INTRODUCTION TO LINGUISTICS II

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Α-ΚΑΡ, Π-Ω

- What kind of text is this?

- How are you able to recognize the type of text?

- What is required in order to able to decipher the text's meaning?

- source

INTERPRETATION OF TEXT / DISCOURSE

- What we hear or read **never** contains everything we need in order to interpret it.

  - To do so, we add a lot of material based on the words used but also on our **knowledge of the world**.

INTERPRETATION OF TEXT / DISCOURSE

- Our interpretation of text/discourse as a coherent whole is based on:

  - the linguistic elements,

  - our own mental grasp of the world.

INTERPRETATION OF TEXT / DISCOURSE

- This requires abilities beyond the level of **linguistic competence**:

  - Knowledge of the **particular context** in which language is used is required, such as the type of speech event or the genre to which the text belongs.

EXAMPLES OF TEXT / DISCOURSE

- *"Trains collide, two die"* (a newspaper headline)

- A speech delivered by the PM at the parliament.

- An online chat between friends.

- An 'exit' notice.

- The letter 'P' (for parking).

TODAY'S TOPICS

- Text Linguistics – Discourse Analysis:

    - Introduction.

    - Cohesion and coherence.

- You can study these topics in:

    - Dirven, R. & M. Verspoor: Chapter 8.

    - George Yule: Chapter 11.

TEXT LINGUISTICS – DISCOURSE ANALYSIS

INTRODUCTION TO TEXT LINGUISTICS – DISCOURSE ANALYSIS

TEXT / DISCOURSE: DEFINITIONS

- <u>Discourse</u>: language **beyond the sentence level.** The analysis of discourse is concerned with the study of language in text and conversation.

    - See Yule's chapter.

- <u>Text</u>: the linguistic expressions used in communication (**both oral or written**) and the interpretation that the hearer or reader makes of these expressions.

    - See Dirven and Verspoor.

WHAT IS TEXT / DISCOURSE?

- Text / discourse implies:
    - use of language beyond the level of sentence or clause,
    - stretches of language produced in specific contexts,
    - language in use.

ASPECTS OF TEXT / DISCOURSE

- Spoken and written language:
  - also, multimodal texts and technology-mediated communication.

- Visual / auditory aspects:
  - Moving/still images, graphics and sound.

- Paralinguistic communication:
  - Prosody and intonation.

- Non-verbal communication:
  - Gestures and facial expressions.

SPOKEN AND WRITTEN COMMUNICATION

- The spoken and the written mode refer to **different systems of communication**:
    - each one has its own merits and limitations;
    - they are used in different contexts for different purposes.

SPOKEN AND WRITTEN LANGUAGE: DIFFERENCES 1

- Manner of production:

  - Speaker:

    - <u>Production</u>: The producer can use paralinguistic and non-verbal features (gestures, tone of voice, eye gaze), denied to the writer.

    - <u>Processing</u>: Must monitor what s/he says.

  - Writer:

    - <u>Production</u>: The producer of the text has time to choose linguistic elements without any pressure.

SPOKEN AND WRITTEN LANGUAGE: DIFFERENCES 2

- **Writing**:
  - Better organized.
  - More systematic.
  - More explicit and precise.

- **Speech**:
  - Less structured.
  - More personally involved.
  - Contains incomplete (elliptical) sentences.

WHAT TEXT LINGUISTICS / DISCOURSE ANALYSIS IS ABOUT:

- How the speaker and the hearer:
    - go beyond the words they produce or have in front of them,
    - identify the relations between the sentences, the paragraphs, the sections, etc.
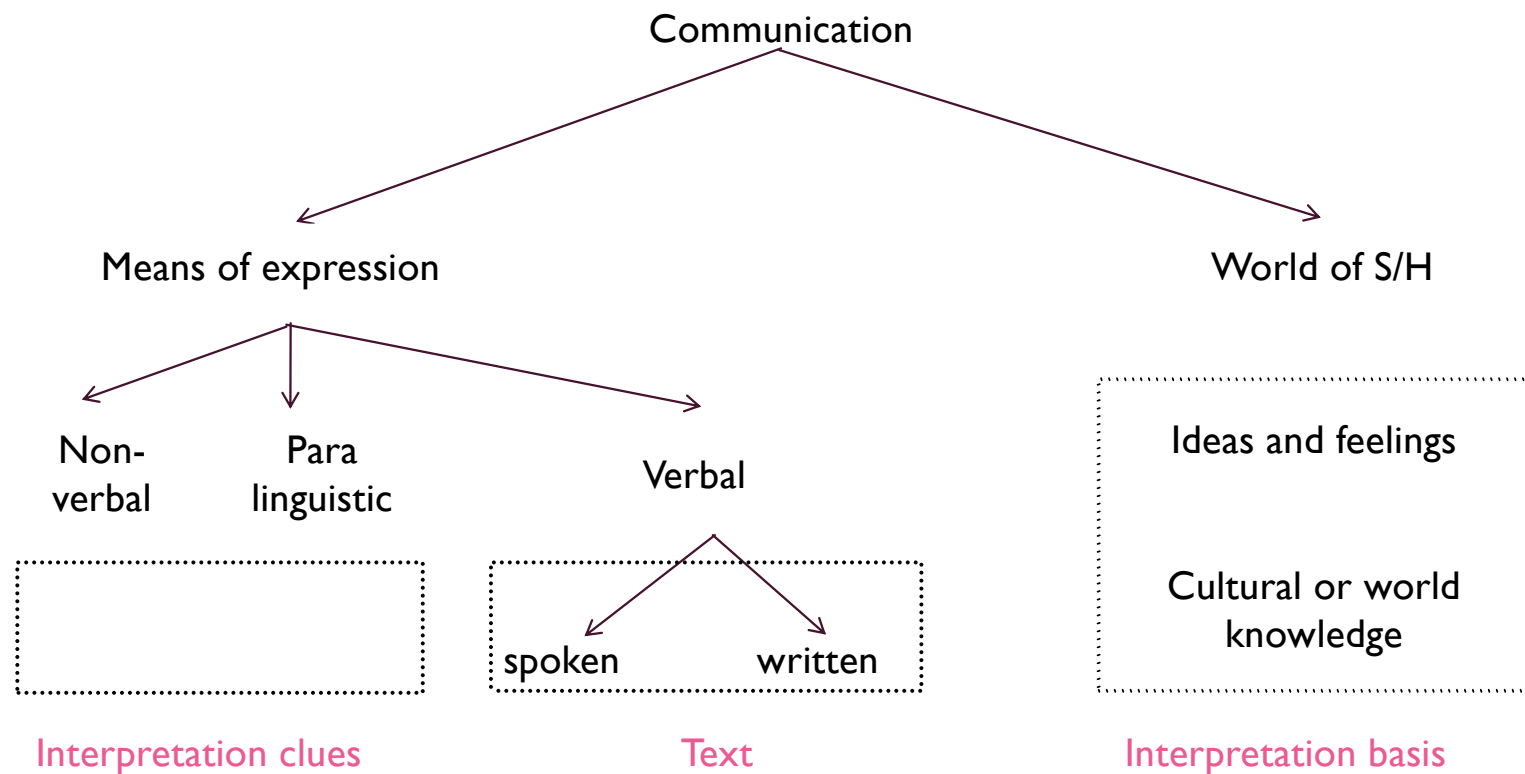   - derive meaning from the talk exchange.

HISTORY OF TL / DA 1

- Established in the early **1970s**.

  - Now it constitutes **a separate branch** in the study of language and linguistics.

- It marks a **change of orientation** in the concept and study of language.

  - New branches of linguistics (pragmatics, sociolinguistics, and ethnography of communication) gave prominence to the study of **context**.

HISTORY OF TL / DA 2

- Developed and practiced by researchers **in different fields**, including sociology, philosophy, political science, and linguistics, but with a different focus.

  - Linguist's focus: the study of **human communication**.

  - Sociologist's focus: the way the use of language reflects and shapes **social order**.

- What all approaches share is an interest in:

  - language that occurs **naturally**,

  - language **beyond** the level of sentence or clause.

COMMUNICATION, TEXT, AND DISCOURSE ANALYSIS

Communication

Means of expression

World of S/H

Non-verbal

Para linguistic

Verbal

Ideas and feelings

Cultural or world knowledge

spoken   written

Interpretation clues

Text

Interpretation basis

TEXT LINGUISTICS – DISCOURSE ANALYSIS

COHESION AND COHERENCE

WHAT IS COHERENCE?

- The property that **distinguishes** texts (discourse) from random, arbitrary collection of sentences.

  - A text is coherent if it is possible to make sense of it, that is, to construct **a coherent interpretation**.

- It is not something that we find in texts, but something that **exists in people**.

  - People **make sense** of what they hear and read.

WHAT IS COHESION?

- Cohesion, instead, concerns the **explicit marking** of a text's coherence.

  - This is done by means of of linguistic devices called **cohesive links**.

AN EXAMPLE

- My father once bought a Lincoln convertible. He did it by saving every penny he could. That car would be worth a fortune nowadays. However, he sold it to help pay for my college education. Sometimes I think I'd rather have the convertible.

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ANOTHER EXAMPLE

- My father bought a Lincoln convertible. The car driven by the police was red. That color doesn't suit her. She consists of three letters. However, a letter isn't as fast as a telephone call.

IS COHESION ENOUGH?

- Cohesive links alone do not necessarily guarantee the coherence of a text.

TYPES OF COHESIVE LINKS

- The cohesive ties in the text can be categorised as follows:

  - Reference (co-reference):

    - *My father – he – he – he; my –my –I; a Lincoln convertible – that car – it – the convertible.*

  - Conjunctions:

    - *However*

  - Lexical cohesion:

    - *bought – saving – penny – worth a fortune – sold – pay* ('money').

    - *once – nowadays – sometimes* ('time').

HOW IS COHERENCE ESTABLISHED?

- There are **three ways** in which coherence is established:

  - **Referentially**:
    - repeated reference to the same referents.

  - **Relationally**:
    - Linking text parts with coherence relations (e.g. , 'cause-consequence', 'contrast', etc).

  - **Lexically-thematically**:
    - Use of terms that share a common element of meaning.

COHERENCE WITHOUT COHESION

- Note that we can have coherence **without explicit cohesion** (that is, without cohesive links).

AN EXAMPLE

- *Twelve year term of imprisonment.* LONDON, APRIL 10. The London court has convicted a Brighton resident to twelve years imprisonment for accessory to murder. The victim was fatally wounded in a shooting incident in a Winchester restaurant last year.

TEXT LINGUISTICS – DISCOURSE ANALYSIS

COHESIVE DEVICES

Referential coherence

Relational coherence

REFERENTIAL COHERENCE

REFERENTIAL COHERENCE

- With referential coherence, a speaker uses language to enable a listener to identify a **referent** in the world.

    - It is achieved with so-called **referring expressions**.

REFERENTIAL COHERENCE

- Referring expressions include:
  - proper names (e.g., *John, Maria, Kit-Kat*, etc.).
  - definite and indefinite noun phrases (e.g., *a mouse, the book, my friend*, etc.).
  - pronouns (*he, she, it*).

REFERRING EXPRESSIONS: EXAMPLES

- *Chomsky met Lakoff yesterday and they greeted each other joyfully.*

- *Susan met a man with a huge hat at the party yesterday.*

- *The boy who gave me the book I forgot on the train is a student.*

- *What is that cat doing on my chair?*

TYPES OF REFERENTIAL COHERENCE 1

- Reference:

  - Anaphoric co-reference:

    - when referring expressions get their interpretation **from the preceding context.**

    - e.g., "*Susan is in the hospital because she had an accident*".

  - Cataphoric co-reference:

    - when referring expressions get their interpretation **from the following context.**

    - e.g., "*Even though he is sick, Paul went to work.*"

  - Anaphora through lexical repetition.

- Anaphoric and cataphoric reference concerns the use of pronouns to refer to a noun that precedes or follows them.

ANAPHORA

- *We saw a funny home video about a boy washing a puppy in a small bath. The puppy started struggling and shaking and the boy got really wet. When he let go, it jumped out of the bath and ran away.*

- The subsequent reference to an already introduced entity is called anaphora ('referring back').
  - Distinction between <u>introducing new referents</u> (*a puppy*) *and* <u>referring back to them</u> (*the puppy, it*).

  - The first mention is called the antecedent.
    - e.g., *a boy:* antecedent.
    - *The boy:* anaphoric expression.

ANAPHORIC CO-REFERENCE: EXAMPLES

- *[The girl]$_i$ was wearing a hat; [she]$_i$ had long hair.*

- A: *Did you manage to see [Katherine]$_i$?*

- B: *[She]$_i$ was in a meeting all day.*

- *I went to [Moscow]$_i$ in the summer. I thought [it]$_i$ was beautiful.*

CATAPHORIC CO-REFERENCE: EXAMPLES

- *Only when [she]$_i$ had finished painting the wall, did [Alex]$_i$ realise that the colour was very dark.*

- *As soon as [he]$_i$ got in, [John]$_i$ fainted.*

- *[It]$_i$ really used to irritate me [when she would not phone me for days]$_i$.*

ANAPHORA THROUGH LEXICAL REPETITION

- Examples:

  - *[A woman]$_i$ walked in the room slowly and purposefully. [The woman]$_i$ was wearing a big, yellow hat.*

  - *[A dog]$_i$ was locked inside for about three days. [The dog]$_i$ was really scared when it came out.*

TYPES OF REFERENTIAL COHERENCE 2

- **Indefinite expressions**:

  - referring expressions used to introduce **new referents** in the discourse.

- **Ellipsis**:

  - When a referent is **omitted** because it can be inferred from the immediate context.

- **Inference**:

  - When interpretation concerns our **knowledge of the world**.

INDEFINITE EXPRESSIONS

- *Once upon a time there was a little girl who was called Goldilocks. She lived in a forest that belonged to a rich and powerful king. The king had a son called Jeremy, who loved hunting. One day as he was chasing a deer, he saw ??her/the little girl.*

  - Once upon a time there was a little girl. She was called Goldilocks (pronoun)
  - One day, as he was chasing a deer, he saw the little girl (lexical repetition).

LATE INDEFINITES

- *Girl subdues attacker*

  A brave young woman turned the tables on a robber and beat him with an iron pipe, then handed him over to the police in Osaka, Wednesday night.

  At about 11:25 p.m. Wednesday, a man attacked Miss Mayumi Sanda, 23, Oyodo-ku, Osaka, on a street in the same ward. He struck her several times on the head with an iron pipe and tried to strangle her…

  - Perspectivisation:

    - Experiencing an event from a given person's perspective.

ELLIPSIS

- Ellipsis is also used as a **device** of referential coherence.

  - A referent can be inferred from the immediate context, so the relevant referring expression is **omitted**.

- *"Sarah likes pizza, and John does too."*

- *"I'll take the red shirt, and you can take the blue."*

ANAPHORA BY INFERENCE

- Anaphora does not always obey the strict referential rules of grammar.
  - The process involved in this case is inference.

  - *He's been to [Italy]$_i$ many times but he still doesn't speak [the language]$_i$.*

ANAPHORA BY INFERENCE: EXAMPLES

- *Have you seen her latest paintings? The <u>colours</u> are magnificent.*

- *He bought a new car, but the <u>seats</u> are not comfortable.*

  ➢ How do we understand what the referent of *seats* and *colours* are?

RELATIONAL COHERENCE

RELATIONAL COHERENCE

- Imposing coherence on a text by imposing **particular relations** which hold between the sentences.

  - E.g., contrast, cause-consequence, concession, etc.

- Sometimes it is marked explicitly by the use of **connectives**, but not necessarily:

  - *It was too cold. She was wearing a heavy coat.*

COHERENCE RELATIONS BETWEEN CLAUSES

- **Cause–consequence**:
  - *The dog died because it was sick.*

- **Contrast**:
  - *He was well-read, but couldn't make use of all the knowledge he had.*

- **Evidence**:
  - *Jane must be eager for promotion. She's worked late three days in a row.*

- **Concession** (the second clause denies an expectation raised by the first clause):
  - *Although she had many friends, she was always alone when she most needed them.*

CONNECTIVES

- **Subordinating conjunctions**:
  - *because, if, although*, etc.

- **Coordinating conjunctions**:
  - *and, or, but, either … or,* etc.

- **Conjunctive adverbs**:
  - *so, therefore, yet,* etc.

- **Conjunctive adverbial phrases**:
  - *as a consequence, in addition,* etc.

COHESION VS. COHERENCE

- Cohesion is:

    - a property of the text.

    - It is based on lexical and grammatical links holding between various elements in a text.

- Coherence is:

    - an aspect of the reader's interpretation of a text.

    - It relates to the interpretation of a text by the language receiver.

Exercises 1-7

SUMMARY

- **Discourse**: language beyond the sentence or clause.

- **Discourse analysis:** how speaker and hearer in communication go beyond the words they produce or have in front of them to see the relations between the sentences, the sections, the paragraphs, etc.

- **Coherence**: relates to evaluations of a text produced by language receivers.

- **Cohesion**: the explicit marking of a text's coherence by means of cohesive links.
  - Coherence relations are often realised by cohesive links (pronouns, lexical repetition, etc).

SUMMARY

- **Referential coherence**: linking entities in a text.

  - Anaphoric co-reference: reference to entities named earlier in a text.

  - Cataphoric co-reference: reference to entities named later in a text.

  - Lexical repetition.

  - Indefinite expressions.

  - Ellipsis.

  - Anaphora by inference.

- **Relational coherence**: linking events in a text.

  - Types of relational coherence: contrast, cause-consequence, evidence, etc.

  - Coherence relations may be left implicit or they may be made explicit by the use of connectives (subordinating, coordinating conjunctions, etc.)