LINGUISTIC FEATURES OF INFORMATIONAL TEXTS IN ENGLISH: A PEDAGOGICAL PERSPECTIVE

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Abstract; *This article examines the linguistic features of informational texts in English from a pedagogical perspective, emphasizing their relevance to English language teaching and academic literacy development. The study analyzes lexical, grammatical, and discourse-level characteristics that distinguish informational texts, including specialized vocabulary, nominalization, passive constructions, syntactic complexity, and cohesive devices. Particular attention is given to the challenges these features present for language learners and the instructional strategies required to address them effectively. Drawing on functional linguistics and genre-based pedagogy, the article highlights the importance of explicit instruction in helping learners comprehend and produce informational texts. The findings underscore the role of targeted pedagogical approaches in enhancing learners' reading comprehension and academic writing skills in educational contexts.*

Keywords: *Informational texts, academic discourse, linguistic features, pedagogical linguistics, english language teaching, academic literacy, genre-based instruction*

Introduction

Informational texts play a crucial role in English language education, particularly in academic, professional, and content-based learning contexts. Learners encounter informational texts in textbooks, examinations, scientific articles, reports, and digital resources, making the ability to comprehend and produce such texts a core component of academic literacy. From a pedagogical perspective, understanding the linguistic features of informational texts enables educators to design effective instructional strategies that support learners' reading comprehension and writing development. This article examines the lexical, grammatical, and discourse-level characteristics of informational texts in English, with a particular focus on their relevance for teaching and learning.

Lexical Features and Their Pedagogical Implications

One of the defining characteristics of informational texts is the extensive use of specialized and academic vocabulary. In educational settings, learners are often challenged by unfamiliar terminology that is essential for understanding subject content. Teaching

strategies such as pre-teaching key terms, using glossaries, and encouraging contextual inference can help learners develop academic vocabulary knowledge. Halliday emphasizes that lexical choices in informational texts reflect how knowledge is constructed and transmitted, highlighting the importance of vocabulary instruction in academic literacy development (Halliday, 1994).

Another significant lexical feature is nominalization, which transforms actions and processes into abstract nouns. While nominalization contributes to conciseness and formality, it often increases linguistic complexity and poses difficulties for learners, especially those at lower proficiency levels. From a pedagogical standpoint, teachers should explicitly raise learners' awareness of nominalized forms and their verbal equivalents. Biber et al. argue that such grammatical metaphor is a hallmark of informational and academic registers and must be systematically taught rather than assumed to be acquired naturally (Biber et al., 1999).

In addition, informational texts rely heavily on lexical cohesion, including repetition of key terms and semantic relationships such as synonymy and hyponymy. Instruction that focuses on identifying cohesive lexical chains can enhance learners' reading comprehension and help them recognize how ideas are developed across a text. These strategies also support learners in producing coherent informational writing.

Grammatical Features in Educational Contexts

Grammatically, informational texts predominantly use declarative sentence structures to present facts and explanations. For language learners, mastering declarative patterns is essential for academic writing and subject-based learning. Classroom activities that involve sentence transformation and paraphrasing can help learners practice accurate and varied declarative constructions.

The frequent use of the passive voice is another notable grammatical feature with important pedagogical implications. Passive constructions are often introduced late in language curricula, yet they occur extensively in informational texts, particularly in scientific and technical materials. Swales notes that the passive voice serves to emphasize processes and results rather than agents, reinforcing objectivity in academic discourse (Swales, 1990). Teachers should therefore integrate passive structures into reading and writing instruction early, contextualizing them within authentic informational texts.

Informational texts also exhibit syntactic complexity, including subordinate clauses that express cause–effect, condition, and contrast. Such structures may hinder comprehension if learners are not explicitly guided. Pedagogically, breaking down complex sentences, using visual organizers, and practicing clause combination can support learners in understanding and producing complex informational discourse.

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Discourse Features and Teaching Applications

At the discourse level, informational texts are marked by objectivity and reduced authorial presence. Learners often struggle with adopting an impersonal academic tone, particularly when transitioning from narrative or personal writing. Instruction should therefore emphasize genre awareness, helping learners understand how linguistic choices align with communicative purposes. Hyland highlights the importance of teaching disciplinary conventions explicitly, as they shape how knowledge is presented and evaluated in educational contexts (Hyland, 2004).

Textual organization is another critical discourse feature. Informational texts frequently follow recognizable patterns such as definition–classification, cause–effect, and problem–solution structures. Teaching learners to identify these patterns improves reading comprehension and enables them to organize their own writing more effectively. Graphic organizers and model texts are particularly effective pedagogical tools in this regard.

Finally, cohesion and coherence play a vital role in making informational texts accessible to learners. The use of conjunctions, reference devices, and transitional markers helps guide readers through complex information. Halliday and Hasan argue that cohesion is fundamental to text interpretation and should be a central focus of language instruction (Halliday & Hasan, 1976). Explicit teaching of cohesive devices can significantly enhance learners' academic writing skills.

Conclusion

From a pedagogical perspective, the linguistic features of informational texts in English present both challenges and opportunities for language learners. Lexical density, grammatical complexity, and discourse-level conventions require targeted instructional support. By explicitly teaching the lexical, grammatical, and discourse features of informational texts, educators can foster learners' academic literacy and empower them to engage effectively with content-based materials. Such an approach is essential in modern English language education, where learners are expected not only to communicate but also to access and produce knowledge through language.

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