

TEXT LINGUISTICS

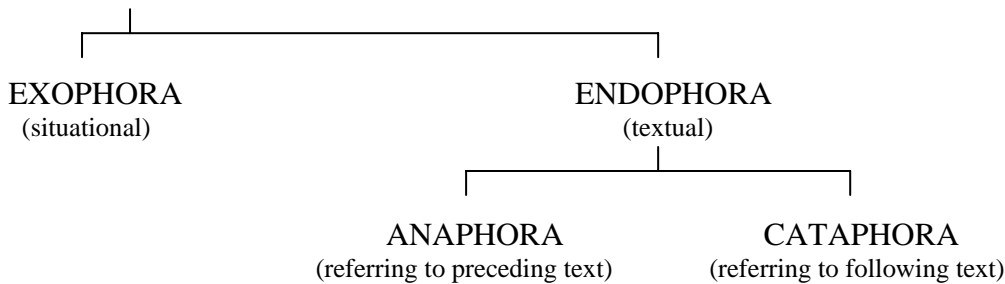
I. Introduction

A TEXT is a unit of language in use. It applies to any passage, spoken or written, of whatever length, that does form a unified whole – a semantic unit.

A TIE refers to a pair of cohesively related items. It occurs as a REFERENCE or REPETITION.

COHESION refers to relations of meaning that exist within the text, and that define it as a text. There are two types: GRAMMATICAL and LEXICAL cohesion.

II. Reference (semantic level)



Examples:

ANAPHORA: Three blind mice see how they run.

CATAPHORA: I would never have believed it. They've accepted the proposal.

EXOPHORA: (a child making noise). Mother: Stop doing that here. I'm trying to work.

Types of reference:

- a. **PERSONAL** – lexical items replaced with **personal pronouns, possessive adjectives, possessive pronouns** ...
- b. **DEMONSTRATIVE** – realised by deictic terms: **demonstrative adverbs** (here, now ...), **nominal demonstratives** (this, these ...), **definite article** (the).
- c. **COMPARATIVE** – on the basis of **identity** (same), **similarity** (such), **difference** (other, else), **numerative** (more, less), **epithets** (better).

Examples of types of reference:

PERSONAL:	<i>John has moved to a new house. He had it built last year.</i>
DEMONSTRATIVE:	<i>I like the push-ups and the sit-ups. These are my favourites.</i>
COMPARATIVE:	<i>Mary was a lady in mid-20s. Such people can't change a flat tyre.</i>

III. Substitution (grammatical level)

Ellipsis is also a kind of substitution, defined as substitution by zero.

Types of substitution:

- a. **NOMINAL** – one, ones, (the) same ...
 - i. *My axe is too blunt. I must get a sharper one.*
 - ii. *I'll have two poached eggs on toast. I'll have the same.*

- b. **VERBAL** – do
 - i. *Does Mary sing? No, but George does.*
- c. **CLAUSAL** – so, not ...
 - ii. *Is there going to be an earthquake? It says so.*
 - iii. *Has everyone gone home? I hope not.*

IV. Ellipsis (grammatical level)

Ellipsis means that something is left unsaid i.e. an item is omitted. Ellipsis is closely related to substitution, because it substitutes an item 'by zero'.

Types of ellipsis:

- a. **NOMINAL** – a word functioning as **deictic, numerative, epithet** or **classifier** is upgraded from the status of **modifier** to the status of **head**.
 - i. *-Did you get a first prize? – No, I got a third.*
 - ii. *His sons went into business. Neither succeeded.*
- b. **VERBAL** – the structure does not fully express its systemic features.
 - i. *Have you been swimming? Yes, I have. (lexical ellipsis)*
 - ii. *Has she been crying? No, laughing. (operator ellipsis)*
- c. **CLAUSAL** – clauses have a two-part structure: MODAL + PROPOSITIONAL ELEMENTS
 - i. *Who taught you to spell? Grandfather did.*

PRESUPPOSED CLAUSE | ELLIPTICAL FORM | SUBSTITUTION FORM | FULL FORM

ii. *Has the plane landed? | Yes, it has. | Yes it has done. | Yes, it has landed.*

V. Conjunction (semantic + grammatical level)

Types of conjunction:

- a. **ADDITIVE** (includes alternative and negative)– and, nor, or (else), furthermore, thus, likewise ...
- b. **ADVERSATIVE** – yet, but, however, actually, instead, at any rate ...
- c. **CAUSAL** – so, hence, consequently, because, otherwise ...
- d. **TEMPORAL** – then, finally, soon, up to now, in short, to sum up ...

Examples:

He was climbing for the whole day...

- a. **ADDITIVE**: ...and in all this time he met no one.
- b. **ADVERSATIVE**: ...yet he was hardly aware of being tired.
- c. **CAUSAL**: ...so by night time the valley was far below him
- d. **TEMPORAL**: ...then as dusk fell, he sat down to rest.

VI. Lexical cohesion (semantic + grammatical level)

REITERATION – the repetition of the same lexical item + the occurrence of a related item.

There's a boy climbing that tree.

- a. **Repetition**
The boy's going to fall if he doesn't take care.
- b. **A synonym or near-synonym**
The lad's going to fall if he doesn't take care.
- c. **A superordinate**
The child's going to fall if he doesn't take care.
- d. **A general word**
The idiot's going to fall if he doesn't take care.

REFERENCE: There's a boy climbing that tree.

- a. **Identical**
The boy's going to fall if he doesn't take care.
- b. **Inclusive**
Those boys are always getting into mischief.
- c. **Exclusive**
And there's another boy standing underneath.
- d. **Unrelated**
Most boys love climbing trees.

COLLOCATION – the sharing of the same lexical environment.

e.g.: *mountaineering ... Mount Everest ... summit peaks ... climb ... ridge ...*

VII. The seven criteria of textuality

1. **COHESION** is a **continuity of occurrences** that stick together and thus contribute to the stability of the text. It is based on syntax.

There was an old woman who lived in a shoe. She had so many children she didn't know what to do.

"She" is a co-referent to "old woman" – personal reference.

2. **COHERENCE** is present when a text makes sense because there is a **continuity of senses** which holds a text together – it has to be semantically and logically OK.

*George entered the room. He saw Mary cleaning the table.
John fell and broke his neck. (?) John broke his neck and fell.*

3. **INTENTIONALITY** concerns the text producer's attitude that the set of occurrences should constitute a cohesive and coherent text instrumental in fulfilling the producer's intentions, e.g. to distribute knowledge or to attain a goal.

Customer: *When is the Windsor train?* ← ambiguity [which sense is actually intended?]
Official: *To Windsor?*
Customer: *Yes.*
Official: *3:15.*

4. **ACCEPTABILITY** concerns the text receiver's attitude that the set of occurrences should constitute a cohesive and coherent text having some use or relevance for the receiver, e.g. to acquire knowledge or provide co-operation in a plan.

*I'm too busy for talking just now.
I don't care to talk about it.*

5. **INFORMATIVITY** concerns the extent to which the occurrences of the presented text are expected vs. unexpected or known vs. unknown/certain.

The sea is water. Vs. In addition to being water, the sea is also a solution of gasses and salts.

The second sentence carries a higher order of informativity than the first one.

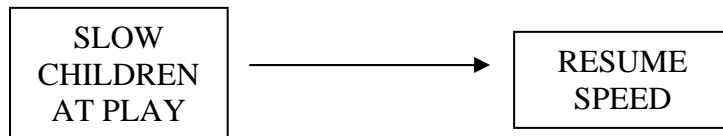
6. **SITUATIONALITY** concerns the factors which make a text relevant to a situation of occurrence.

A

SLOW
CHILDREN
AT PLAY

traffic sign has to very economic with words, because drivers speeding by do not have the time to read elaborate passages.

7. **INTERTEXTUALITY** concerns the factors which make the utilization of one text dependent upon knowledge of one or more previously encountered texts.



It is hard to make sense of the second sign if the first sign was overlooked.

VIII. The three features of the context of situation

1. **THE FIELD OF DISCOURSE – EXPERIENTIAL MEANING** refers to what is happening to the nature of the social action that is taking place: what is it that the participants are engaged in, in which the language figures as some essential component?
2. **THE TENOR OF DISCOURSE – INTERPERSONAL MEANING** refers to who is taking part, to the nature of the participants, their statuses and roles: what kinds of role relationship obtain among the participants, including permanent and temporary relationships of one kind or another, both the types of speech role that they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved?
3. **THE MODE OF DISCOURSE – LOGICAL MEANING** refers to what part the language is playing, what it is that the participants are expecting the language to do for them in that situation: the symbolic organisation of the text, the status that it has, and its function in the context, including the channel (spoken, written, combination of the two) and also the rhetorical mode, what is being achieved by the text in terms of such categories as persuasive, expository, didactic ...

IX. The concept of register

Register is a semantic concept. It can be defined as a configuration of meanings that are typically associated with a particular situational configuration of field, mode, and tenor.

2 kinds of register:

- **CLOSED** (restricted language) – no scope for individuality, no room for interpretation, the range of possible meanings and words used is fixed, i.e. military commands ...
- **OPEN** – i.e. registers of headlines, recipes, technical instructions, legal documents

Register is never completely opened, because the speaker is always limited by the situation and the message that he wishes to convey. If the were fully open the message or the text would become non-text i.e. would not conform to the seven criteria of textuality.

X. Texture, cohesive ties & devices

Texture is a matter of meaning relations and this is what distinguishes a text from something that is not a text. The text should function as a unity with respect to its environment.

A cohesive tie is a relation between two items in two messages.
There are three cohesive devices:

- **CO-REFERENTIALITY** – the relationship of situational identity of reference. Realised by pronominals, demonstratives ...

I had a little nut tree / nothing would it bear...

- **CO-CLASSIFICATION** – the relationship of situational identity of class. Realised by substitution or by ellipsis.

I play the cello. My husband does, too.

- **CO-EXTENSION** – a relationship between two co-occurring lexical items. Realised by the use of synonyms, antonyms, hyponyms, and the repetition of the same lexical unit ...

...but a silver nutmeg / and a golden pear

Cohesive tie is established whenever stand in any of the four relations:

SYNONYMY (the meaning of the two lexical items is identical)

buy – purchase

ANTONYMY (the meaning of the two lexical items is opposite)

clean – dirty

HYPONIMY (a relation that holds between a general class and its ordinate)

animal – cow

MERONIMY (the term refers to part-whole relation)

tree – branch