

# Lingua Inglese 1

## Lectures 5-6

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## Introduction to Text Linguistics

- Texts Linguistics assumes the **text** as its unit of analysis
- Other disciplines, such as stylistics, rhetoric, or literary criticism also focus on texts, but text linguistics conceives texts as units in themselves with **their own constitutive principles**, as well as **processes of construction and interpretation**

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## The Purpose of Text Linguistics

- Text Linguistics is situated within the current of **discourse analysis**, and it focuses on phenomena pertaining to the text/discourse dimension
- Sentences, traditional units of analysis both within Structuralist and Generative grammar, were felt as no longer adequate
- Some phenomena can be analysed, only if considered within sequences of sentences (**microstructures**) or in the overall text (**macrostructure**) → cohesive devices in the text: ellipsis, anaphors, connectives, selection of the articles, pronominalization, consecutio temporum, thematic structure
- **Texts** are viewed as **processes**, as **procedural units**, the sum of operations by which the producer controls the course of communicative events and produces instructions for the receivers to reconstruct the relations of coherence, a continuity on both semantic and pragmatic levels

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## What is a Text?

- Definition “A **text** is a communicative occurrence which meets the seven standards of textuality” (de Beaugrande-Dressler 1981)
- Length is not a discriminating feature for a text
  - “*Help!*” as cried by someone in danger
  - “*It is dangerous to lean out*” as written on trains

are both examples of texts, since they fulfil a communicative function
- If the text is made of more sentences in a sequence, it must match an overall communicative purpose, that is being interpretable as a communicative unit
- This is made possible by the observation of the **seven standard of textuality**

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## What is Textuality?

- For a linguistics of the text, at least three perspectives seem to be vitally relevant
  - The text itself as **process** and the text as **product** with many 'linguistic' qualities
  - The **participants**, usually the **producer/s** and the **receiver/s** of the text
  - The broader **context of situation** wherein the text and the participants are situated.

To address these three perspectives, we come to recognize seven standards of textuality

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## Seven Standards of Textuality

(De Beaugrande- Dressler 1981)

- Coherence
- Cohesion
- Intentionality
- Acceptability
- Informativity
- Situationality
- Intertextuality

### ***Constitutive Principles***

They define and create the form of behaviour identifiable as textual communicating

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## Regulative Principles

- Efficiency
- Effectiveness
- Appropriateness

***Regulative  
Principles***

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## Constitutive Principles

- **Cohesion**: connectedness among the components of the surface text
- **Coherence**: connectedness among the components of the textual world
- **Intentionality**: the text producer's attitude that the product should constitute a coherent text, fulfilling his/her communicative intention
- **Acceptability**: the text receiver's attitude that the producer's utterance should constitute a coherent and relevant text

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## Constitutive Principles (2)

- **Informativity:** the extent to which the occurrences of the text are new to the receiver
- **Situationality:** the factors that make the text relevant to a situation of occurrence
- **Intertextuality:** reliance on other texts, i.e. text types with typical patterns of characteristics, or prior versions the receiver will need to be familiar with

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## Regulative Principles

- **Efficiency:** communicative with a minimum expenditure of effort by the participants
- **Effectiveness:** leaving a strong impression, and creating conditions for attaining the goal of the text producer
- **Appropriateness:** the way a text is suited to the communicative situation


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## Regulative Principles (2)

- They control textual communication, rather than defining it
- **Efficiency** refers to processing ease. Light load on resources of attention and access
- **Effectiveness** It elicits processing depth. Intense use of resources of attention and access on material removed from the surface of the text
- **Appropriateness** determines correlation between the current situation and the standards of textuality

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## Regulative Principles (3)

- Efficiency and Effectiveness tend to run counter one another
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- Plain language and trite content are very easy to produce and receive, but cause boredom and leave little impression
  - Creative language and bizarre content are more difficult to process, but leave strong impressions
  - Appropriateness must mediate to indicate the proper balance between the conventional and the unconventional in each situation

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## Some Examples

### Slow children at play

- It is ambiguous, since one could segment the unit in different ways, as 'slow children' 'at play', thus conveying a presupposition regarding the intelligence of the children
  - But if we posit a scenario with a car coming and a place where children are playing such as a park, we recognize that this text is meant to be a road sign
- Slow, children at play!


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## Some Examples (2)

- A man came in. He was clearly upset
- I bought a car. I needed one. It is outside.
- I went to meet Mary at the station. Later we met Paul.
- There are various opinions concerning this problem. There are as many proposals for solving it

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## Texts vs. Non-Texts

-  Texts which do not meet the requirements of the principles of textuality are non-communicative, hence they are considered as **non-texts**
- There is a limit to the variation in the syntactic structure of an utterance in English. Examples such as:
  - \*The man started the engine, then opened his car
  - \* A steak ate my sister
  - \*The my sister like I shirt bought likeare non-texts, since they do not represent coherent or cohesive texts

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## Cohesion

- It is one of the conditions necessary for the creation of a text, and it expresses the **continuity** that exists **between one part of the text and another**
- Continuity means expressing at each stage in the discourse the **points of contact among the various parts of the text**
- Continuity provided by cohesion enables the receiver to interpret discourse, so as to **supply the missing links**, i.e. those elements not present in the text, but necessary for its interpretation

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## Cohesion (2)

- The surface expressions are taken as cues to activate concepts, and the concepts are taken as steps in the construction of a continuity of sense
- Cohesion can be found at various levels of discourse
  - Phonological
  - Morphological
  - Syntactical
  - Lexical

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## Cohesion at the Phonological Level

- **Rhyme**
  - A lifeline for airlines
  - Broken and Stolen
- **Alliteration**
  - Future Film Festival
  - A Murder a Mystery a Marriage
  - What Women Want
- **Parallelism**
  - Making tracks and making enemies
  - Reading, writing and running for President

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## Cohesion at the Phonological Level (2)

### ■ Assonance and Consonance

- The plays and places of the year
- Greg always woke up with drug in his head

### ■ Onomatopoeia

- 25 killed in a blast
- Stores await a final burst of shopping

### ■ Word Play

- The rain in Spain stays mainly in the plain (from G.B. Shaw *Pigmalion*)
- “la rana in Spagna gracida in campagna”

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## Cohesion at the Phonological Level (3)

### ■ Cohesion at this level is particularly prominent in poetry

- The fair breeze blew, the white foam flew  
The furrow follow'd free
- We were the first that ever burst into the silent sea  
(S.T. Coleridge, from *The Rhyme of the Ancient Mariner*)

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## Cohesion at the Phonological Level (4)

- ....and in advertising
  - Add a very special S to your sensations (Shamir Ultrafine cashmere)
  - Why Walk When you can fly (Emotion by Laura Biagiotti)
  - Krazy Krazy Krazy Krazy Krizia
  - Uiet, uick, tran uil. You'll miss the Q's when you fly through Terminal 4.

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## Cohesion at the Morphological Level

- Morphological cohesion is produced by the repetition of the same bound morphs (affixes) or free morphs (free-standing words)
  - Fishy fishy in the brook  
Daddy caught him on a hook  
Mommy fried him in a pan  
And baby ate him like a man
  - We're adding the finishinging touches to excitinging new Ramada roomss, lobbiess and restaurantss remodeled in our nationwide refurbishment program.  
We're complementing new carpeting and furnishings in our lobbies with greenery and contemporary wall hangings  
(Advertisement Ramada Hotel)

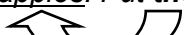
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## Cohesion at the Sentence Level

- Cohesive devices are used to show and simplify the surface text and they allow the text producer to activate content with fewer elements
- These economic devices are highly **efficient**, in that they save processing effort by being shorter than the expressions that they replace
  - **Reference**
  - **Substitution**
  - **Ellipsis**
  - **Junctives**

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## Reference: Phoric Relations

- Reference: the relation between a linguistic expression and what it is related to
  - **Exophoric**: situational. Exophoric words indicate assumed shared knowledge between the writer and the reader
    - Finally on 7 May 1945, Germany surrendered to the Allied Forces
    - Has the gardener come?
  - **Endophoric** reference: textual. It can be **anaphoric** (referring to preceding text), or **cataphoric** (referring to following text)
    - *Wash and core six cooking apples. Put **them** into a fireproof dish.*  


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## Anaphora and Cataphora

- Anaphoric Reference ←

  - Take the fish. Cut **it** in pieces
  - Tom called me yesterday. **This** was rather unexpected

- Cataphoric Reference ⇒

  - No one had recognized **her**, but Mary, the farmer's daughter had come back to town
  - Leave **him** alone. The poor child is just playing
  - Let me say **this** to you. There is no reason why you shouldn't be successful

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## Reference

- **Personal reference** is reference by means of the function in the speech situation through the category of person.
- The category of personals includes three classes of
  - Personal pronouns
  - Possessive adjectives
  - Possessive pronouns
- **Personal pronouns**
  - Speech roles > I – you – we
  - Other roles > he – she – they - it

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## Reference (2)

- I, YOU, WE are typically exophoric items:
  - A: Did you go to the cinema last Sunday?
  - B: No, I didn't. I was too busy
  - A: What did you have to do?
  - B: I had to clean my room
  
- They are endophoric/ anaphoric in quoted speech
  - "Look there is a note from Jane". She says: "I've already bought some food for dinner".

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## Reference (3)

- HE, SHE, THEY are typically endophoric/anaphoric items
  - Adela had always meant to tell the truth and nothing but the truth and she rehearsed this as a difficult task – difficult because her disaste in the cave was connected, though by a thread with another part of he life, her engagement to Ronny

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## Reference (4)

- **IT** has a double function
  - It can be **endophoric**
  - Poirot opened the bag. There was no pistol inside. He handed the bag back to her, meeting her scornful, triumphant glance. “No”, he said pleasantly, “It is not here” (Agatha Christie *Death on the Nile*)
  - Or **exophoric**
  - He found it very pleasant to talk to Lispeth, and walk with Lispeth and say nice things to her, and call her pet names while he was getting strong enough to go away. It meant nothing at all to him, and everything in the world to Lispeth (Rudyard Kipling *Lispeth*)

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## Reference (5)

- **Demonstrative Reference** is reference by means of location on a scale of proximity, space or time
- Like personals, the demonstratives regularly refer exophorically to something within the context of situation:
  - Look at those flowers!
  - The bus is coming.
  - Come here.
  - What’s going on now?
- Endophoric reference:
  - It would have been a good idea to buy her a present
  - This is what I mean

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## Substitution

- It entails repeating a structure and its content, but substituting some of its surface expressions
  - Let's go and see the bears. The polar ones are over on that rock. (nominal substitution)
  - One doesn't replace a legend. One creates a new one. The new 911 Porsche (nominal substitution)
  - Charles is now an actor. Given half a chance I'd have been the same (nominal substitution)

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## Substitution (2)

- The words didn't come the same as they used to do (verbal substitution)
- I don't know the meaning of half those long words, and what's more, I don't believe you do either (verbal substitution)
- Would you like to be robbed, if you were me? Certainly not (clausal substitution)
- A: "The world is secretly controlled by beings from outer space". B: "Do you really think so?" (clausal substitution)

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## Ellipsis

- Ellipsis entails repeating a structure and its content omitting some of the surface expressions. It is substitution by zero
  - A: Where's my book? B: **[E]** On the sofa
- The relation between ellipsis and substitution is so tight that a relevant problem is trying to trace a border between them: 'The question whether a given example is truly elliptical or not must be decided empirically' (B-D, 1981)

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## Ellipsis vs. Substitution

### ■ Ellipsis



An elliptical item is one which leaves specific structural slots to be filled from elsewhere

A: What is the capital of England?

B: London **[E]**.

### ■ Substitution



An explicit counter is used as a place-marker for what is presupposed (use of pro-forms as *one, do, so*)

A: Mark has a crush on Lucy.

B: Do you really think **so**?

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## Ellipsis (2)

- On the basis of the **Economy Principle** ('Be quick and easy'), the use of ellipsis reduces the amount of time and effort in both encoding and decoding, avoiding redundancy and repetition, BUT only when it does not lead to ambiguity
- There is a constraint on **recoverability** and elliptical parts of the sentence must be recoverable either from the **linguistic** or the **situational context**

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## Types of Ellipsis

- Mix the eggs, sugar and salt together, and whip **[E]** well (**nominal ellipsis**)
- Push **[E]** (sign written on a door) (**nominal ellipsis**)
- Do not spray **[E]** on a naked flame. (on a spray can of air freshener)



## Verbal Ellipsis

- It entails cases of omission within the *Verbal group*
- It can be of two types:

### *Lexical Ellipsis*



It involves the **omission of the lexical verb**, so that the verbal group consists only of the operator – expressing modality (*can, will, would, may, might*) or tense (*be, have, do*)

### *Operator Ellipsis*



It involves the **omission of the operator**, so that the lexical verb is always explicit.

Generally, the **Subject** is also omitted from the clause

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## Types of Ellipsis (2)

- Joan brought some carnations, and Catherine [E] some sweet peas (**verbal ellipsis**)
- Its profile displays the elegance of jewellery. Its face [E] the precision of a high-performance instrument. Its back, [E] a watch maker's masterpiece (Vacheron Constantin) (**verbal ellipsis**)
- Brian won't do the dishes, so I'll have to [E] (**clausal ellipsis**)
- She said that she would retire as soon as she could, and she has [E] (**clausal ellipsis**)

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## Junctives

- These items are cohesive not in themselves. They are not “phoric”, but they represent semantic links between elements that are constitutive of the text. They specify the way in which what is to follow is systematically connected to what has gone before
- Rather than simplifying (through abbreviation) the structure of a given text, they express certain meanings which presuppose the presence of other components in the discourse

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## Junctives (2)

- **Conjunction (same status)**
  - 'While you're refreshing yourself,' said the Queen, 'I'll just take the measurements.' **And** she took a ribbon out of her pocket, marked in inches.
- **Disjunction (alternative status)**
  - “Shall we try another figure of the Lobster Quadrille?” the Gryphon went on. “**Or** would you like the Mock Turtle to sing you a song?”
- **Contrajunction (same status, but incompatible in the textual world)**
  - I felt very bad. **Nevertheless** I decided to go all the same

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## Junctives (3)

- Coordination and subordination are means whereby the structure of a simple sentence can enter a more complex structure
  - **Subordination** (since, because, although, if, so that etc.)
    - Since Peter is at home, she's gone for a walk.
    - She's gone for a walk, because Peter is at home.
    - Although Peter is at home, she's gone for a walk.

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## Junctives (4)

- Coordination and parallelism
  - These terrorists have destroyed their own credibility. They resisted arrest and they gave themselves up. They went on a hunger strike and then they started taking food. Some of them claim that they are nationalists and some of them claim that they are all opposed to nationalism
  - His first and best novel (paratactic relation)
  - His first successful novel (hypotactic relation)
  - I was hungry and my wife [E] anxious (coordination and ellipsis)
  - \*I was anxious because my wife [E] hungry.

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## Junctives (6)

- Coordination (coordinators: and, but, or; conjuncts: so, for, yet, nevertheless, therefore)
  - Syndetic
    - Peter is at home, and she's gone for a walk.
    - Peter is at home, but she's gone for a walk.
    - Peter is at home, so she's gone for a walk.
    - She's gone for a walk, for Peter is at home.
  - Asyndetic /Juxtaposed
    - Peter is at home. She's gone for a walk.
  - Polysyndetic
    - Peter is at home, and it's almost tea time, and she's gone for a walk.

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## Lexical Cohesion

- In order to complete the picture of cohesive devices, it is necessary to take into account lexical cohesion
- This is the cohesive effect achieved by the selection of vocabulary
- On the borderline between grammatical and lexical cohesion, is the cohesive function of general nouns. These are a small set of nouns having generalized reference within the major noun classes, those such as 'human noun', 'place noun' and the like
  - People, person, man, woman, child, boy, girl (human)
  - Creature (non-human animate)
  - Thing, object (inanimate concrete noun)
  - Stuff (inanimate, concrete mass)
  - Business, affair, matter (inanimate abstract)
  - Move (action)
  - Place (place)
  - Question, idea (fact)

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## Lexical Cohesion (2)

- Didn't everyone make it clear they expected the minister to resign? But it seems to have made no impression on **the man**
- What shall I do with all this crockery? – Leave **the stuff** here; Someone' ll come and put it away
- Can you tell me where to stay in Geneva? I've never been to **the place**

These nouns have a cohesive function, in that a general noun is always accompanied by the reference item *the*, which make them function like anaphoric items

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## Lexical Cohesion (3)

- Some of them also have a an interpersonal meaning, i.e. they convey an attitude of familiarity. Consider *idiot, fool, devil, dear*
- Many general nouns can also be accompanied by an attitudinal modifier
  - I've been to see my great-aunt. The poor old girl's getting very forgetful these days.
  - Henry's thinking of rowing the Atlantic. Do go and talk to the wretched fool.

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## Lexical Cohesion

- Reiteration
  - Recurrence
  - Partial Recurrence
  - Parallelism
  - Chiasm
  - Paraphrase
  - Synonymy
- Collocation
  - Hyponymy
  - Meronymy
  - Antonymy

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## Lexical Cohesion (2)

- **Recurrence** is the straightforward repetition of items
  - Optical fibers are now expected to be the principal communications medium in the next decades. Transmitting light is the first step towards optical communications; light can be guided along a suitable path producing internal reflection. When light strikes the material at an angle, it is totally reflected; a cladding material, surrounding the glass core, reflects light back into the core preventing loss of signals. Thus light travels zigzagging along the fibers.
  - Rollins College: a unique education, a unique experience

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## Lexical Cohesion (3)

- Reiteration does not only include repetition of the same lexical items, but also the occurrence of a related item, which can be a) a synonym, b) a near synonym, c) a superordinate, or d) a general word.
- There's boy climbing the tree.
  - The boy's going to fall, if he doesn't take care.  
**repetition**
  - The lad's going to fall, if he doesn't take care.  
**synonym**
  - The child's going to fall, if he doesn't take care.  
**superordinate**
  - The idiot's going to fall, if he doesn't take care.  
**general word**

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## Lexical Cohesion (4)

- In reiteration, it is not necessary for two words to have identity of reference, in order to be cohesive
  - Why does this little boy have to wriggle all the time?
    - **Comparative reference**, in view of the item *other*
  - Other boys don't wriggle.
    - **General reference, inclusion**
  - Boys always wriggle.
    - **No implication of inclusion or of reference**
  - Good boys don't wriggle.
    - **No implication of inclusion or of reference**
  - Boys should be kept out of here.
    - **This relation is not dependent on the presence of other items**

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## Lexical Cohesion (5)

- **Partial Recurrence** is the shifting of already used items to different classes (morphological variant)
  - Jung “Psychology and Literature”
  - It is obvious enough that *psychology*, being the study of *psychic* processes, can be brought to bear upon the study of literature, for the human psyche is the womb of all sciences and arts. We may expect *psychological* research, on the one hand, to explain the formation of a work of art, and on the other one to reveal the factors that make a person artistically creative. The *psychologist* is thus faced with two separate and distinct tasks, and must approach them in radically different ways

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## Lexical Cohesion (6)

- **Parallelism** entails re-using surface formats but filling them with different expressions
  - Stephen Shaw, Director of Prison Reform Trust
  - “Black people are most likely than their white counterparts to be stopped by the police. If stopped, they are most likely to be arrested. If arrested, they are more likely to be charged. If charged, they are more likely to be remanded in custody; and if convicted, more likely to receive a sentence imprisonment”

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## Lexical Cohesion (7)

- **Chiasmus** is the reversal of form which may stress the reversal of content
  - From *Declaration of Independence*
  - We must hold them Enemies in War, in Peace Friends
  - J. Keats, from *There was a Naughty Boy*
  - There was a Naughty Boy,  
And a naughty boy was he

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## Lexical Cohesion (8)

- **Paraphrase** entails repeating content but conveying it with different expression
  - He went on a journey, and this was the first trip he made since last month.
  - Mrs Thatcher:
    - the (ex) Prime Minister – The Iron Lady
  - La Juventus – I Bianconeri

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## Lexical Cohesion (9)

- Jeremy Bentham, from *Of the Principle of Utility*
  - By utility is meant that property in any object, whereby it tends to produce benefits, advantage, pleasure, good, or happiness (all this in the present case comes to the same thing) or (what comes again to the same thing) to prevent the happening of mischief, pain, evil, of unhappiness to the party whose interest is considered.

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## Overall Cohesion

*Veni vidi vici*  
*Venni vidi vinsi*  
*I came I saw I conquered*

- **Phonological cohesion:** alliteration, assonance
- **Morphological cohesion:** the same suffixes, the same number of syllables, stress on the same syllable
- **Grammatical Cohesion:** 3 verbs at the same person,
- **Semantic Cohesion:** verbs of action (*vidi* means willing to look)  
there is a logical relation between the actions; Ordo Naturalis
- **Rhetoric:** climax, crescendo at the end
- In English *I conquered* is preferred to *I won*, because some weight is put on this word, in accordance to the principle of end-focus

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