploring Students' Voice on Their Use*, employed tests and a questionnaire. He aimed to boost and enhance students' understanding of English grammar and investigate students' voices on the usage of literary works (Asfi Aniuranti et.al., 2021).

Andang and Anisa (2024) adopted a Genre-Based Approach to specify in detail how the process of teaching and learning English grammar in the History of Islamic Civilization department was implemented. This research also used observation techniques to directly document the interaction between the author as a lecturer and students during the English grammar course. This research concluded that the use of the Genre-Based Approach in teaching English grammar to students of the Islamic Civilization department provides a contextual and relevant approach (Anisa & Andang, 2024).

Another research carried out by Mayassa and Saja (2023) entitled *Investigating Intermediate Pupils Difficulties in Adverbs of Frequency*. This study aimed to determine how well pupils use adverbs of frequency concerning form and function. A diagnostic test was administered to 30 pupils at Al-Somood School in a random sample during the academic year (2021-2022). The study indicated that students face difficulty in using adverbs of frequency (Mayassa & Saja, 2023).

All these studies used different methods and techniques of analysis to prove the efficiency of employing literary text to teach and learn grammar. They resulted in positive results to a certain extent. However, research concerning the use of discourse analysis in

grammar classrooms could be few and not exploited very well. Therefore, this research aims to add value to the teachability and the learnability of adverbs by incorporating discourse analysis. Discourse analysis is used as a method of analysis because its essential cornerstone is context and discourse. The literary discourse is the unit of analysis. The meaning of the text can change because of the adverbs' involvement. In light of this, this study seeks to answer the following questions:

- How can literary text help English learners to come up with and use different adverbs?
- How can discourse analysis help learners of English to use adverbs in various contexts?

Methods and Materials

This research adopted a qualitative approach to describe why, how, and where students use different adverbs. Discourse analysis was employed because we need to know how context can enormously help students to use different adverbs and teachers to provide contextual situations which lead to producing a number of different adverbs.

Participants

To answer the research questions of the study, special courses on discourse analysis were set for a class of third-year license. They were taught the main cornerstones of discourse analysis, discourse, text, context, schematic knowledge, and speech acts (elocutionary, illocutionary, and perlocutionary acts). Until they were trained enough and practiced some text analysis, the learners read the story of *Oliver Twist* (Dickens, 1992) and they fully understood its context and events. This work took several weeks between teaching DA and reading the novel. The samples (texts) of analysis were selected according to the positions and meanings of the adverbs, the context of the events, and some other factors.

Findings

Student One

The passage expresses a part of the story when Oliver was given birth, and he enjoyed a good state afterwards. Yet, his mother was effortless and painfully weak. The student was aware that this passage is cohesively organized, and the flow of the story and its actions are coherent; in other words, the text is co-textually well connected with cohesive devices. This was obvious in terms of the well-formedness of the sentences and the appropriateness of the use of words and punctuation. It was expressed by the immediate sequence of actions, after Oliver was born, his mother desperately asked to see him.

As Oliver gave this first proof of the free and proper action of his lungs, the patchwork coverlet, which was carelessly flung over the iron bedstead, rustled; the pale face of a young woman was raised feebly from the pillow; and a faint voice imperfectly articulated the words, 'let me see the child and die. (Dickens, 1992, p. 10)

Three adverbs are used in the statement, 'carelessly', 'feebly', and 'imperfectly'. They all take a mid-position. It implies that they were put to modify the verbs, fling, raise, and articulate. To activate the background knowledge, the student explained these particular adverbs, which have a specific meaning, by referring to the fact that the story of *Oliver Twist* represents sufferance, endurance, sacrifices, oppression and sadness. The writer uses the adverb 'feebly' with the verb 'raise' to mean that Oliver's mother was in bed, facing death and dying, and she was now with no effort. The adverb 'imperfectly' goes right with the verb 'articulate'; it is well-selected and fits the context.

Student Two

‘Hush!’ said the gentleman who had spoken first. ‘You know, you’ve got no father or mother, and that you were brought up by the parish don’t you?’

‘Yes, sir,’ replied Oliver bitterly. (Dickens, 1992, p. 10)

When Oliver grew up and was taken to the parish to learn some practices, he was not used to life in the parish and showed that in his disobedience. When asked to bring him to the parish members, he was asked a harrowing question about his orphan state. He replied ‘bitterly’. This adverb can overwhelmingly conclude the desperate and hurtful feeling inside Oliver, being an orphan, the toughness of the parish breeders and his suffering from the rarity of food and water. Grammatically speaking, the adverb is placed at the end of the reporting clause.

Student Three

‘My dear,’ said Mr Sowerberry, deferentially, ‘this is the boy from the workhouse that I told you of.’ Oliver bowed again.

‘Dear me!’ said the undertaker’s wife, ‘he’s very small.’

‘Ah! I dare say he will,’ replied the lady pettishly, ‘on our victuals and our drink.’ (Dickens, 1992, p. 26)

In the dialogue above, Oliver, after he was pleaded guilty to robbery and freed later by the magistrate, was brought to Mr. Sowerberry’s house and kept in custody. Mr. Sowerberry and his wife warmly welcomed him and they were super content. Therefore, the writer used two different adverbs, ‘deferentially’ and ‘pettishly’. The adverb ‘deferentially’ displays the manner and one of the good characteristics of Mr. Sowerberry, it is keyed in a context and conveys a strong message to the reader’s context. The writer meticulously and well chose this adverb. The same job is done with the adverb pettishly. It reflects the rude and angry mentality and character of Mrs. Sowerberry.

Student Four

‘I beg your pardon, sir’ said Oliver, at length, seeing that no other visitor made his appearance; ‘did you knock?’

‘I kicked,’ replied the charity boy.

‘Did you want a coffin, sir?’ inquired Oliver innocently. (Dickens, 1992, p. 29)

When Oliver was kept in a gloomy and scary room down in Mr. Sowerberry’s house, someone kicked the door of the room which leads outside. Oliver was frightened and carefully opened the door to find the boy. This latter is an impolite and impertinent boy. He usually serves Mr. Sowerberry and his wife. The writer uses the adverb ‘innocently’. This adverb conveys the meaning that Oliver himself is a good and very polite boy, and he knows nothing of the world. He is still not grown to defend himself and behave in such a brutal manner.

Student Five

Oliver ate his share, and the Jew then mixed him a glass of hot gin and water; telling him he must drink it off directly because another gentleman wanted the tumbler. Oliver did as he desired. Immediately afterwards he felt gently lifted onto one of the sacks, and then he sank into a deep sleep. (Dickens, 1992, p. 52)

In this statement, the writer uses some cohesive devices such as punctuation, conjunctions and adverbs to connect ideas and to make up the scenario prepared by the Jew and his boys. The adverbs, 'directly', 'immediately', 'afterwards', and 'gently' fit the context and are well chosen.

Student Six

Oliver lay, covered with mud and dust, and bleeding from the mouth, looking widely round upon the heap of faces that surrounded him, when the old gentleman was officially dragged and pushed into the circle by the foremost of the pursuers.

'Yes,' said the gentleman, 'I am afraid it is the boy.'

'Afraid!' murmured the crowd. 'That's a good 'un.'

'Poor fellow!' said the gentleman. 'He has hurt himself.' (Dickens, 1992, p. 62)

The writer used two main and meaningful adverbs here, 'widely' and 'officially'. First, the adverb 'widely' is used with the verb 'look round'. The adverb conveys the message that a great astonishment seemed on Oliver's face, and he was not used to this particular situation, and this is considered an illocutionary act. The perlocutionary effect to bring into this context is that Oliver tried to prove his innocence and he is not the sort of boys who do robbery. The second adverb 'officially' means arrogantly. This adverb is to be with verbs 'drag' and 'push'. This adverb implies that the old gentleman is the only and most concerned to see Oliver. He showed officious behaviour.

Student Seven

'What's that?' said the Jew. 'What do you watch me for? Why are you awake? What have you seen? Speak out, boy! – Quick- quick! for your life!'

'I wasn't able to sleep any longer, sir,' replied Oliver, meekly. 'I am very sorry if I have disturbed you, sir,'

'You were not awake an hour ago?' said the Jew, scowling fiercely at the boy.

'No- no, indeed,' replied Oliver

'Are you sure?' cried the Jew, with a still fiercer look than before, and a threatening attitude.

'Upon my word, I was not, sir,' replied Oliver, earnestly. 'I was not, indeed, sir.' (Dickens, 1992, p. 55)

There are four adverbs in the statement above. All have different meanings and fit their purpose. Each adverb adds value and stronger meaning to the verb which is after or before. The adverb ‘meekly’ denotes gently and quietly without arguing. The author modifies the reported verb ‘reply’ with ‘meekly’ to convey the message that Oliver is a quiet and gentle boy. However, he modifies the verb ‘scowl’ with ‘fiercely’ to mean that the Jew is a vicious and insolent man. The context of this incident was when the Jew was having a look at his precious secret suitcase underground. The suitcase was full of stolen jewellery. All of a sudden, he discovered that Oliver was awake and watching him. The author is really tactful in dealing with this context to use these meaningful adverbs, meekly, fiercely, earnestly and indeed.

Student Eight

He had scarcely washed himself, and made everything tidy, by emptying the basin out of the window, agreeably to Jew’s directions, when the dodger returned, accompanied by a very sprightly young friend, whom Oliver had seen smoking on the previous night, and who was now formally introduced to him as a Charley Bates. The four sat down to breakfast on the coffee, and some hot rolls and ham, which the Dodger had brought home in the crown of his hat. (Dickens, 1992, p. 56)

The statement above contains four adverbs. Two adverbs were used with Oliver’s actions of washing and emptying, ‘scarcely’ and ‘agreeably’ respectively. They take a mid-position. What is noticed is that all the verbs used with Oliver’s action express rarity, respect and kindness. The writer uses this sort of adverb to deepen the meaning and keep showing Oliver as.... One may ask why the writer uses the adverb ‘formally’ with the verb ‘introduce’. It may be referred to the fact that people in England at that time were very polite and respectful, and they used terms and expressions of respect. Above this, it was part of the British culture that people learned to use polite language.

Student Nine

‘I won’t be ten minutes, sir,’ replied Oliver eagerly. Having buttoned up the banknote in his jacket pocket, and placed the books carefully under his arm, he made a respectful bow, and left the room. Mrs Bedwin followed him to the street door, giving him many directions about the nearest way, the name of the bookseller, and the name of the street, all of which Oliver said he clearly understood; and having superadded many injunctions to be sure and not take cold, the old lady at length permitted him to depart.

‘Bless his sweet face!’ said the old lady, looking after him, ‘I can’t bear, somehow, to let him go out of sight.

At this moment Oliver looked gaily round and nodded before he turned the corner. The old lady smilingly returned his salutation, and, closing the door, went back to her own room. (Dickens, 1992, pp. 90-91)

Most of the underlined adverbs used in the statement above reflect the decent and good characteristics of Oliver. Also, the adverb ‘smilingly’ was used to reflect the good morals of Mrs Bedwin. Moreover, the use of the adverb ‘gaily’, which means attentively, was explained

by referring to the schematic knowledge or the whole context of the story. The writer reinforces this meaning with this particular adverb to engage readers in the story.

Discussion

This research analysed different statements from the novel *Oliver Twist*. These statements involve different adverbs, which are put in various places in the utterances. They were chosen by the teacher according to the position of the adverb and its context. Using discourse analysis as a method to analyse the pragmatic meaning of these adverbs resulted in different conclusions. This work aims to enable students to use adverbs in their appropriate position (front, mid and back) and according to context. Now, learners are first taught discourse analysis, linguistic knowledge, pragmatic knowledge, illocutionary act and illocutionary force. An extensive reading by learners to the novel enabled learners to apply all discourse analysis methods.

The first thing to draw from the analysis is that all adverbs are either placed in front, mid or back position, as well as they fit with the verbs preceded or followed. The placement of the adverbs is not randomly chosen, but they fit the context and add value to the action (verb). Interestingly, since adverbs' role is to modify the action and sometimes the whole utterance, this has appeared clearly in many scenarios in the story. For example, if we take the following statements: 'replied Oliver bitterly' 'replied the lady pettishly', 'At this moment Oliver looked gaily round', the adverbs mentioned are carefully chosen. They reflect the situation and the actor's personality (Oliver and the lady). The writer chose 'bitterly' because he wants the reader to think of Oliver as an orphan boy who was suffering a bitter life. The adverb 'pettishly' also reflects the good manners and the civilized behaviours of the British ladies at that time. Hence, it can be inferred that adverbs in English are formed to fit the situation (context), and they go along with the verbs.

The schematic knowledge of the learner has undoubtedly played a crucial role in enabling the learner to come up with adverbs that fit the context and the action. Not only this, the illocutionary act and the illocutionary force have also contributed to teaching the learner how to deal with adverbs in terms of their position in the utterance and the meaning they fulfill. Therefore, any construction of an utterance that performs an act is built on meaning or context. All adverbs which have been dealt with in this story of *Oliver Twist* are grammatically well-positioned and arguably meaningful.

The results of the analysis showed that learners have enormously grown their ability to infer what these statements mean. Discourse analysis in analyzing literary text has proven its fruitful result in enhancing the learner's grammatical competence and communicative competence. Thus, the learner becomes aware of the use of adverbs and the meaning it brings to discourse. The research has added value to the previous studies regarding the importance of literary text in learning grammar. Discourse analysis as a method is among the methods and techniques used to learn English adverbs, such as the Simple Concordance Program SCP. Nevertheless, learning grammar in the classroom has employed different approaches, methods and strategies, and research continues to involve other innovative tools and software nowadays, Artificial Intelligence (AI), is among them.

Conclusion

This paper attempted to use discourse analysis as an approach to help learners understand where and what kind of adverbs to use in different contexts in Oliver Twist's novel. The result of the analysis has shown that context plays a significant and critical role in choosing the appropriate adverb and the position it takes. The context activates text to be produced and adverbs help a lot in modifying either verbs, objects or the whole discourse as seen in the novel. Interestingly, in any kind of written or spoken discourse, there are actions acted upon and they refer to different functions and meanings. Hence, this research has first exposed students to digest and understand the story of Oliver, and then each statement from the text has been analysed linguistically and pragmatically. Students learned how to make the difference between illocutionary acts and illocutionary force. The most crucial thing that helped students to know the pragmatic meaning of adverbs, or their language in use, is knowledge of the world.

The answer to the research questions of this study can be extended to say that the context and knowledge of the world are a great help to understand literary texts which include adverbs. Additionally, illocutionary act and their interpretation (illocutionary force) have enormously smoothed the way to understand the pragmatic meaning of adverbs. Therefore, learners develop a communicative competence where they can use adverbs to convey their message. Moreover, literary discourse involves pragmatic meaning, and learners here need to activate their schematic knowledge to understand what is behind the action. Hence, literary text is of potential use for EFL learner to foster their grammatical competence.

All in all, this cross-disciplinary research which involves literary texts with linguistic analysis is a part of a research line which helps EFL learners to develop their linguistic competence and communicative competence. Future research may carry another perspective and other methods of analysis.

Recommendations

Throughout this research, it was noticed that discourse analysis has deeply proven its hands-on use in showing how to deal with adverbs, their position in the sentence, and the meaning they bring to discourse. This research has not gone deep into fundamental discourse issues, but it just dealt with matters of speech acts, schematic knowledge and context. This particular research aims to make learners of English aware of discourse analysis used in the classroom while learning grammar. Therefore, it is recommended that discourse analysis is one of the approaches which cannot be disregarded from teaching and learning grammar. Discourse analysis as a method of analysis is recommended for English classes.

About the Author

Dr Amrani Djalal Eddine is a lecturer in sociolinguistics and linguistic studies at Ouargla University, Algeria. His field of research includes discourse analysis and pragmatics. ORCID:0009-0006-2379-5071

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