

## TASK 1: The content of *that*-clauses

A The sentences below<sup>1</sup> feature quite complex **clauses**. Look at the underlined words, and try to identify what kind of clause is being used.

1. Moreover, many critics of the direct access view **attempt to** empirically **demonstrate that** the literal meanings of words in, for instance, metaphor and irony, appear to be accessed.
2. The direct access view simply **claims that** listeners need not automatically analyze the complete literal meanings of linguistic expressions before accessing pragmatic knowledge to figure out what speakers mean to communicate.
3. These experimental findings **demonstrate that** the traditional view of indirect and figurative language as always requiring additional cognitive effort to be understood has little psychological validity.
4. These scholars sometimes **argue that** sensitive, on-line methods are needed to examine if and when literal meanings are accessed during language interpretation.
5. Yet it **is not** at all **clear that** the additional time needed to understand some novel expression is necessarily due to a preliminary stage in which the non-pragmatic, literal meaning for an entire utterance is first analyzed and then rejected.

B Now look at some other clause types from the same extract. Can you identify (i) relative clause(s), (ii) embedded clause(s) and (iii) cleft sentence(s)? What are their features?

1. Another way of putting this is **that** even if individual word meanings are momentarily activated regardless of context, (...)
2. But all the direct access model posits is **that** people do not automatically analyze the complete context-free, or literal meanings, of entire utterances before deriving their figurative meanings.
3. Research from various on-line studies provide support for both the context sensitive model of lexical access (Glucksberg et al., 1986; Vu et al., 1998), in **which** only the contextually appropriate meaning is activated, and context-insensitive views (Swinney, 1979; Burgess et al., 1989), in **which** all the ambiguous word's meanings are momentarily activated until contexts comes in to disambiguate the word's meaning.
4. Thus, even theorists espousing a purely modular view of lexical ambiguity resolution do not argue that people carry the literal meanings of words till they get to the end of linguistic statements before pragmatic information, including context, is accessed to infer speakers' contextually appropriate messages.
5. Yet it is not at all clear **that** the additional time needed to understand some novel expression is necessarily due to a preliminary stage in which the non-pragmatic, literal meaning for an entire utterance is first analyzed and then rejected.

<sup>1</sup> Gibbs 2002. 'A new look at literal meaning in understanding what is said and implicated.' *Journal of Pragmatics*. (The same extract was used in Lesson 1 to investigate reporting structures).

## TASK 2: Relative pronouns

Test your knowledge of relative pronouns and clauses by filling in the article below<sup>2</sup> with **that**, **which**, **who**, **where**, **whom**, or **whose**.

To appreciate the situation of English in Singapore, one must recognize the multilingual context in \_\_\_\_\_ English has existed from the outset. Claimed by the British East India Company in 1819 as a non-settler exploitation colony, Singapore saw both the introduction of English and the development of a multicultural, multilingual population \_\_\_\_\_ characterizes the nation today.

The establishment of Singapore as a trading post brought about a dramatic population increase, a result of the rapid influx of immigrants from all over Asia. The “Malays” included immigrants from various parts of the Malay/Indonesian archipelago \_\_\_\_\_ spoke not just Malay but also Javanese, Buginese, Boyanese; the “Chinese,” were largely from the southern coastal areas of China, \_\_\_\_\_ Hokkien, Teochew, Cantonese, Hakka and Hainanese were spoken; the “Indians” from the north and south of India as well as Ceylon had Tamil, Telugu, Malayalam, Punjabi, Bengali, Sinhalese as their languages. There were also mixed communities such as the Straits Chinese for \_\_\_\_\_ Baba Malay was the vernacular, and Eurasians \_\_\_\_\_ spoke Portuguese Creole. During this era, Bazaar Malay, a form of restructured Malay, \_\_\_\_\_ had been the lingua franca in the region for centuries, served as the interethnic lingua franca in Singapore, while Hokkien served as the intraethnic lingua franca for the Chinese. The formal introduction of English language was via English-medium schools, the first in 1823, \_\_\_\_\_, while initially for the elite, rapidly increased in enrolment: by the late 1940s about a third of students were enrolled in English-medium schools.

## TASK 3: Unpacking relative clauses

*A- The following sentences contain relative clauses. “Unpack” these clauses by turning them into simple sentences . The first one is done for you.*

This hypothesis, which was first proposed in 1971, can be stated in its simplest terms:

→ **This hypotheses was first proposed in 1971. It can be stated in its simplest terms**

1. According to Gries (2008), a “phrase” consists of two or more word forms which together express a semantically complete meaning.<sup>3</sup>
2. Some phrases consist of a lexicogrammatical configuration which combines aspects of syntax and semantics in a more abstract manner.
3. One such phrasal type is the semi-prepackaged phrase, which can be illustrated with *the faintest idea*, and its variants (Francis, 1993, p. 144).

<sup>2</sup> Text adapted from L. Lim (2013) “English and Multilingualism in Singapore” In Carol A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*. Oxford: Blackwell.

<sup>3</sup> Sentences extracted from G. Philip (2013) “Technology and Phrases”. In Carol A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*. Oxford: Blackwell.

4. In other words, only phrases which are also lexical bundles can be retrieved automatically
5. The vast majority of lexical bundles, while identifiable automatically, are missing the “semantic completeness” that is necessary if they are to qualify as phrases.
6. Recent advances have led to the development of *skip-grams* and *concgrams*, both of which are designed to overcome the limitations of n-grams.
7. Scholars have resorted to multiple searches which are then collated and verified manually.
8. The searches performed make use of well-established software tools which are included as a matter of routine in corpus query packages, namely the wild-card character and the intervening span.

*B- Which of these relative clauses are defining, and which are non-defining?*

1. One such phrasal type is the semi-prepackaged phrase, which can be illustrated with *the faintest idea*, and its variants (Francis, 1993, p. 144).
2. The searches performed make use of well-established software tools which are included as a matter of routine in corpus query packages
3. The “Malays” included immigrants from various parts of the Malay/Indonesian archipelago who spoke not just Malay but also Javanese, Buginese, Boyanese.
4. The vast majority of lexical bundles, while identifiable automatically, are missing the “semantic completeness” that is necessary if they are to qualify as phrases.
5. Research from various on-line studies provide support for both the context sensitive model of lexical access (Glucksberg et al., 1986; Vu et al., 1998), in which only the contextually appropriate meaning is activated, and context-insensitive views (Swinney, 1979; Burgess et al., 1989), in which all the ambiguous word’s meanings are momentarily activated until contexts comes in to disambiguate the word’s meaning.
6. During this era, Bazaar Malay, a form of restructured Malay, which had been the lingua franca in the region for centuries, served as the interethnic lingua franca in Singapore, while Hokkien served as the intraethnic lingua franca for the Chinese.
7. Caribbean settlement and plantation life, which spawned the linguistic contact of British colonial masters with these various groups, became a major source of contribution to the lexicon of modern English.
8. The varieties of English spoken in the Anglophone Caribbean today reflect the linguistic contributions of the English-speaking explorers and settlers who exported the language from the British homeland to the region in the early 16th century

*C- Finally, look at these other sentences (not many!).*

1. Because slavery and indentureship largely eradicated the original ethnic languages of the exploited groups, the contact languages — creoles and creole English — **that emerged** in the Caribbean became the vernacular, **evidenced** in a continuum of usage between creole and

English, **known** as a creole continuum, **which became** publicly labeled as English because of the stigmatization of creoles.

2. The lexicon across the Anglophone Caribbean is extremely varied, **reflecting** the particular geography, ecology, ethnic populations, and different European colonizers **that controlled** the countries at various points.
3. The **searches performed** make use of well-established software tools which are included as a matter of routine in corpus query packages, namely the wild-card character and the intervening span.
4. Yet it is not at all clear that the additional **time needed to understand some novel expression** is necessarily due to a preliminary stage in which the non-pragmatic, literal meaning for an entire utterance is first analyzed and then rejected.

*The first two show an alternative to using a relative pronoun – the use of a non-finite clause instead. The first one uses past participles, while the second one uses a present participle: the to-infinitive can also head non-finite clauses.*<sup>4</sup>

*The third and fourth embed the relative clause within a noun phrase. This is a very common structure: it reduces the specificity of what is being said (notice that the embedded form takes the definite article, while the unpacked form does not) and thus gives the impression of increased authoritativeness.*<sup>5</sup>

*All of these sentences can be “unpacked” like the ones in Task 3A*

1. Because slavery and indentureship largely eradicated the original ethnic languages of the exploited groups, the contact languages — creoles and creole English — that emerged in the Caribbean became the vernacular. **This is evidenced** in a continuum of usage between creole and English. **This continuum of usage is** known as a creole continuum. **which The creole continuum** became publicly labeled as English because of the stigmatization of creoles.
2. The lexicon across the Anglophone Caribbean is extremely varied. ~~reflecting~~ **This variety reflects** the particular geography, ecology, ethnic populations, and different European colonizers that controlled the countries at various points.
3. **Searches were performed** The searches ~~performed~~ make use of well-established software tools which are included as a matter of routine in corpus query packages, namely the wild-card character and the intervening span.
4. **Additional time is needed to understand some novel expressions.** Yet it is not at all clear that the additional time ~~needed to understand some novel expression~~ is necessarily due to a preliminary stage in which the non-pragmatic, literal meaning for an entire utterance is first analyzed and then rejected.

<sup>4</sup> Sentences 1 & 2 extracted from S. Nero (2013) “Varieties of English in the Caribbean” In Carol A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*. Oxford: Blackwell.

<sup>5</sup> Sentence 3: G Philip (op. cit.); sentence 4: Gibbs (op.cit)

**TASK 4: Adjuncts (i)**

While all sentences need a Subject and a Verb, they don't necessarily start with the Subject. The paragraph below, divided into its component sentences<sup>6</sup>, shows this in action. Underline the Subject of the main clause, and identify what occurs immediately before it. Are the adjuncts related to **manner**, **place**, or **time**; or are they **discourse adverbials** (words which organise the text)?

1. As would be expected, there is a converse view that sees creole languages as continuations of the socially subordinate substrate languages.
2. According to Alleyne (1980, p. 33), Atlantic English-lexicon creole languages, the subject of his study, represent the continuation of a set of shared features underlying the West African Niger–Congo substrate languages.
3. As he argues, “we are perhaps dealing with several languages (West African Niger-Congo) which had a number of phonological, syntactic and lexical isoglosses in common” (Alleyne, 1980, p. 223).
4. Unlike Mufwene (2001), Alleyne is not dealing here with divergent dialects of a single language such as English or French.
5. He, instead, is referring to languages which are quite disparate, and belonging to distinct subgroups of Niger–Congo languages spoken in West Africa, notably those such as Mande, Kwa, and Bantu.
6. The argument for substrate transmission, has, therefore, by definition, to be more abstract than that for superstrate transmission.
7. Among the underlying substrate features which Alleyne (1980, pp. 136–79) proposes for Atlantic English-lexicon creoles is a preference for open, consonant–vowel (CV) syllable structures; the morphological process of reduplication to produce a distributive meaning; and the use of preverbal markers in the sequence Tense + Aspect.

**TASK 5: Discourse adverbials**

Put the words into the correct column, depending on their function. (Some have more than one...). What punctuation would you expect to find around these expressions?

| ADDING INFORMATION                                         | CONTRASTING                                                  | SUMMARISING                                                        | REASON/CAUSE                                              | EXEMPLIFYING                              |
|------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------|
| and                                                        | but                                                          | to summarise                                                       | therefore                                                 | e.g.                                      |
|                                                            |                                                              |                                                                    |                                                           |                                           |
|                                                            |                                                              |                                                                    |                                                           |                                           |
|                                                            |                                                              |                                                                    |                                                           |                                           |
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|                                                            |                                                              |                                                                    |                                                           |                                           |
|                                                            |                                                              |                                                                    |                                                           |                                           |
| additionally<br>consequently<br>i.e.<br>moreover<br>though | although<br>e.g.<br>in addition<br>not only/but also<br>thus | and<br>even if<br>in conclusion<br>on the contrary<br>to summarise | as well as<br>furthermore<br>in sum<br>such as<br>whereas | but<br>however<br>in summary<br>therefore |

<sup>6</sup> Hubert Devonish (2013) “Language Evolution: Pidgins and Creoles”. In Carol A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*. Oxford: Blackwell.

**TASK 6: Adverbials in context**

*Add some interest to this text<sup>7</sup> by adding adverbials and adjuncts to vary the unrelenting SVO presentation of the information*

Key factors that account for European languages and Christianity being transplanted worldwide are identified. The privileged position of ex-colonial languages has been consolidated through Western influence on educational policies and linguistic imperialism. The existence of alternative language policies that create greater social justice shows that much-needed change is possible. European languages have accompanied political and economic influence, invariably backed up by military might. The present-day strength of English, French, Spanish, and Portuguese in the Americas, Africa, Asia, Australasia, and the Pacific is a direct consequence of successive waves of colonization. The dominance of English, rather than French, in North America and India is due to British military successes. The external colonization of English built on internal suppression of all the Celtic languages of the British Isles (Welsh, Gaelic, etc.).

The significance of language for political control was appreciated from its inception. In 1492 Queen Isabella of Spain was presented with a plan for establishing Castilian as “a tool for conquest abroad and a weapon to suppress untutored speech at home” (quoted in Ilich, 1981, p. 35). For its author, Nebrija, the first modern grammarian and language planner, “Language has always been the consort of empire, and forever shall remain its mate” (p. 34). The language was to be fashioned as a standard in the domestic education system, as a means of social control, and harnessed to the colonial mission elsewhere.

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<sup>7</sup> Robert Phillipson (2013) “Colonialism and Language Policy and Planning” In Carol A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*. Oxford: Blackwell.