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L2 Linguistique du texte
Cours de M. Christopher Gledhill

**INTRODUCTION
TO
TEXT LINGUISTICS
Part 1**

(NB Part 2 is taught by Alexandra Volanschi, see the course website for details)

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TOPIC 1. LINGUISTIC TERMINOLOGY

What are the different terms we need to describe language? In order to analyse and compare texts, you need to know the technical words and systems that linguists have developed use to describe language. In this course, I will refer to these as ‘Levels of Linguistic Analysis’. Perhaps one of best ways of learning and understanding this kind of terminology is to set it out in a table. For example, the following tables set out the main ‘systems’ that we need to consider when discussing language:

Table 1 Language Strata ¹			
<i>Name of each Stratum</i>	<i>Other terms used</i>	<i>Examples</i>	<i>Specialities of Linguistics which study this phenomenon</i>
A. Context	Culture, Context, Situation, Discourse	<i>What happened when Derek Bentley said ‘Let him have it!’ in 1952?</i>	Discourse analysis, Text Linguistics Sociolinguistics, Psycholinguistics...
B. Semantics	Meaning, Sense...	<i>What does ‘Let him have it!’ mean?</i>	Lexicology, Semantics, Pragmatics, Semiotics...
C. Lexicogrammar	Wording, Phraseology	<i>How would you describe ‘Let him have it’ as a string of words?</i>	Syntax, Grammar...
D. Phonology / Graphology	Signing (including Orthography, Typography etc.)	<i>How would you pronounce < Let him have it! > ?</i>	Phonology, Phonetics, Graphology, (etc.)

Table 2 Language Ranks			
A. Clause	Sentence	<i>What is wrong with these clauses: ‘I love going really to the movies’ and ‘I like especially the Coen Brothers’?</i>	Syntax, Grammar
B. Group	Phrase, Phraseology.	<i>Why can’t you say ‘I would like to integrate a School of Journalism’?</i>	Syntax, Grammar Phraseology...
C. Lexis	Word, Term	<i>On your CV, where would you put ‘Licence’ and ‘Degree’?</i>	Lexicology, Lexicography, Terminology ...
D. Morpheme	Affix, Morpheme	<i>Why can’t you say ‘I do karate for seven years’?</i>	Grammar Morphology ...

¹ The terms presented in this course belong to the ‘Systemic Functional’ model of language: see the Bibliography at the end of these course notes for references.

EXERCISE 1a

The following are authentic texts written by French-speaking learners of English (2nd year LEA students no less!) First, underline (or circle) all the language errors you can find. Second, identify the different types of error. The following table sets out the main types that can be recognised:

<i>Type</i>	<i>Code</i>	<i>Example</i>
Context	C	Problems of register, inappropriate style etc.
Semantics	S	Problems of meaning, mistranslation...
These are often combined with one the following:		
Grammar (Clause, Group, Phrase)	G	Problems of syntax, inappropriate word order, etc.
Lexis	L	Problems of phraseology, inappropriate word choices.
Morphology	M	Problems of agreement or word formation.
Phonetic, Orthographic, Typographic (etc.)	P, O, T	Problems of mispronunciation, spelling, format, etc.,

Text 1) Dear Madam, I apply for a training post in your society, Landor Associates. I study Applied foreign languages (english and spanish) in the Marc Bloch University to Strasbourg since october 2004. Your job's announcement attracted me as I wish to enter into a society that focuses itself in communication.

Text 2) In this article it is told about the most large city in United Kingdom : London. The Britain capital's population is growing up and will go on to grow. For the next 15 years the increase of habitants will be of 700,000, and as result the London total population will be about 8 millions of people.

Text 3) Because the population's increase, the city will know also economical problems. In the same time the London Mayor say there are a future need of new homes, schools and hospitals. In order result this problem the London Assembly decided to make a population survey because of they are afraid that London will loose her superiority position.

Text 4) It is expected that the number of inhabitant of London will increase of 200 000 peoples. It has been a long-lasting problem. For in 1760 11% the British total population was already there concentrate. The British capital reach his economical strength on the back of war's profits.

Exercise 1b

Using the same method as in Exercise 1a, examine the following text (an authentic French-speaker's CV, although I have changed the name). First, underline all the language errors you can find. Second, identify the different types of error. Again, use the following table for guidance:

<i>Type</i>	<i>Code</i>	<i>Example</i>
Context	C	Problems of register, inappropriate style etc.
Semantics	S	Problems of meaning, mistranslation...
These are often combined with one the following:		
Grammar (Clause, Group, Phrase)	G	Problems of syntax, inappropriate word order, etc.
Lexis	L	Problems of phraseology, inappropriate word choices.
Morphology	M	Problems of agreement or word formation.
Phonetic, Orthographic, Typographic (etc.)	P, O, T	Problems of mispronunciation, spelling, format, etc.,

<p>CV</p> <p>Bob FRANCAIS</p> <p>Nationality: FRENCH State of marriage: Single Date of birth: 30/02/1990 Adresse : 123 rue Typique, 12345, Ville, FRANCE Telephone : (00 33) 1 23 45 67 89, E-mail: bob.français@wawoo.fr</p> <ul style="list-style-type: none"> • June 2009 – September 2009 Assistant Commercial for O & P Ferries <ol style="list-style-type: none"> 1. Work for an international transport big company 2. Give general informations for the French and foreign clients (English, Germans, Dutches...) 3. Inform to French and foreign clients the procedures one must follow 4. Dealing of mystery customers to answer to their surveys • April 2009 – June 2009 Internee as translator and English teacher <ol style="list-style-type: none"> 1. Translate from English to French and from German to French texts in several domains (commercial, law, economical...) 2. Involve on other tasks related to translation => proofreading, elaboration of terminologic glossaries... 3. Prepare and teach lessons of English for employees in enterprises (lessons fitted to the profession field in which work the employees) • 2005 – 2008 Youth leader <ol style="list-style-type: none"> 1. Plan, organise and supervise activities of group of youth 2. Do contact with children and they're parents (handle difficult situations)

EDUCATION

- 2005-2008 Université Imaginaire, France

Licence (BA equivalent) in Foreign applied languages (English, German) specialised on languages and European contemporary societies => Honours: second upper class.
Main subjects : English, German, Traduction, Marketing, Mathematics, Business international relations.

- 2006 Erasmus stay to the Typische Universität, Germany (Jan – June)

- 2002-2005 Lycée Prototypique, France

Baccalauréat (A-level equivalent) specialised on economy => Good mention.

LANGAGES AND ADITIONAL INFORMATIONS

- French: mother's tongue
- English: nearby fluent
- German: base skills, written, reading, hearing, speaching.
- Informatics : used softwares : Word, Xcel, Dreamweaver

INTEREST AND ACTIVITIES

- I have a driver licence since 2006
- I have a really great interest for foreign languages and cultures, I enjoy reading and listening to the music, plus I enjoy to travel and to practice also my languages.
- I have made a lot of researches on my family name and on peoples who are having same name as the mine.

TOPIC 2. GENRE, REGISTER AND VARIETIES OF TEXT

Consider the following three extracts:

Text 1	SCIENTISTS have created the world's first synthetic life form in a landmark experiment that paves the way for designer organisms.
Text 2	Congratulations! We thank you for the confidence you've placed in our company when choosing our IW6 loudspeaker for wall/ceiling mounting.
Text 3	Good morning. Thank you, David, for that kind introduction.

Each of these texts is different, and one of the first tasks of a linguist is to describe these differences in a systematic way. For any text analysis, we should be able to identify what is known as **Genre**, a term which refers to a specific text type, often involving a text which has a specific purpose and a place in the communication system of a particular culture. The genre labels that we could use to describe examples 1-3 include 'Article on science', 'Instruction manual' and 'Public speech'. The following table sets out some ways in which each of these labels can be assigned to each example, especially by looking at the language used in each example:

	Genre	Comments
Text 1	Article on science	The text announces a new discovery and refers to scientific experts who have made this discovery.
Text 2	Instruction manual	The text describes a technical product and addresses the reader of the text who has chosen the product.
Text 3	Public speech	The text politely addresses a previous speaker and suggests that the speaker is about to address a wider audience.

These are not the only things that can be said about each of these texts, but they are sufficient here to give us a starting point. If you look closely at the comments I have made, you will notice that I refer to specific pieces of linguistic evidence that can be identified in each case. This evidence is referred to collectively as **Register**: this term refers to the specific configuration of language features that we can associate with any particular text. Traditionally, these features are analysed in terms of three different variables: **Field** (What is the text for? What it is about?), **Tenor** (Who is involved in the text? What is the author's relationship to the addressee, and what is their attitude to each other and to what is being said?) and **Mode** (How is the text organised? How is the text set out, etc.). This information serves to formalise the comments I made about genre in the above table, so that we get a more detailed analysis, as set out in the following table:

	Genre	Register
Text 1	Article on science	<p>Field: The text deals with a new discovery, using terms relating to science and research such as <i>scientists</i>, <i>synthetic life forms</i>, <i>experiment</i> and neologisms such as <i>designer organism</i>. The specific field is likely to be biology. Note also the implicit semantic field of 'novelty' (<i>new</i>, <i>landmark</i>, <i>pave the way</i>, <i>world's first</i>.)</p> <p>Mode: This text is likely to be the first sentence in a breakthrough story in a current affairs magazine or newspaper. The press often uses capitals for the first letter or the first word in their articles, as can be seen here in: SCIENTISTS. Notice that the text uses typically journalistic terms to refer to a scientific breakthrough,</p>

		<p>such as <i>landmark experiment</i>, <i>pave the way</i>. These expressions would probably not be used in a more technical context.</p> <p>Tenor: The text is written for general readers, not specialists. It is likely that the author/s is/are journalists. There is a degree of evaluation, even ‘hyperbole’, in the use of certain expressions (<i>new</i>, <i>landmark</i>, <i>pave the way</i>, <i>world’s first</i>).</p>
Text 2	Instruction manual	<p>Field: On an explicit level, this text names and describes a technical product (explicit use of proprietary terminology and abbreviations, <i>IW6 loudspeaker</i>). Also note the use of heavily pre-modified noun groups: <i>wall/ceiling mounting</i>, which are typical of many technical texts. It is likely that the following text deals with issues about safety and other technical aspects of the product. Implicitly, the purpose of this particular part of the text is to establish that the product has come into the owner’s possession through a wise act of ‘consumer choice’ (and this is in fact referred to in terms of <i>confidence</i> and <i>choice</i>).</p>
		<p>Mode: This extract is a typical introduction from a technical manual. It is likely to be the first ‘move’ (‘congratulate the reader’) in a text which is likely to turn to other, more technical, topics (how to use the product, how to care for it, how to obtain service etc.)</p>
		<p>Tenor: The text addresses the reader directly, and narrows down the readership of the text to one person: the owner of a new product. But the text also takes the point of view of the producers or manufacturers, and attempts to establish a <i>rapport</i> with the consumer. The use of exclamation marks and contractions (<i>you’ve</i>) introduce a note of informality. The text also uses flattering language to the owner (initial emphasis on <i>congratulations</i>, <i>confidence</i> and <i>choice</i>).</p>
Text 3	Public speech	<p>Field: This extract has no explicit topic, rather it is made up of a greeting and refers to the previous discourse (another person’s ‘<i>introduction</i>’).</p>
		<p>Mode: The text involves ‘turn-taking’, that is to say a hand-over from one speaker to another. This text is a typical starting point in dialogues (involving a formulaic greeting). It has two parts: a formal greeting, a polite reference to the previous speaker which also signals the beginning of a monologue (a public speech). Since the previous speaker is singled out, we can assume that there are other people in the audience.</p>
		<p>Tenor: The greeting and a reference to the previous speaker (note that the speaker is ‘named’ as an act of politeness) suggest that the speaker has assumed the role of ‘main speaker’ and is not about to embark on a monologue.</p>

The next table summarises what is meant by ‘Field’, ‘Tenor’ and ‘Mode’:

Field	What is going on, what the text is doing, what the text is about. This can include issues such as: Explicit and implicit purpose, Angle of Representation (technical vs. common-sense taxonomies and terminology, semantic roles, metaphor), etc.
Mode	How language or text plays a part in the interaction, including the ‘channel’ (or form) it takes. This can include issues such as: Explicit and implicit signals in the text (conjunctive cohesion, lexical cohesion, referenc...), Degrees of interactivity (exchange structure, interruptions, overlap), etc.
Tenor	Who is engaged in the interaction, and what their relationship is. This can include issues such as: Social roles (distribution of speech functions, power relations), Social proximity / distance (level of formality / personal involvement), Speaker persona (tone, modality, affect), etc.

EXERCISE 2a

Examine the following text extracts (1-5). You have three things to do with each one:

- a) Identify the **Genre** associated with each text (i.e. ‘what type of text is this?’)
- b) In each extract, identify the ‘formal’ (linguistic, tangible, visible,) clues which you feel are characteristic of this text type (a word, a construction, an expression...)
- c) Analyse each text in terms of Register. In other words, set out what you think the functional context is likely to be for each extract using the three dimensions: **Field, Mode, Tenor**.

Text Extract	Genre	Field	Mode	Tenor
A) The mummified body of a 5,300-year-old man discovered in the Dolomites on the Austro-Italian border completed a controversial journey yesterday to an Italian museum....				
B) Lightly lubricate the cylinder head retaining bolt threads and under the head with clean engine oil and screw in the bolts finger tight...				
C) Once upon a time, there was a little girl who lived with her mother in a tiny house in the middle of a BIG forest...				
D) Whatever you want for your repairs, it'll cost less at B & Q...				
E) Many learner drivers tend to put too much pressure on the footbrake, and so lock the wheels. But every driver should remember that the amount of brake pressure he / she can apply safely depends on the state of the road surface....				

EXERCISE 2b

In the previous exercise, you completed a fairly detailed analysis of five different text extracts. You should now be in a position to answer (or try to answer) the following questions :

- a) What is a 'Genre' and how would you define it?
- b) What types of Genres do you need to know in order to be 'fluent' in a language? Name some examples of key Genres which you are familiar with in various languages.
- c) Can a single text belong to different Genres? If so, give some examples.
- d) Is there a difference between 'General' genre and a 'Specialist' genre? If so, how would you differentiate the two?

EXERCISE 2c

This is a key exercise for the examination, so you will need more practice. Examine the following text extracts (1-15). You have three things to do with each one:

- a) Identify (or guess) the Genre of the text (i.e. 'what type of text is this?')
- b) In each extract, underline or circle the 'formal' (tangible, visible) clues which you feel are characteristic of this text type (a word, a construction, an expression...)
- c) For each extract, set out what you think the functional context is likely to be using the three dimensions set out above: Field, Mode, Tenor.

	Genre	Field	Mode	Tenor
1...the phone over my desk rang at four o'clock sharp, "Did you find Orrin yet,..."				
2...good afternoon, thank you for calling BT this is Linda speaking how can help you... hello erm yes I'm wanting erm a charge er yes a chargecard...				
3...no it'll shut. So, try it now. That's better...				
4...now I didn't come here to urge you to adopt Canada's health care system...				
5...are erased away. Now, wouldn't you like to change your image?...				
6...coat the fillets with breadcrumbs, press on firmly				

and fry in hot fat until nicely browned...				
7 ...deal reached over Greece's debts. Eurozone states agree on safety net for debt-laden Greece...				
8...even if you feel tremors of change in the air, if you maintain your position and don't rock the boat, you will sail through this month like a seasoned mariner...				
9...so, you know, up I get, bad temper...				
10...outside the hotel, set against a rough stone wall, was a long wooden bench. In the morning, after breakfast, Clive sat here to lace his boots...				
11... i'm taking godaddy down because well i'd like to test how the cyber security is safe and for more reasons that i can not talk now...				
12...all are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination....				
13...I enclose herewith the Trust Deed document and shall be pleased if you will sign this where indicated in the presence of a Witness who should also sign ...				
14... they hate to see a young nigga rich But I refuse to switch even though cause I can't move to the snow cause soon as y'all get some dough...				
15...when I had burned off the last syllables of wind, a fresh wind rose and lingered...				

TOPIC 3. COHERENCE AND COHESION

3.1 Context and the study of Pragmatics

Imagine that you come across a sign with the following words written on it:

Do not move!

What or whom does this text refer to? What kind of information would you need to have in order to understand this text?

Consider your response to these questions in the light of the following quotation from one of founding figures in modern anthropology:

“A statement, spoken in real life, is never detached from the situation in which it has been uttered. For each verbal statement by a human being has the aim and function of expressing some thought or feeling actual at that moment and in that situation, and necessary for some reason or other to be made known to another person or persons – in order either to serve purposes of common action, or to establish ties of purely social communion, or else to deliver the speaker of violent feelings or passions... utterance and situation are bound up inextricably with each other and the context of situation is indispensable for the understanding of the words... a word without linguistic context is a mere figment and stands for nothing by itself, so in reality of a spoken living tongue, the utterance has no meaning except in the context of situation.”
(Bronislaw Malinowski 1923, 307)²

Before moving back to practical text analysis, we need very briefly to revise two important notions relating to the relationship between context and text, namely Relevance and Speech Acts.

3.2 Relevance and Conversational Maxims

The following statement should be understood not as a piece of advice, but rather as a summary of people's expectations about communication and how language is used:

‘Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose of the talk exchange in which you are engaged’ (H. Paul Grice 1975, 3)³:

Grice's Maxims of Conversation are often presented in the following simplified form⁴:

- Quantity – say as much as is needed
- Quality – tell the truth
- Relation – be relevant
- Manner – be clear

² Malinowski, Bronislaw 1923. The problem of meaning in primitive languages. In C. K. Ogden and I. A. Richards (eds) *The Meaning of Meaning: A Study of the Influence of Language upon Thought and of the Science of Symbolism*. London: Routledge and Kegan Paul, p296-336

³ Grice, H. Paul 1975. Logic and conversation, in P. Cole & J.L. Morgan (eds.) *Syntax and Semantics*, p3

⁴ Bloor Meriel & Tom Bloor 2007. *The Practical Analysis of Critical Discourse Analysis*, Arnold p27

3.3 Speech Acts and Performatives

No functional approach to language is complete without mentioning the work of:

John Austin, 1962, *How to do Things with Words*, Oxford: Oxford University Press

<i>I hereby declare you Man and Wife!</i>
<i>O-jama shimas!</i>
<i>Saatler olsun!</i>

3.4 Coherence and Cohesion

Question: what is the best order for the clauses ABCD⁵ in the table below?

<i>Initial Order</i>	<i>Best Order</i>	<i>Example sentences</i>	<i>Notes</i>
A		I defeated the enemy	
B		I shot at him	
C		I was on guard duty	
D		I saw an enemy soldier	

There are two aspects of this sequence which lead us to see it as a ‘Text’⁶:

Coherence	<p>The implicit patterns of meaning (semantic, contextual) which make up the expectations we have about a text. Generally, we expect a text to ‘hang together’ as a whole and to obey the basic conventions of speech and / or writing. For example, a simple narrative can be idealised in terms of Rhetorical Structure:</p> <ul style="list-style-type: none"> • Situation • Problem • Resolution • Evaluation
Cohesion	<p>The explicit connections (lexical, grammatical, formal) which serve to link the different parts of a text and make a text ‘hang together’. These links can be categorised in terms of:</p> <ul style="list-style-type: none"> • Reference • Substitution • Ellipsis • Conjunction • Lexis

⁵ Eugene Winter (1977) also reported in Hoey, Michael (1991)

⁶ Halliday, Michael & Ruqaiya Hasan, 1976. *Cohesion in English*, London: Longman.

3.5 Example analysis

Consider the following two extracts from the same text:

(Extract from page iv)

ABOUT OUR SUSTAINABILITY INITIATIVES

This book is carefully crafted to minimize environmental impact. The materials used to manufacture this book originated from sources committed to responsible forestry practices. The paper is FSC® certified. The binding, cover, and paper come from facilities that minimize waste, energy consumption, and the use of harmful chemicals. Pearson closes the loop by recycling every out-of-date text returned to our warehouse. We pulp the books, and the pulp is used to produce items such as paper coffee cups and shopping bags. In addition, Pearson aims to become the first climate neutral educational publishing company. The future holds great promise for reducing our impact on the Earth's environment, and Pearson is proud to be leading the way. We strive to publish the best books with the most up-to-date and accurate content, and to do so in ways that minimize our impact on the Earth.

(Extract from page 103)

...VOLCANIC STRUCTURES AND ERUPTIVE STYLES

Most cinder cones are produced by a single, short-lived eruptive event. One study found that half of all cinder cones examined were constructed in less than one month and that 95 percent formed in less than 1 year. However, in some cases, they remain active for several years. Parícutin, shown in FIGURE 4.18, had an eruptive cycle that spanned 9 years. Once the event ceases, the magma in the “plumbing” connecting the vent to the magma source solidifies, and the volcano usually does not erupt again. (One exception is Cerro Negro, a cinder cone in Nicaragua, which has erupted more than 20 times since it formed in 1850.) As a consequence of this short life span, cinder cones are small, usually between 30 meters (100 feet) and 300 meters (1000 feet). A few rare examples exceed 700 meters (2100 feet) in height. Cinder cones number in the thousands around the globe. Some occur in volcanic fields such as the one near Flagstaff, Arizona, which consists of about 600 cones. Others are parasitic cones that are found on the flanks of larger volcanoes...



(Lutgens, Frederick K. & Edward J. Tarbuck, 2012. *Essentials of geology [3rd edition]*. New Jersey: Pearson Prentice Hall, p103)

Examples of different types of cohesive link in the *Essentials of Geology* text (this list is not exhaustive):

<i>Types of cohesive link</i>	<i>Subtypes</i>	<i>Examples</i>
Reference	Personal reference	(p. iv) ABOUT OUR SUSTAINABILITY INITIATIVES... Pearson closes the loop by recycling every out-of-date text returned to <u>our</u> warehouse. <u>We</u> pulp the books, ... (p. 103) ... <u>half of all cinder cones</u> examined were constructed in less than <u>and that 95 percent formed in less than 1 year</u> . However, in some cases, <u>they</u> remain active for several years...
	Demonstrative reference	(p. iv) <u>This</u> book is carefully crafted The materials used to manufacture <u>this</u> book... (p. 103) ... the volcano usually does not erupt again. ... As a consequence of <u>this</u> short life...
	Comparative reference	(p. iv) We strive to publish the <u>best</u> books with the <u>most</u> up-to-date and accurate content, ... (p. 103) Others are parasitic cones that are found on the flanks of <u>larger</u> volcanoes...
	NB 'Exophoric' reference	(p. iv) <u>This book</u> is carefully crafted... (p. 103) Parícutin, shown in <u>FIGURE 4.18</u> , had an eruptive cycle that spanned 9 years..
Substitution	Nominal	(p.103) <u>Cinder cones</u> number in the thousands around the globe. <u>Some</u> occur in volcanic fields such as the <u>one</u> near Flagstaff, Arizona, which consists of about 600 cones. <u>Others</u> are parasitic cones ...
	Clausal / Verbal	(p. iv) We strive to publish the best books with the most up-to-date and accurate content, and to do <u>so</u> in ways that minimize our impact on the Earth...
Ellipsis	Nominal	(p. 53-4) Two other nonsilicate minerals frequently found in sedimentary rocks are halite and gypsum. Like limestone, both [____] are important nonmetallic resources.
	Clausal / Verbal	(p.x:ciii) Iceland's Eyjafjallajökull volcano [____] erupting on April 17, 2010. (p. 506) FIGURE 20.18 Mount Etna, a volcano on the island of Sicily, [____] erupting in late October 2002.
Conjunction	Additive	(p. iv) <u>In addition</u> , Pearson aims to become the first climate neutral educational publishing company...
	Adversative	(p. 103) Most cinder cones are produced by a single, short-lived eruptive event... <u>However</u> , in some cases, they remain active for several years...
	Causal	(p. 103) <u>As a consequence of this short life span</u> , cinder cones are small, usually between 30 meters (100 feet) and 300 meters (1000 feet)...
	Temporal	(p. 103) Once the event ceases, the magma in the "plumbing" connecting the vent to the magma source solidifies, and the volcano usually does not erupt <u>again</u> ...
Lexis	Reiteration	(p. iv) This <u>book</u> is carefully crafted to minimize environmental impact. The materials used to manufacture this <u>book</u> ... (p. 103) Most <u>cinder cones</u> are produced by a single, short-lived eruptive event. One study found that half of all <u>cinder cones</u> examined were constructed in less than one month...
	Synonymy	(p. iv) In addition, Pearson aims to become the first <u>climate</u> neutral educational publishing company. The future holds great promise for reducing our impact on the Earth's <u>environment</u> , ... (p. 103) Most cinder cones are <u>produced</u> by a single, short-lived eruptive event. One study found that half of all cinder cones examined <u>were constructed</u> in less than one month and that 95 percent <u>formed</u> in less than 1 year....
	Taxonomy (lexical families, e.g. 'hyponyms',	(p. iv) The <u>materials</u> used to manufacture this book originated from sources committed to responsible forestry practices. The <u>binding</u> , <u>cover</u> , and <u>paper</u> come from facilities that minimize waste, energy consumption, and the use of harmful chemicals....

‘co-hyponyms’, ‘antonyms’ etc.)	<i>(p. 103) <u>Cinder cones</u> number in the thousands around the globe. Others are <u>parasitic cones</u> that are found on the flanks of larger <u>volcanoes</u>...</i>
Reformulation (‘anaphoric nouns’)	<i>(p. iv) The materials used to manufacture this book originated from sources committed to responsible forestry practices. The paper is FSC® certified. ... Pearson closes <u>the loop</u> by recycling every out-of-date text returned to our warehouse.... (p. 103) One study found that half of all cinder cones examined were constructed in less than one month and that 95 percent formed in less than 1 year ... As a consequence of <u>this short life span</u>, cinder cones are small, ...</i>
Collocation (‘lexical association’)	<i>(p. iv) Pearson closes the loop by <u>recycling</u> every out-of-date text returned to our warehouse. We <u>pulp</u> the books, and the <u>pulp</u> is used to produce items such as <u>paper coffee cups</u> and <u>shopping bags</u>. ... (p. 103) ...<u>Volcanic Structures and Eruptive Styles</u>... Most <u>cinder cones</u> are produced by a single, short-lived <u>eruptive</u> event. Once the event ceases, the <u>magma</u> in the “plumbing” connecting the <u>vent</u> to the magma source solidifies, and the <u>volcano</u> usually does not <u>erupt</u> again. Others are <u>parasitic cones</u> that are found on the flanks of larger <u>volcanoes</u>...</i>

EXERCISE 3a

Identify the cohesive links in the following three texts in terms of a) Reference, b) Substitution, c) Ellipsis, d) Conjunction, and e) Lexis. (NB: some types of cohesion are absent from certain text types.)

Text 1	<p>Just before the war, I happened to be in Lawrence country, Alabama. I was out walking, when I saw a school of minnows playing in the sunshine near the edge of the water. All at once a spider as large as the end of my finger dropped down among them from a tree hanging over the spring. The spider seized one of the minnows near the head. When the fish was dead, the spider moved off with it to the shore. The limb of the tree from which the spider must have fallen was between ten and fifteen feet above the water. Its success shows that it had the judgment of a potential engineer.</p> <p>(source : <i>The Popular Science Monthly</i>, April 1877, 264)</p>
Text 2	<p>Spiders are predatory invertebrate animals that have two body segments, eight legs, no chewing mouth parts and no wings. They are classified in the order of Araneae, one of several orders within the larger class of Arachnids, a group that also contains scorpions, whip scorpions, mites, ticks, and opiliones (harvestmen). The study of spiders is called arachnology.</p> <p>All spiders produce silk, a thin, strong protein strand extruded by the spider from spinnerets most commonly found on the end of the abdomen. Many species use it to trap insects in webs, although there are also many species that hunt freely.</p> <p>Spiders are found all over the world, from the tropics to the Arctic, living underwater in silken domes they supply with air, and on the tops of mountains.</p> <p>(source: www.en.wikipedia.org)</p>
Text 3	<p>Do You Hate Spiders? If so, you are definitely not alone... I hate spiders too! In fact, over 50% of the world's population suffer from arachnophobia. Yes, that's right, more than half of the people on this planet hate spiders! How can we stop them? Because of my own fear of spiders I have spent the last five years researching all the available methods out there to stop spiders in their tracks and prevent them from getting near us and ruining our daily lives. Some methods are common sense and others use all the current technology available to control spider occurrences and to deal with them if they dare show their ugly faces to us.</p> <p>Thanks to my spider controlling methods, my life is practically spider free now and my house is a much calmer place to be - just ask my boyfriend!</p> <p>What do we do now?</p> <p>You will find a lot of information throughout this website that will help you become as skilled as myself at preventing beastly spiders from getting near you or your home. But if you want a lazier fast-track way to get all this knowledge quickly then just press the magic button below and change your life forever...</p> <p>(source : http://www.spiderpanic.com/)</p>

TOPIC 4. PHRASEOLOGY AND COLLOCATION

4.1 Phraseology

Different perspectives on Phraseology⁷:

Phraseology	Definition	Examples
A) (in general linguistics)	the study of idiomatic expressions, 'phraseological units' etc.	<i>...cela me fait une belle jambe ...</i> <i>...to push the envelope...</i>
B) (in this course)	the preferred way of combining words and structures in a particular discourse ⁸	<i>...all cancer cells express a gene which produces an enzyme called CYP...</i> <i>...this gene is expressed in a particular region of the brain...</i> <i>... In this study we examine gene expression ...</i>
C) (in the terminology of Aviation)	the prescribed words and/or phrases to be used in ground-to-air communications.	> <i>Speedbird 789, cleared to the Val d'Or airport via flight plan route, maintain 3 000 feet, depart runway 24L, flight runway heading, squawk 4203.</i> > <i>We are cleared to the Val d'Or airport via flight plan route, climbing 3 000 on runway heading off 24L, squawk 4203.</i>

Basic typology of Phraseological Units:⁹

Expressions	Idioms (catchphrases, dead metaphors, etc.)	<i>Il pleut des cordes.</i> <i>Heureux comme un roi.</i> <i>Filer à l'anglaise</i>	<i>It's raining cats and dogs.</i> <i>As happy as Larry.</i> <i>Do a runner</i>
	Proverbs	<i>Pierre qui roule n'amasse pas mousse</i> <i>Ne pas réveiller le chat qui dort</i>	<i>A rolling stone gather no moss</i> <i>Let sleeping dogs lie</i>
Collocations	Bound collocations (also known as lexical phrases, locutions, etc.)	<i>au fur et à mesure</i> <i>maudit soit le jour où...</i> <i>en guise de conclusion</i> <i>pour ainsi dire</i>	<i>as you go along</i> <i>rue the day...</i> <i>by way of conclusion</i> <i>so to speak</i>
	Free collocations (also known as lexical patterns, etc.)	<i>un X aquilin ...</i> <i>les X ballants...</i> <i>une X diluvienne ...</i> <i>essuyer un(e) X...</i> <i>intégrer un(e) X</i>	<i>an aquiline X...</i> <i>with dangling X...</i> <i>torrential X...</i> <i>to meet with X</i> <i>to join a X</i>

Look at the following examples of free collocation. If you translate them into English, what differences do you notice between both languages?

Subject + Predicate	<i>l'éléphant barrit, le rossignol gringote, la panthère rugit...</i> <i>le chien clatit, la cigogne claquette, la souris chicote...</i>
Subject + Predicate	<i>l'étalon monte, les oiseaux s'apparient, le lapin bouquine...</i>
Predicate + Complement	<i>toucher + indemnités, prime, salaire...</i> , <i>poser + colle, problème, question, ...</i>

⁷ For further reading see: Gledhill 1999 Towards a description of English and French phraseology (available from the university website) and Frath, Pierre & Christopher Gledhill. 2005. Qu'est-ce qu'une unité phraséologique ? (available from the university website)

⁸ For further reading see: Gledhill, Christopher 2000. *Collocations in Science Writing*, Narr: Tübingen, p1

⁹ Adapted from Gonzalez-Rey, Isabel. 2002. *La Phraséologie du français*. Toulouse : Presses Universitaires du Mirail.

<i>essuyer + affront, crise, défaite ...</i>
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4.2 Collocation

Consider the very different perspectives on language in the following two quotes:

“A very basic fact of language is that speakers are constantly confronted with expressions that they have never encountered in their previous linguistic experience, and that they can nevertheless produce and understand with no effort.” (Noam Chomsky, 2002. On nature and language. In A. Belletti and L. Rizzi (eds.). Cambridge: Cambridge University Press, p2.)

[learning a language is] “... learning to say what the other fellow expects us to say under the given circumstances... Once someone speaks to you, you are in a relatively determined context and you are not free to say what you please.” (J. R. Firth 1935/1957 *Papers in Linguistics*, 1934-1951. London: Oxford University Press, p28.)

Firth referred to ‘idiomatic’ or ‘conventional’ patterns of language in terms of ‘Collocation’. Here is how he originally put it:

[a] word is characterised by the company it keeps... collocations of a given word are statements of the habitual or customary places of the word (J. R. Firth 1935/1957 *Papers in Linguistics*, London: Oxford University Press, p181)

Generally speaking, it is possible to distinguish between **semantic collocation** (which involves a meaningful association of words, including pairs such as *doctor + hospital, nuclear + atom*, etc.) and **structural collocation** (which involved a co-selection of words within a particular structure, phrase or clause, as in *ask a question, to curry favour* etc.). We have already encountered ‘semantic collocation’ in the previous seminar (Topic 3 – Coherence and Cohesion), where we saw that it has an important role to play in building chains of referential links within a text, as in examples such as *climate + environment, recycle + paper cup, volcano + erupt*, etc. Within the category of ‘structural collocations’, it is also possible to make a further distinction ‘free’ and ‘bound’ or collocations. **Free collocations** are more productive than bound collocations, and it is usually possible to list several possible variant collocates¹⁰ for any one construction (such as *ask + a favour, a question, the way, make + sense, peace, way, set + free, sail, store*, etc.). **Bound collocations** are those sequences which co-occur so predictably that they have become a fixed or ‘lexicalised’ as a single highly predictable unit (such as *nowadays, so to speak, curry favour* etc.). In bound collocations, the meanings of the different words often complement each other, with one word being the main point of reference or ‘base’ (thus in *auburn hair, rancid butter, torrential rain: hair, butter and rain are the ‘bases’.) A number of bound collocations are also made up of closed-class ‘grammatical’ words (*of course, so be it, more or less, ups and downs*, etc.). This latter type of collocation is particularly interesting from the point of view of this course, since so-called ‘lexical phrases’ have an important role to play in how texts are written, as can be seen in the following quote:*

‘Lexical phrases are parts of language that often have clearly defined roles in guiding the overall discourse. In particular, they are the primary markers which signal the direction of discourse, whether spoken or written. When they serve as discourse devices, their function is to signal, for instance, whether the information to follow is *in contrast to*, *in addition to* or is *an example of* information that it to proceed.’ (Nattinger and DeCarrico 1992:60)

10 Note that when two (or more) items are used in a collocation, linguists sometimes say that they ‘collocate’ together, and that the words involved are ‘collocates’.

Exercise 4a

- a) Identify the Phraseological Units (PU) in the following 25 examples (if just part of the PU is involved, underline the relevant words).
- b) Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
- c) State whether the PU is variable or invariable (i.e. does it allow variations of words or structure?)
- d) State whether the PU is transparent or opaque (i.e. can its habitual meaning or use be predicted from its component words?).
- e) State whether the PU is marked or unmarked (i.e. is it associated with a particular communicative function or context, e.g. *How do you do*, *Yours sincerely...* etc.)
- f) Translate the example into French. Does the translation use an equivalent PU or some other construction?

	Type of PU	Lexicogrammar (variable / invariable?)	Semantics (transparent / opaque?)	Pragmatics (marked / unmarked?)
1. Come on, spill the beans!				
2. Absence makes the heart grow fonder.				
3. Bless you!				
4. When will the decision be made?				
5. I'm afraid you are barking up the wrong tree				
6. You have got to be pulling my leg.				
7. The manager doesn't have a leg to stand on				
8. Pat thinks that the decision is sheer lunacy				
9. No steps were taken to ban advertising at the Olympics				
10. I am sad to announce that Dom has kicked the bucket				
11. Here is his will and testament.				
12. Now it's all down to the powers that be.				
13. Pat wants things looking spick and span.				
14. A fat lot of good that will do me!				
15. Dom just shrugged his shoulders.				
16. The village was festooned with flowers.				
17. A bird in the hand is worth two in the bush.				
18. Don't you think you should make amends?				

19. A fat lot of good that'll do me!				
20. After that Dom took umbrage and left.				
21. It looks like the team has made a mess of things				
22. I am beginning to see the Olympics in a new light.				
23. The negotiations have reached a another stumbling block				
24. Great minds think alike.				
25. This is the last straw.				

Exercise 4b

- Identify at least five examples of Phraseological Units (PU) in each of the two 'horoscopes' below.
- Identify the type of PU (idiom, proverb, bound collocation, free collocation, etc.)
- State whether the PU is variable or invariable (i.e. does it allow variations of words or structure?)
- State whether the PU is transparent or opaque (i.e. can its habitual meaning or use be predicted from its component words?).
- State whether the PU is marked or unmarked (i.e. is it associated with a particular communicative function or context, e.g. *How do you do*, *Yours sincerely...* etc.)
- Translate the example into French. Does the translation use an equivalent PU or some other construction?

Text 1

Jusqu'au 22 juillet, Vénus vous boude et c'est votre chère et tendre moitié qui en fait les frais. Vous oubliez une chose essentielle, c'est que l'amour doit s'entretenir. Rien n'est jamais acquis d'avance, aussi évitez de vous endormir sur vos lauriers. Si vous ne voulez pas que votre partenaire vous mette au pied du mur, consacrez-lui beaucoup plus de temps. Quoi qu'il en soit, ses discours portent leurs fruits et à partir du 23 juillet, renversement complet de situation. Vous mettez les petits plats dans les grands pour lui prouver que vous êtes tout à fait capable de gérer vos priorités d'une manière différente. Vénus redevient très bien disposée à votre égard et personne ne s'en plaint car tout va pour le mieux dans le meilleur des mondes entre vous deux. Si la solitude vous pèse, c'est à partir du 23 juillet que vos chances sont accrues de croiser la route d'une personne tout à fait exceptionnelle. Votre âme sœur n'attend que vous, alors ouvrez l'œil et surtout les bras.

(« Votre Climat Astral : Vierge » par Auriane sur le site Internet de Femme actuelle, 27 mai 2008).

Text 2

Believe it or not, things are indeed falling into place. And in June, although others may seem self-involved, you have a fair amount of support. Even if you feel tremors of change in the air, if you maintain your position and don't rock the boat, you will sail through this month like a seasoned mariner. And just for the record, you'd have a more amusing time of it if you stopped inspecting/ overanalyzing /dramatizing every word, offer or action and simply accepted the fact that life is flowing your way. Over the weekend passionate Mars is encouraging you to become more forward and open in expressing your feelings which is absolutely guaranteed to thrill the object of your affection.

(« Aries » par Cheryl Lee Terry sur le site Internet de InStyle Magazine, 2-8 juin 2008).

TOPIC 5. LANGUAGES FOR SPECIFIC PURPOSES (LSP)

5.1 The Register and Lexicogrammar of Science Writing.

Most people are familiar with the stereotypical features of specialised science writing. For example, verbs are typically expressed in the passive: *the thermostat beaker was filled with the buffer solution*, *CoA-transferase brains were homogenized in 10-mM-Tris* and so on. Similarly, scientific texts are also typically strewn with arcane symbols and terminology, ranging from rather evocative technical verbs such as *elute*, *eluted*, *eluting* (meaning ‘dissolve’), elongated compound nouns such as *Spirocyclopropanobarbiturates*, *adipose tissue lipoprotein lipase* as well as complex terms with graphic and numeric insertions or ‘enclitics’ such as *2,2',5'-Trihydroxy-4,5-methylenedioxybiphenyl...* While the ‘passive’ and ‘nominalisation’ are highly visible features of scientific language, it is also important to realise that different specialisms have evolved their own distinct terminological systems and stylistic conventions (or ‘phraseology’ as we see in the next seminar). Furthermore, linguists such as S. Pavel (1993) and J. Peason (1998) have shown that science writing is more dynamic than previously assumed, and that different texts and parts of texts within scientific discourse have very different properties. Thus the terminology; style and phraseology of specific specialisms varies in much the same way as it does in other varieties of English. Science writing is therefore not quite as settled or as homogeneous as might be assumed. In addition, it is important to realise that any stretch of text is likely to contain several different stylistic features and to exploit quite a wide range of lexicogrammatical resources. The following sample (from a paper published in *Tetrahedron Letters*) demonstrates this point rather well:

Although there are several procedures for the preparation of chiral pyrrolidines and pyrrolidinomes, the majority of these exhibit poor enantiomeric excesses, lack versatility, suffer low yields or some combination thereof. Herein, we describe an efficient asymmetric system of substituted pyrrolidines and pyrrolidinomes that should find general applicability to a variety of modern synthetic challenges.

(J. Gardiner, 1992 ‘Total synthesis of Didehydrodideoxythymidine d4T’ *Tetrahedron Letters*).

This text has some predictable features of scientific prose and at the same time has a very distinctive style, which we would not necessarily associate with science writing, or even with everyday, modern English. The cohesive devices *thereof* and *herein* might strike some readers as old-fashioned or overly legalistic. At the same time, some common and perfectly recognisable English words have taken on a specialised meaning in novel lexical collocations (*exhibit excesses*, *lack versatility*, *suffer low yields*, *find general applicability*). Thus you can see that the English of science (or rather we should say the English of synthetic chemistry) has not only developed a very specific vocabulary and grammar, or in other words, its own specific Register and Lexicogrammar. We introduced these terms at the beginning of the course, and it is time to return to them here. You will remember that Michael Halliday refers to Registers (such as ‘the language of science, technology, politics, advertising, etc.) as a particular configuration of lexical and grammatical features:

‘Register variation can in fact be defined as systematic variation in probabilities. A register is a tendency to select certain combinations of meaning with certain frequencies and thus can be formulated as the probabilities attached to grammatical systems, provided such systems are integrated into an overall system network in a paradigmatic interpretation of the grammar.’ (Halliday 1985)

Thus there is a greater ‘probability’ of meeting passive clauses, modal verbs, nominals etc. in scientific texts. And if we were to look at other Registers (such as journalism, advertising etc.) we would encounter a different set of probabilities. While we are discussing Register as a ‘variety of language’, it

is also important to relate this term to the stratum of the language system that Halliday calls Lexicogrammar. As he says:

‘... In fact lexis and grammar are not different phenomena; they are the same phenomenon looked at from different ends. There is no reason therefore to reject the concept of the overall probability of terms in grammatical systems, on the grounds of register variation. On the contrary; it is the probabilistic model of lexicogrammar that enables us to explain register variation. Register variation can be defined as the skewing of (some of) these overall probabilities, in the environment of some specific configuration of field, tenor and mode. It is variation in the tendency to select certain meanings than others, realizing variation in the situation type.’ (Halliday 1991:57)

The important point to retain about this is that the Lexicogrammar is an integrated system in which it is impossible to separate words (Lexis, or Terminology in a specialised field) and structures (the Grammar):

‘There is in every language a level of organization – a single level – which is referred to in everyday speech as the ‘wording’; technically it is a lexicogrammar, the combination of grammar and vocabulary. ... The point is that grammar and vocabulary are not two different things; they are the same thing seen by different observers.’ (Halliday, 1991, 63)

Exercise 5

- Go to the course website. Download and read the article *What is LSP?* (Lynne Bowker & Jennifer Pearson 2002. *Working with specialized language: a practical guide to using corpora*. London, New York: Routledge). Using your reading of ‘What is LSP’
- Study the following two texts. What linguistic features suggest that Texts 1 and 2 are examples of ‘specialised’ English (also known as ‘English for Specific Purposes, or ESP)? Illustrate your answer with examples taken from each text.
- Analyse the texts in terms of Coherence (Rhetorical Structure) and Cohesion (Reference, Substitution, Ellipsis, Conjunction, Lexis).
- Both texts have the same topic (or Theme), but what are the main differences between them? Illustrate your answer with examples taken from each text.

TEXT 1

Not All Volcanoes Are Alike.

Not all volcanic eruptions are as violent as the 1980 Mount St. Helens event. Some volcanoes, such as Hawaii’s Kilauea volcano, generate relatively quiet outpourings of fluid lavas (Figure 4.5). These “gentle” eruptions are not without some fiery displays; occasionally fountains of incandescent lava spray hundreds of meters into the air. Such events, however, are typically short-lived and harmless, and the lava generally falls back into a lava pool.

Why do volcanoes like Mount St. Helens erupt explosively, whereas others like Kilauea are relatively quiet? Why do volcanoes occur in chains like the Aleutian Islands or the Cascade Range? Why do some volcanoes form on the ocean floor, while others occur on the continents? This chapter will deal with these and other questions as we explore the formation and movement of magma.

Composite Cones.

Earth’s most picturesque volcanoes are composite cones. Most active composite cones are in a narrow zone that encircles the Pacific Ocean, appropriately named the Ring of Fire. In this region are Fujiyama (Mt. Fuji) in Japan, Mount Mayon in the Philippines, and the picturesque volcanoes of the Cascade Range in the northwestern United States, including Mount St. Helens, Mount Rainier, and Mount Shasta (Figure 4.13).

A composite cone or stratovolcano is a large, nearly symmetrical structure composed of alternating lava flows and pyroclastic deposits, emitted mainly from a central vent. Just as shield volcanoes owe their shape to the highly fluid nature

of the extruded lavas, so too do composite cones reflect the nature of the erupted material.

Composite cones are produced when relatively viscous lavas of andesitic composition are extruded. A composite cone may extrude viscous lava for long periods. Then, suddenly, the eruptive style changes and the volcano violently ejects pyroclastic material. Most of it falls near the summit, building a steep-sided mound of cinders. In time, this debris becomes covered by new lava. Occasionally, both activities occur simultaneously.

(Lutgens, Frederick K. & Edward J. Tarbuck, 2012. *Essentials of geology [3rd edition]*. New Jersey: Pearson Prentice Hall, p103)

TEXT 2

Lava dome growth at the Soufrière Hills Volcano has frequently been accompanied by repetitive cycles of earthquakes, ground deformation, degassing and explosions (Voight et al., 1999 B. Voight, R.S.J. Sparks and A.D. Miller, et al. Magma flow instability and cyclic activity at Soufriere Hills Volcano, Montserrat, British West Indies. *Science*, 283 (1999), pp. 1138–1142). The cyclic behaviour can occur on a wide range of timescale but here we are concerned with cycles of activity that repeat with periods of hours to days. That is, cycles which are not accompanied by Vulcanian explosions that occur on timescales of weeks to months. Deformation of the volcano flanks have been measured using tilt-metres but it has also been observed that large fractures and seismically triggered landslides periodically occur indicating that the volcano flanks occasionally come under severe stress (Voight et al., 1999). The origin of the tilt signal occurs in the shallow (less than 1000 m) top of the conduit and the mechanism for the tilt is thought to be pressurisation from gas exsolution. Pressure build-up in the conduit inflates the edifice of the volcano and upon the movement of magma and release of gas the edifice deflates (Voight et al., 1999). The cycles are therefore thought to reflect unsteady conduit flow of volatile-rich magma experiencing gas exsolution.

The pressure build-up in the conduit may also be responsible for triggering shallow seismicity. LP signals are observed to coincide with the point at which flank inflation starts to decelerate (the point of inflexion), suggesting that the same process that initiates seismicity could also be initiating the depressurisation process (Green and Neuberg, 2005). The amount of tilt from edifice inflation can be used as a pressure gauge. Although half-space elastic, or Mogi, models of the flank inflation and deflation cycles observed in May 1997 suggest unrealistically large pressure changes of 60 MPa within 1000 m of the surface (Voight et al., 1999). The tensile strength of the edifice at shallow depths is estimated to be less than 10 MPa (Sparks, 1997). Whilst, isotropic pressure models using a pressure source low enough to prevent edifice failure indicate that a fluid-saturated body greater than 200 m is required, although the conduit radius is only 15 m (Widiwijayanti et al., 2005). Green et al. (2006) propose an alternative mechanism, suggesting that surface deformations recorded at tilt-metres could be from shear stresses within the upper conduit rather than from a large pressure source. Considering vertical traction along the conduit walls, the location for the build-up of shear stresses required to generate the observed tilt is calculated to be approximately 160–360 m below the conduit exit, with traction values between 0.5 and 1.5 MPa. These high shear stresses within the conduit suggest the development of shear bands (Green et al., 2006).

(Alina J. Hale, 2007. Magma flow instabilities in a volcanic conduit: Implications for long-period seismicity, *Physics of the Earth and Planetary Interiors*, *Computational Challenges in the Earth Sciences* Volume 163, Issues 1-4, 15 August 2007, pp 163-178)

PROJECT ASSIGNMENT

Read the following texts carefully, then answer questions 1-5 below (NB Text B is a translation of Text A). You may answer in French or English.

Texte A.

Domestication du blé, quand l'évolution des gènes fait bien les choses.

La culture moderne du blé est essentiellement basée sur deux espèces, le blé tendre (*Triticum aestivum*) ou froment, utilisé pour le pain, et le blé dur (*Triticum turgidum durum*), utilisé pour la fabrication des pâtes alimentaires et des semoules (couscous, boulghour). Ce dernier, moins résistant au froid que le blé tendre, tolère bien la sécheresse. Il est cultivé surtout en Italie, en Australie, en Russie, en Afrique du Nord, en Éthiopie et en Amérique. La différence essentielle entre les deux espèces se situe au niveau de leur génome, le blé dur étant tétraploïde, tandis que le blé tendre est hexaploïde.

Petite explication : chez l'homme et la plupart des animaux, les cellules contiennent dans leur noyau deux copies de chaque chromosome (à l'exception des chromosomes sexuels). Ces êtres vivants sont dits « diploïdes ». Ainsi, l'homme possède 22 paires de chromosomes « jumeaux » et une paire de chromosomes sexuels, soit 46 chromosomes au total. Le blé dur, quant à lui, possède quatre copies de chaque chromosome. Il est, comme de nombreuses plantes, polyploïde (et plus précisément tétraploïde, du grec *tetra* – quatre, et *ploïde* – plié). Cette situation résulte du croisement, voici environ 500 000 ans, de deux espèces ancestrales diploïdes, *Triticum monococcum* et *Aegilops speltoides*. Cultivé par l'homme, le blé dur a ensuite subi un nouvel événement de polyploïdisation vers 9000-12000 ans, entre l'Arménie et la Mer Caspienne : son hybridation avec un autre blé diploïde (*Aegilops tauschii*) a encore augmenté la taille de son génome [1], qui est devenu hexaploïde. Une nouvelle espèce était née, le blé tendre ou blé à pain, *Triticum aestivum*. Adapté aux climats froids, il s'est répandu rapidement, modifiant en profondeur les us et coutumes des sociétés humaines. Le blé dur, quant à lui, est apparu voici environ 3000-4000 ans. Aujourd'hui, plus de 90 % des cultures de blé sont consacrées au blé tendre, contre environ 5 % consacrés au blé dur.

[1] Le génome est l'ensemble des chromosomes, et par extension l'ensemble des gènes, portant le patrimoine génétique d'un individu.

(<http://www.jardindesplantes.net/la-biodiversite/le-ble-une-histoire-ancienne#page4>)

Texte B.

The Domestication of Wheat: When Genes Evolve Things Happen.

Modern wheat farming is nowadays essentially based on two species: *Common Wheat* (*Triticum aestivum*) and *Durum Wheat* (*Triticum turgidum durum*), used in the fabrication of pasta and semolina (couscous, bulgur rice etc.). Durum wheat is less resistant to cold than common wheat, but it is more tolerant of dry conditions. It is mostly cultivated in Italy, Australia, Russia, North Africa, Ethiopia and America. The main difference between both species can be found in their genomes [1]: namely, Durum wheat is a 'tetraploid', whereas common wheat is a 'hexaploid'.

What do these terms mean? In humans and most animals, the nucleus of each cell contains two copies of each chromosome (except for the sex chromosomes). All of these creatures are said to be 'diploid'. So for example, humans have 22 pairs of 'homologue' chromosomes plus one pair of sex chromosomes, making a total of 46 chromosomes. Durum wheat, on the other hand, has four copies of each chromosome. It is, like many plants, a polyploid (in fact a tetraploid, from the Greek for *tetra* – four, and *ploid* - folded.) This situation came about after the crossing, around 500,000 years ago, of two ancestral diploid species *Triticum monococcum* and *Aegilops speltoides*. After cultivation by humans, durum wheat underwent a new polyploidization event around 9-12,000 years ago, between Amenia and the Caspian Sea: this hybridization with another diploid (*Aegilops tauschii*) caused a further growth of the genome [1], to become a hexaploid. A new species was born, common or 'bread' wheat: *Triticum aestivum*. With its better resistance to cold climates, common wheat spread rapidly and led to profound changes in the habits and lifestyles of human societies. Durum wheat on the other hand appeared around 3000-4000 years ago. Today, more than 90% of wheat farming is given over to common wheat, in comparison with approximately 5% to durum wheat.

[1] The genome is made up of all the chromosomes, and by extension all of the genes, which make up an individual's genetic heritage.

Q1 What linguistic features suggest that texts A and B are 'specialised' texts or examples of *Language for Specific Purposes* (LSP)? Illustrate your answer with examples from each text. (2pts)

Q2 Compare the 5 underlined sequences in the French text (A) and their translated equivalents in English (B). Comment on the differences between each translation pair, in terms of different levels of linguistic analysis: *Context* (i.e. *style, register*), *Semantics*, *Grammar* (*clause, phrase, group*), *Lexis*, *Morphology*, *Orthography*, *Typography*, etc. Briefly explain your choice of category ('The difference between X and Y is semantic because...' etc.) You may also comment on the process of translation involved. (8 pts)

Q3 Analyse text B in terms of *Genre* and *Field, Mode, Tenor*. At all stages of your analysis, you must justify your comments with examples from the text (10 pts)

Q4 Analyse text B in terms of *Coherence* and *Cohesion*. In particular, a) give the overall rhetorical structure of the text, stating the boundaries between each section (Introduction, Development, Conclusion, etc.) and b) give at least 3 examples of each of the following: Reference (or substitution / ellipsis, if any), Conjunction, and Lexical cohesion. (10 points)

Q5 Look at the following examples of *Phraseological Units* (PU) from texts A and B. For each example state which type of PU is involved (idiom, proverb, bound or free collocation). Justify your choice in each case ('This is a bound collocation because...'): 1) *blé dur*, 2) *quand l'évolution fait bien les choses*, 3) *us et coutumes*, 4) *modifier en profondeur*, 5) *un évènement de polyploïdisation*, 6) *on the other hand*, 7) *the situation came about*, 8) *to undergo an event*, 9) *genetic heritage*, 10) *A new species was born*. (10 pts).

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