



Seven Standards of Textuality in Parents-Child Communication in An English Movie (A Discourse Study)

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Abstract

Any text whether written or spoken should meet several standards in order to have communicative qualities, on such a basis the current study is set out. However, the current study is an endeavor to study the textuality communication between parents and their children in an English movie which is "*Wonder*" by adopting Robert De Beaugrande's and Wolfgang U. Dressler's 1981 Seven Standards of Textuality. The main goal of the study is to examine the applicability of these standards to such a type of spoken sample which is movie communication as the previous studies focused only on the written ones. Finally, the study shows that textuality is the main means of the text-processing since the seven standards of textuality are handled through data analysis. In terms of seven standards found in selected movies, it is displayed that all standards are found and explored when cohesion, coherence and intertextuality top the list of the most frequent occurrences whereas informativity standard is less frequent one.

Keywords: Parents-child communication, standards of textuality, conversation analysis

Introduction

Text Linguistics mainly studies a spoken or written conversation or text as a communicative unit in case it has certain criteria otherwise it will not be considered communicative. Generally speaking, communication is the transformation of pieces of information from one or more person to another. In order for communication to be active, there should be an effective parent-child communication. Accordingly, such an effectiveness or ineffectiveness extremely depends on the kind of relationship between parents and their

children. Moreover, the family conversations are complex interactional units of unique linguistic characteristics and share some other features of the conversational interactions in terms of, for example, syntax and semantics. In general, the syntax of spoken language is typically much less structured than that of written language. The spoken language is characterized as a randomness and the lack of prior planning. It also shows such typical features of informal spoken language as inexplicitness, ambiguity and incompleteness. In particular, on the one hand, children's language with their parents is characterized by the use of simple sentence structures and much use of abbreviation. On the other hand, this form of spoken language used by children can also be identified by specific uses of speech, and the violations of the conversational rules as well. Finally, this study attempts to analyze how far Beaugrand and Dressler 1981 model is applicable to English movie interactions in general and parents-child dialogues in particular. Then, it shows to which extent dialogues found in parents-child interactions are communicative as far as Seven Standards of Textuality (henceforth SST) are concerned.

Parents-child Communication

Once parents talk with their children, they should not be careless of what and how they say it. Parents' speech to their children sends a message about how they feel about them. Moreover, parents should be always available to their children when talking or having questions where this will strengthen their relationships. Furthermore, "parents who provide their children with plenty of love, understanding and acceptance are helping to create a climate for open communication". When children who feel that they are heard, loved and accepted by their parents, they start opening up and sharing their thoughts, feelings, and concerns with their parents (Zolten & Long 2). Besides, while communicating with their children, it is essential for parents to come down to the level of their children verbally. They should use language that is appropriate for their age that their children can easily comprehend and recognize. This is done through the use of simple words and structure. For example, saying "No hitting your sister, instead of ,it is not acceptable to hit your sister" (Ibid 2-3).

However, parents should bear in their minds generation differences or generation gap. Parents and children do not basically have and share the same

perspectives of the relationship and their ability to communicate. (Collins & Luebker, qtd. in Laursen 333). For Collins & Repinski , what is important in their communication is being close to each other. Closeness indicates the degree to which children are affected by parent including “affection, cohesion, companionship, interdependence, intimacy, and trust”. In the earlier in life, parents-children communication whether it has positive or negative features relationships continues during childhood and adolescence despite the altered patterns of interaction, emotion, and cognition (qtd. in Laursen 337).

Conversation Analysis

Conversation Analysis studies the social actions which are fulfilled via speech in communication which aims to refer to, examine and analyze, and comprehend talk of human social life. (Sidnell. 1, qtd. in Sert and Seedhouse 1). For Hoey& Kendrick, the chief emphasis of conversation analysis is to focus on language as a medium for social action; its guiding norm is that interaction shows “order at all points”. This organization or regulation is “normative”, that is to say it is created, formed and maintained by the interlocutors themselves in their orientations to social rules. Furthermore, in conversation analysis, exchange-talk is the principle as a vehicle for action. Interlocutors talk not only for the propositional content, or a source to convey ideas or pieces of information, but also because they pay attention to the actions they are doing while talking (e.g., asking, requesting, complaining, noticing, and so on), and the real life consequences of those actions (2-3).

Seven Standards of Textuality

Text Linguistics as a “sub-branch” of linguistics studies texts as communicative unit and it is a system that has standards which determine the general rules and cases for making and producing text and studying its importance. Linguistically speaking, a text is a communicative occurrence which has to meet seven standards of textuality. If one of these standards has not been satisfied, the text will not be communicative. The seven standards include: cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality (Beaugrand and Dressler 86). To understand the concept of textuality, its categories are discussed below.

1. Cohesion

Among the standards of textuality, cohesion is the most probably linguistic; cohesion is a property of the linguistic surface of the text. Cohesion is achieved through five main markers of cohesive relationships: references, substitutions, ellipsis, junctions, and lexical cohesion. To be cohesive, a text probably consists of short-range stretches of the surface structure which are set up as closely-knit patterns of grammatical dependencies; long-range stretches, in contrast, could be handled by re-utilizing previous elements or patterns, economizing were possible (Beaugrande & Dressler 79). Cohesion meets five different categories that are defined as follows:

Reference means using a different word, phrase, suffix, prefix or a new item rather than repeating in the text and the succeeding reference to an entity by means of another entity. *Pronouns, demonstratives, comparatives*, a variety of lexical constructions, even *adverbs* and *adjectives* are used for this function (Carstens590).

Recurrence/substitution is the director general repetition of component or patterns, while partial recurrence is the shift of components already used to different categories (e.g. from noun to verb). Recurrence also includes parallelism which constitutes repeating a structure but filling it with new elements as well as paraphrase which repeats content but conveying it with different expressions. Paraphrase is the reappearance of content with a change of expressions. Repeating a structure and its content but omitting some of the surface expressions constitutes ellipsis (Beaugrande & Dressler 33).

Ellipsis takes place when the components of sentences are physically and directly deleted because the writer relies on the reader to infer the missing components. Like substitution, different types of substitution can be distinguished, e.g. nominal substitution, verbal substitution and clausal substitution (Donnelly, qtd. In Carstens 590,).

Conjunction points out to the connectors, adverbs and prepositions used to connect propositions in adjacent sentences in accord with particular semantic relations such **additive, adversative, causal and temporal**. Choosing the conjunctive marker directs the reader “as to how the writer perceives the

statements to be related, i.e. how he or she thinks the reader should understand the text” (Carstens 590).

Finally, **lexical cohesion** denotes such semantic relations as synonymy, antonymy, collocation. Understanding the semantic structures is important to recognize this type of cohesion (Ibid 591).

2. Coherence

According to Hörmann (1976), the continuity of senses is as the foundation of coherence which results from the configuration of concepts, expressed relations, and the receivers’ knowledge of the world. The continuity of senses created by coherence is, in fact, the interpretation of the text that readers (if the text is written) appreciate and make sense of. The lack of the continuity of senses disturbs the communicative aspect of of the text. On the other hand, Grice’s maxims of manner and relation tell us that there is order imposed on the information content (Mikhchi 53). The views which shows that coherence is not something which is made by text is criticized; instead, it is an assumption formed and created by language users that goes in line with accordance with the cooperative principle. If we compare cohesion to coherence, the question is answered by Halliday & Hasan when they state "cohesion means the coherence of a text with itself, while coherence is the coherence of the text with its context of situation " (23).

3. Intentionality

The third of seven standards of textuality is called intentionality. To produce a cohesive and coherent text, the producer's attitude aims at producing a set of occurrences that follows Grice’s maxims including maxims of quantity, maxims of quality, maxims of relation and maxims of manner in addition to developing the notion of speech acts in order to reach the desirable intention" to distribute knowledge or attain a GOAL specified in a PLAN” (Beaugrande and Dressler 7). The notion of intentionality is introduced to subsume the intentions of text producers. In the main sense of the term, the author of a text intends the language configuration under production to be cohesive and coherent one (Beaugrande & Dressler 113). Moreover, a text must be intended and accepted as such in order to be used in communicative interaction, i.e. the producer of the text (speaker or writer) should plan it to contribute some objectives and the receiver of it(reader or listener) should accept that as it is, in fact, satisfying some such goals.

4. Acceptability

According to Beaugrande & Dressler, acceptability refers to the text receivers' attitude in communication. In the most immediate sense of the term, text receivers must accept a language configuration as a cohesive and coherent text capable of utilization it. There are several reasons which lead to the difficulties for deciding on the acceptability of an utterance such as intonation, dialect and grammaticality (129). "To sum up, intentionality and acceptability are generally complementary principles. In any text there is a producer who has the intention to produce a piece of information and a receptor who needs to be willing to accept the proffered text as a communicative text"(Carstens 591).

5. Informativity

Informativity refers to whether parts of the text have communicative value. It concerns itself with the degree to which information in a text is new or unexpected to the text receiver. To define informativity, Beaugrande Dressler (139) believe that a presentation should contain a new and unexpected notion. The term informativity is utilized to designate the extent to which a presentation is recent or unexpected for the receivers. Usually, the notion is applied to content; but it can apply to other language systems, such as the structural or the syntactic ones. Moreover, the text has to include both previous and new or known and unknown information in a balanced manner in order to be more interesting for the receivers.

6. Situationality

In fact, it is essential for the evaluation of the situationality of a text to know where it happened and what its function was in the situation. Beaugrande & Dressler (1992) define the term situationality as "a general designation for the factors which render a text relevant to a current or recoverable situation of occurrence ... with our prior knowledge and expectations about how the 'real world' is organized". Moreover, situationality is controlled by all factors which render a text relevant to a current communicative situation (163). A text is given the characteristics of situationality if it relates discourse or an act of communication to a situation. It is fundamental to the assessment of the text situationality to know the location and the purpose of its occurrence in a situation (Mikhchi 57-58).

7. Intertextuality

The final standard is intertextuality which is a term to indicate that all texts, whether written or spoken, formal or informal, artistic or mundane,

are in some ways related to each other. It refers to the relationship between a text and other texts that share the same characteristics. It is stated that “intertextuality subsumes the ways in which the production and reception of a text depends upon the participants’ knowledge of other texts”. In other words, intertextuality subsumes the ways in which the production and reception of a certain text are impressed by the formulation and the structure of other texts similar to it. Intertextuality can also be recognized simply as the relationship of a text with other texts. Between texts of the same genre the relationship can be of form and /or content, but between texts of different genres, the relationship can only be of content. (Beaugrande & Dressler 182).

Data Analysis

The current study is a qualitative research since language is used as a main tool for interpreting the data; there are no statistics and percentages as well. The study is an attempt to apply Beaugrande’s and Dressler’s model (1981), SST, as a tool to approach movie actor's spoken conversations in four conversations taken from *Wonder*. The movie is watched carefully and during this process dialogues between parents-child are extracted, then they are transcript in form of written texts. The movie is about a child, Auggie Pullman, who was born with facial deformations that prevent him to join local school. When he becomes a local fifth grade student, he becomes the most intelligent and ranked student and hero. In this section, the researcher will concentrate on the analysis of seven standards of textuality that are followed throughout the movie's language.

Sample 1

MOM. ... And that Julian is apparently quite the dream

CHILD. No.

MOM. Not a dream?. Is he one of those kids that acts one way in front of grownups and then another way in front of kids?.

CHILD. Yeah, I guess.

MOM. Well, I know it is hard, but you have to understand that.

DAD. Look at me, Auggie. That kid sounds like a real jerk. If somebody pushes you, you push back. Don't be afraid of anyone.

CHILD. Why are we whispering?.

DAD. Because I am afraid of mom. (Wonder 2019, 00:10: 31-00:11:11)

Cohesion: The above dialogue is between Auggie who is a six-year-old son and his parents asking him about one of the kids whom he meets first in

school who seems to be against the parents' expectations. However, the dialogue is cohesively tied and this is clearly shown in structuring the sentences, in a form of a question, declarative questions, and their answers, as well as how these sentences are related together. Moreover, the elements of cohesion appear or are found, not all of them though. To begin with, there are references found represented by the pronouns "he" once and "you" twice which refers to Auggie and by the noun "kid" once which refers to Julian. The father addresses his son saying "you" to him, yet he is in front of him because he advises him in an important issue. They refer to Julian twice: "he", and "that kid" though he is not with them. This is because the issue they talk about is about him. As far as conjunctions are concerned, three types are used which are additive "but" and adversative or subordinating conjunctions which are "and" and "if". Hence, the use of these conjunctions is clear evidence to the cohesion of the dialogue that is to say sentences are connected, not disjointed. Regarding repetition, usually, it is used to draw attention to or to show focus on the repeated thing. Here, the kid, Julian seems to annoy the parents' son-Auggie, hence, he is the heart of their topic and repeated twice by the mom and the dad.

Coherence: A cohesive text or conversation always leads to a coherent one. Since the above dialogue is cohesively tied it is a must to be coherent, this is not always though. At any rate, the is coherent where it is about one unified topic or discussion. It is about Julian who seems to be bullying the son and what he can handle such a situation. Thus, Sentences and wording of the conversation are understandable and related logically.

Intentionality& Acceptability: In terms of intentionality, in addition to conveying the proposed message which helps the reader understand it clearly, there should also be a concord within the text as far as semantics and logic are concerned. The conversations between the dad, the mom, and the son explain and conveys the intended message apparently. It illuminates the message to the readers in that the kid "Julian" is not as good as expected by the mom and then parents tell the son how he could manage it with such a kind of kids. Dad's advice to the son is to use power whereas mom's is to think of it reasonably. Moreover, readers should understand the message directly in order to accept it. Regarding the above conversation, the reader can easily receive or accept the message directly where the speakers or producers show it clearly. The readers or listeners understand that the parents

try to direct their son about a bullying kid and how he be able to contend with such a circumstance.

Informativity: To have a successful, informative text and to arouse the readers' interest, there should be new information. Besides, there should be a function and something expected or not, known or unknown in the text. By hearing the mom's words "the dream", the readers expect that "Julian" is a good kid. Yet, he sounds to abolish their expectation where he is not the dream at all. Hence, by showing new information which is unexpected for the reader, the conversation is successfully informative.

Situationality: people create texts or speak about something in relation to a situation happening and that should be told appropriately to the readers or listeners. The above conversation is created in accord with a situation which is about a face-deformed kid's first day at school who seems to meet a kid who is "Julian". The way of conveying the subject of the situation is proper for the readers as it is related to the environment of the text created.

Intertextuality: In the movie, there is always a sequence of events about one notion or movie-heart topic. Hence, the conversations, dialogues or texts are always connected to the previous and/or next ones. In excerpt 1, the entire conversation is related to the previous topic or situation happening in the first day at school with the kid he meets; the mom asked him about him and then the entire conversation is related to the previous one. Thus, intertextuality works here.

Sample 2

MOM. So Auggie... .

CHILD. Yeah?

MOM. How was your first day of school?

Silence.....

DAD. Come on, how was your day?

CHILD. Good (gloomily)

DAD. How good?. "Good". Like it was good?

MOM. Or good, like it was good, and you just didn't want tells?

CHILD. It was good, okay? I just don't know what you wanna me to say! It was good! (angrily).

(Wonder 2019, 00:22:25-00:23:08)

Cohesion: The grammatical and lexical linking within the text are logically ordered in a way that hold the text together and give it meaning and clarify the main idea which indicates the parents' extra attention towards their child. Concerning the first of five types of cohesive ties, reference, the pronouns "it and you" are used within the text . The pronoun "it" stands for child's day of school which is said twice by the parents and refers to the importance of child's first day of school. At the same time the pronoun is mentioned twice by the child himself which shows how the child is disturbed from this day since he feels inferior in front of his peers. Moreover, the pronoun "you" which refers clearly to the child's name "Auggie" is uttered twice, once is said by the mom to the child which indicates that the mother is closer to the child and insists on his child's going to school whereas the same pronoun is stated once by the child to his parents to tell them that they both are responsible for his deformation.

In addition to that, there is repetition when certain sentences like "how was your day" is repeated twice by the parents to their child and this emphasizes that they are worried and want to be sure whether their son adapts with others in school or not. Similarly, the sentence, "it was good" is used four times, twice by the parents to the child in form of question in order to encourage their son to express himself while the same sentence is said twice by the child in form of affirmative sentence to assure his parents that nothing happened to him. The word "good" itself is mentioned for eight times, five times by the parents which reflects that the parents, especially the mother, want their son to be in perfect conditions without facing any difficulty in treating students in school whereas the word is said for three times by the child angrily which shows that the child is upset and he wants only to comfort his parents.

Regarding conjunction as the third type of cohesion categories, there are three conjunctions within the text. The first one is coordinating conjunction "so" by which the conversation starts and indicates that the text will reveal a result of something which is child's going to school for the first time. The second conjunction is additive "and" and the third one is "or" which are used at the middle of conversation to relate the text components to each other making it more understandable. As cohesion is achieved through back-reference, substitution, conjunction, repetition and semantic relation,

therefore; this text is really cohesive and it can be easily recognized by the receivers.

Coherence: The two main sentences in the text "How was your first day of school?" and "it was good" help the readers or listener to recognize what the text is about and the parents insist in asking their child also leads the receivers to keep in their minds that the child has a problem and his parents want to overcome it. Hence, the text has coherence since all text parts are well connected and all heading in the same direction and the discussion between the parents and their child make sense and it is not difficult for the audiences or readers to understand without any confusion.

Intentionality and Acceptability: intentionality is reflected in the speakers' manipulation of rhetorical devices such as questions, suggestions and comments. For instance the father asks his son "How good?. "Good". Like it was good?" since the father wants the child's day to be good as he hopes. The question is said in this way in order to create some waves and movements in the text. The words are brought in a way that serve the producers' intention and can be easily understood by the receivers. Thus, The intended and proposed message is to make sure of the day since it was the first day to a deformed child. In terms of acceptability, the text is received by the listeners or readers for different purposes. It involves recognition on the receivers' part since ,through reading or listening the text, they expect something from that. For example, when the child answers that his day was "Good" gloomily they can guess that he is not comfortable. If the writer or speaker make the conversation clearly understood and directly conveyed and it is accepted us as reader when it is acceptable. We understand that it was not really good since the parents insist on more explanation of their son.

Informativity: When the mother states " like it was good, and you just didn't want tell us?", we as reader expect that the day was good as Auggie says, but later it sounds to be the opposite because he just does not want speak if he says bad. So he finishes with "good" which is something unexpected.

Situationality: In accordance with situationality, the text is related to the situation of occurrence. The text is related with the context and the situation the receivers are in. the entire conversations about if Auggie's day was good or not, because the situation seems gloomy. They create this conversation to

make sure of their son's day if it was really good since it seems not! Thus, the appearance of a text at a given time or in a context will influence the receivers in their interpretation.

Intertextuality: Regarding intertextuality, the present text perception is related and effected with our stored knowledge, experiences and even with previous and next texts reading or listening process. Actually, language of movies, we have sequences of events. So, the conv. Is related to the previous which is first day at school. Generally speaking, the text is really communicated and meet Beaugrand and Dressler's criteria. Considering all these aspect, the text is really powerful.

Sample 3

MOM. This is not the way we leave the table. Hey, come on talk to me.

SON. I am
sorry.

MOM. It is okay. It I'm I'll be okay.

SON. Why do I have to be so ugly?

MOM. You are not ugly, Auggie.

SON. You just have to say that because you are my mom.

MOM. Because I am your mom, it counts the most. Because I know you the most. You are not ugly and anyone who cares to know will see that.

SON. They won't even talk to me. It matters I look different. I try to pretend that it doesn't matter, but it does. Is it always gonna matter?

SON. They won't even talk to me. It matters I look different. I try to pretend that it doesn't matter, but it does. Is it always gonna matter?

MOM. I don't know. Look at me. We all have marks on our faces. I have wrinkle here (pointing to her aura- a spot under and beside her eyes)... and i have wrinkles here (pointing to her forehead). This is the map (pointing to her face) that shows us where we have been. It is never ever ugly.
(Wonder 2019, 00:23: 50-00:25:38)

Cohesion: Four elements of cohesion are found in conversation which are *references, conjunction, repetition, and ellipsis*. To begin with, there are more references directed to the son than to the mom through the use of the pronouns "you" or "your". First, this is because the mom has more turn-taking in speech that is to say she talks more than the son. Second, the son

sometimes talks generally referring not only to his mom, a matter which is opposite to his mom who always directs her speech to him. The pronoun “it” is used thrice referring to the idea of being ugly/facially deformed, i.e. being physically-facially different really matters. Concerning conjunctions, they are used four times with three kinds which are coordinating ones “and” & “but” and subordinating which is “because”. This also gives the text more cohesiveness as they tie sentences together.

As far as repetition is concerned, being ugly with a deformed face, as he believes, Auggie feels melancholic. Hence, the adjective ugly is repeated 4 times once by the son and thrice by the mom. The mom tries to be a wise telling her son what if found on their faces does not mean ugliness rather it is a sign for them. That is way a clausal repetition “ I have wrinkle” is used twice by them to emphasize the idea. Ellipsis is used as the writer assumes that the reader will understand it from the context. Ellipsis is used twice: when Auggie says “ you have to say that. (i am not ugly). He does not complete it as it is said beforehand and to avoid repetition as well. Also, when Auggie says “ I am sorry” (for leaving the table in that way) as it will be understood by the reader.

Coherence: looking at the structure and the semantic connection of the sentences of the conversation 3, it is seems coherent. There is logical structure and understandable meaning as well; there is no junks of sentences , all sticks together. There is a continuity of senses created by the speaker, the readers can appreciate and make sense of it. The whole idea discussed about one issue which is about the deformed signs appeared on the son’s face making him ugly. the affirmative sentences used and the answers are all understood.

Intentionality and acceptability:As it has been earlier stated that there are criteria that make the text or conversation acceptable and intentional. These criteria are found in the current conversation discussed, like the clarity and directness, for the readers, of the message conveyed. Additionally, there are a function and purpose that make the conversation be created. The readers can easily understand why the son is irritated and the message which the mother wants to convey him. The mother wants to ease and comfort her son by saying that he is not as ugly as he thinks and this is the intended message which seems acceptable.

Informativity: The pieces of information in the above conversation have a function to the receivers as well as the right amount of information said that is to say the maxim of quantity which the speakers provide through speaking process. The speech between the mom and the son and the pieces of information they provide are so informative with acceptable amount. There is nothing left to be implied, i.e.no more no less. Moreover, the function of their speech which they want to provide to the readers or listeners is that the son's psychological state is destroyed because of his deformed face and being gloated over, and the mom plays an amazing role in settling him down and making him comfortable.

Situationality: To be a situational-having the characteristics of situationality, the conversation has to relate discourse to a situation, if it is proper to it then the conversation is situational. The location in the conversation 3 renders the text relevant to the situation. The conversation created is apt to the situation where it is created on account of Auggie's bad state and the whole spoken discourse is reflected to Auggie's. The mom says "This is not the way we leave the table. Hey, come on talk to me". This means that the situation seems to have been low-spirited to both the parents and their son. Also, when Auggie says "It matters I look different. I try to pretend that it doesn't matter, but it does". The text is created on this base which is his ugly appearance which in its turn seems to annoy him so much.

Intertextuality: This conversation is really intertextualized to the previous one-conversation 2. There is a strong connection between the discussion happening here and there. Auggie is gloomily telling his parents that his first day was good though, in fact, it was not. A matter that does not satisfy his parents making him angrily leave the table. Now, the mom tries to calm him down and to make everything easy to him.

Sample 4

SON. Mom.

MOM. Yeah?

SON. Thank you.

MOM. For what?

SON. Making me go to school. I was so mad at you sometimes. But I am really happy to be here.

MOM. You really are a wonder, Auggie. You are a wonder. (Wonder 2019, 01: 41:20-01:41:24)

Cohesion: the way in which the components of the text are mutually connected within a sequence, the actual words we see and hear in this text are related to each other depending on grammatical forms. In terms of cohesion categories, there is only one reference "here" which is said by the child referring to an important place which is school where Auggie gained his self confidence. The pronoun "you" that is said twice by the child pointing out her mother, and twice by the mother expressing her feeling towards her child. This refers to the mutual feeling between the mother and child and the only addressees of the interaction.

Concerning repetition, there is only one word repeated in the mum-son interchange. The sentence "you are a wonder" is repeated twice by the mother to the child. Such a repetition mirrors the close and lovely relationship among the mother and her son since she feels worried about her child's psychological state, at the same time, she wants to show that she is proud of him.

Coherence: This text which is a dialogue between the son and his mother is coherent since the receivers can interpret the text easily and the idea of each sentence supports one another well. The son thanks his mother for encouraging him to go to school, which is the concept of coherence. The speech is successively related where each sentence is related to its previous and following one.

Intentionality and Acceptability: These two are basically concerned with, first, the producer of a text who toughly try to make the receivers of the text to be satisfied with the text; second, concerned with the receivers' attitudes to evaluate whether the text is acceptable or not. Therefore, each text is produced to express the author's intention to its receivers as it is shown in the given text. The intention of their exchange is that the mom achieves her main goal which is making her join school, continue, and be like others, that is why Auggie is grateful for her. The mother and son aim at showing the close relationship among them and how the mother is happy for seeing her son cheerful in school. This text is acceptable when read, because their contribution is as it is required by the accepted purpose of talk exchange in which happiness and satisfaction can be perceived through the interlocutors' speech.

Informativity: Informativity affects the interpretation of the text receivers as it concerns the extent to which the information are provided by author's

intention in the presented text whether it is expected, unexpected or known, unknown. The given text has an informativity standard since the mother accounts for unexpected information to the target receiver, for instance, when she says "You are a wonder" for target receivers is unexpected since how a deformed child can be a wonder.

Situationality: Situationality standard deals with the situation of occurrences in a given text. In other words, the interlocutors should create a text according to the circumstances in a particular place and time. The presented text as a whole indicates that the mother and son are happy in the school party. It is a school party of graduation, it is the final day of school. Hence, they express their appreciativeness and courteousness to one another. They both understand the same thing, that there is a brightened future for the child because they are in the same situation.

Intertextuality: The seventh standard of textuality is related the connection between the utilized text and the background knowledge of the text receivers that it is interested into it. In this text, intertextuality standard can be found since it connects the previous knowledge in the receivers' memory with this text. Thus, the readers or audiences can understand the text according to their background knowledge of the previous texts that are related to the idea of the presented one. When the mom calls her son "wonder", the previous text provide why he is called so.

Discussion

Throughout the analysis, the standards are not explicitly found in the analyzed dialogues except for cohesion, for it has linguistics mechanisms or realizations. The rest of the standards are found and interpreted depending on researcher's understanding of the interactions and the events happening. After the analysis of the selected data founding in English movie "*Wonder*", it is obvious that the total number of textuality standards of Beaugrand and Dressler occur in all dialogues along with the whole movie distributed among parents and child differently.

However, cohesion and coherence are found the most. That is cohesion components are found in most cases; namely, there are references, repetitions, conjunctions, and ellipses as well. Besides, coherence standard is

also the most applicable standard in mentioned movie. This reflects that the movie's events are related in a way that shows a complete image about the main idea of the movie. The third standard that is recognized more, is the intertextuality standard. This means that any movie should present the events in linear that each text should be in close relation with the previous or next ones in order to clarify the main plots of the movie itself. Informativity standard which indicates that the relationship among the parents and their children is familiar and expected.

To sum up, if any of seven standards (cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality) is not satisfied, the text will not be communicative. Therefore, through the analysis it is shown that the standards of textuality are handled in the text-process. In this model, the researcher attempts to analyze the dialogues in regard to standards of textuality in order to fully grasps the hidden message or the new interpretation of the text. Consequently, applying the proposed model in the assessment of certain selected dialogues among parents-child in English movie displays that communicating the messages of parent- child through analyzing the standards of textuality can be securely done.

6. Conclusion

The current study describes the dynamic of the parent-child interactions. Applying Beaugrand and Dresser's (SST) model, the analysis shows that almost all standards including (cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality) are followed throughout the whole movie as far as "wonder" is concerned. Coherence and cohesion top the list of SST found as the most frequent standards of textuality that presents in all texts. This mirrors that a cohesive dialogue leads to a coherent one. Thus, the main standards that oriental interesting and consistent events in movies are cohesion and coherence. Furthermore, the less appearing standard is the informativity standard since the characters (parents and children) make their utterances and dialogues as expected and known as possible in most cases. Thus, the sequence of standards of textuality followed in the movie is the standards of coherence, cohesion, intertextuality, intentionality and acceptability, situationality, and informativity. Due to the fruitful analysis of English movie in term of Beaugrand and Dressler's SST, it is clear how far the dialogues are

communicatively conveyed via SST and the applicability of these standards model in Parents-child interactions which in its turn results in new interpretation. However, the seven standards are significant for evoking feelings and interactions among interlocutors. In "wonder", the standards are observed in every interactions. Thus, it is necessary for the scenarist to have actors follow the standards consciously or unconsciously in order to produce and develop the plot situations. Eventually, the parents-child communication is the most important communication in which the more the parents communicate effectively with the children, the more the children will improve their abilities to communicate with people around them and help them to adapt with various circumstances in their everyday life.

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