

## TASK 1: Cause and effect

Complete the following sentences with 'as' / 'because' / 'since', 'as a result', or 'because of' / 'due to' / 'owing to'.

### Britons pull own teeth \_\_\_\_\_ dental fees rise<sup>1</sup>

Some Britons try to pull out their own teeth \_\_\_\_\_ the shortage of dentists or the high cost of seeing a dentist, according to a major survey quoted by media reports on Monday.

Of the 5,000 patients in the survey, commissioned by the Commission for Patient and Public Involvement in Health, six percent admitted that they had resorted to self-treatment using pliers and glue \_\_\_\_\_ they cannot find – or cannot afford – a dentist.

The UK has a two-tier dental care system with some dentists offering publicly subsidized treatment through the National Health Service (NHS) while the majority perform more expensive, private work.

Nearly half of the dentists surveyed said they had stopped treating NHS patients \_\_\_\_\_ it was "no longer profitable" for them to do so. \_\_\_\_\_, many patients have been forced to turn to the private sector: nearly 80 percent of the Britons who have private dental insurance claim they had no other choice \_\_\_\_\_ they were unable to find an NHS dentist. Only 15 percent of those privately insured said their choice was based on quality of treatment; a similar number said they had in fact refused dental treatment \_\_\_\_\_ the cost.

One respondent in Lancashire, northern England, claimed to have extracted 14 teeth with a pair of pliers. In Liverpool, one of those collecting data for the survey interviewed three people who had pulled out their own teeth in one morning.

Valerie Halsworth, 64, resorted to drastic D-I-Y action \_\_\_\_\_ she was unable to find an NHS dentist willing to treat her toothache. She said she had removed seven of her own teeth using her husband's pliers, admitting that the first extraction had been "excruciatingly painful." Some other people said they had fixed broken crowns using superglue as a means of avoiding costly dental work.

Sharon Grant, chair of the Commission for Patient and Public Involvement in Health, said: "These findings indicate that the NHS dental system is letting many patients down very badly."

## TASK 2: Cause and effect

B – Choose the best expression to complete these sentences

- Because of/ as / as a result** the intricate nature of the construction, the yachts are extremely vulnerable if not built to precise specifications
- But it was pure speculation: the idea had only occurred to him **because/ owing to/ so** he wanted it to be true.
- I didn't particularly want to talk to her but **because of/ since/ thus** it didn't look like I had an option I asked her what she was up to nowadays.
- Of course, in times past, ages were often exaggerated **due to/ for/ since** lack of records or poor memory or financial gain.
- Perhaps there are patients who find it more acceptable to be depressed **as a result/ because of/ thanks to** a physical ailment.
- Because/ since / thanks to** the morphine, the pain had not returned and he could cope when it did.
- The deaths and illnesses, the Harvard team said, were "**because/ due to/ since** radium". The company threatened to sue if the team published its report.
- The doctor then introduced herself, which seemed odd **because/ owing to/ thus** normally you either introduce yourself at the beginning of an encounter or not at all.
- They are a courageous people who have managed to survive **as a result/ because of/ since**, not in spite of their luminous spiritual heritage.
- They had compromised with an agreement to conduct the interview in her office at the university, **as/ since/ thanks to** his argument that she might want to be in a position to refer to her research materials.
- This fame, of course, was **because/ due to/ so** his sporting ability rather than any clinical expertise he may have had.
- This is partly **as a result/ because/ thanks to** the development, in the United States, of very sophisticated battle training.
- This rate was about four times greater in the vaccinated than unvaccinated, so the occurrence was hardly **due to/ caused/ for** chance.

<sup>1</sup> Adapted from [www.chinaview.cn](http://www.chinaview.cn) 2007-10-16 11:13:08

### TASK 3: Identifying and locating topic sentences

The following paragraphs are all taken from scholarly articles on lexicography (dictionary-making). Try to identify the topic sentences, or at least which sentence(s) in each paragraph summarise its content. Notice that first paragraphs (starting an article or a section) will almost always have a topic sentence, while other paragraphs may not.

Important in all this will be the notion of typicality. It seems likely that facts about the ways in which words are typically used are at least as important to dictionary readers as facts about the rarer occurrences and wilder possibilities of meaning. If a learner or translator is wondering about how to use a word naturally, a dictionary that holds up strong models of typicality is going to be of much more use than one that explains all sorts of marginal and untypical words and senses. Language teachers tell us that some dictionary users read their dictionaries as if they actually do give information about typical usage rather than possible usage, sometimes with unfortunate results. Comparison of dictionary texts with a corpus of natural language shows that dictionaries do not in fact give much prominence to typicality.

Hanks, P. (1986) Typicality and meaning potentials. In M. Snell-Hornby et al. ZÜRILEX PROCEEDINGS (pp. 37-47)

Word Sketches are designed to support lexicographic analysis. Where a word is polysemous, central to the analysis is the division of the word's semantic range into distinct meanings. An intimately related language-technology task is 'word sense disambiguation' (WSD): automatically, working out which of a polysemous word's meanings applies, given a particular instance of use of the word. While WSD has made great progress in the last ten years, mostly through the application of machine-learning techniques and the use of large corpora, it now seems unlikely it can make much further progress unless it looks more closely at lexicography. Almost all large-scale WSD work to date has aimed to disambiguate between the meanings provided in an off-the-shelf resource, either a publisher's dictionary or WordNet.<sup>9</sup> It is increasingly apparent that the limits of this approach have been reached, as the analyses of polysemy in these resources are not sufficiently precise or explicit, to give the computer leverage to perform any better. What is needed is more explicit lexicography, coupled with good analyses.

Kilgariff, A. & D. Tugwell (2002). Sketching words. LEXICOGRAPHY AND NATURAL LANGUAGE PROCEEDINGS. (pp. 125-137)

The domain of texts and ideas that can be properly labeled *lexicography* includes an almost equal balance, notwithstanding competing claims, of commercial or market-driven projects, and scholarly or criticism-based projects. Not many years ago at lexicography conferences, colloquia, and seminars, it was not uncommon to hear a call for more cooperation between the two groups; of course, there was a third set of interests that both commercial and critical lexicographers agreed had a claim on the field: linguistic theory. One of the programmatic calls that issued forth from within this general state of affairs concerned what is called 'the dictionary user'. The study of the dictionary user seems likely to be a project where cooperation could readily be developed among the varied interest groups. Indeed, as we look back over the past fifteen years, there is evidence that lexicographers and metalexicographers have created a recognizable body of literature that draws on multiple perspectives, especially that of dictionary makers and of applied linguistics.

McCreary, D.R., & F. Dolezal, (1998) Language Learners and Dictionary Users: Bibliographic Findings and Commentary. EURALEX '98 Proceedings (pp. 611-618)

Phonology leads into another point. Pawley and Syder (1983) and Nattinger and DeCarrico (1992) argue the case forcefully for 'lexical phrases': semifixed lexicalizations which are used to structure discourse or to prepackage responses, evaluations, and so on, for example *Come to think of it, It doesn't bear thinking about, I thought you knew, What I'd like to do today is..., I think the most interesting one is....* It is accepted that there is a very large number of these, yet they are difficult to identify or inventorize. In fact, this may only be possible if their phonological realizations are considered, rather than their graphological forms or syntactic structures: it seems more likely that they could be identified by looking at the tone unit structures of utterances (see Brazil 1985): then lexical phrases can be distinguished as recurrent realizations forming complete tone units, rather than by being syntactic units or semantically/pragmatically non-compositional strings. From the dictionary point of view, the traditional inventory of the lexical units of a language may not be wholly appropriate for spoken language. Should dictionaries even attempt to be repositories of spoken discourse?

Moon, R. (1998) On using spoken data in corpus lexicography. EURALEX '98 Proceedings (pp. 347-355)

Our claim is that for terms which are created in full awareness of retrospect lexicalisation the historical information on the coming into existence of the concept is part of its essential meaning. Not only can the terms not be understood fully without the time information, what is more is that the concepts are shaped in time and only exist in time. The characteristics which make up part of the concept's meaning are structured in time.

Temmerman, R. (1996) Retrospect Lexicalisation: A Recurrent Phenomenon in the Lexicalisation Process of the Life Sciences. EURALEX '96 PROCEEDINGS (pp. 825-835)

Corpus data shows that there is no simple and clear distinction between written and spoken modes: neither mode is monolithic, and each comprises many genres and subgenres with their own structural patterns and conventions. There does, however, appear to be a discontinuity between conversation and other spoken modes, such as monologues, lectures, screenplays, semiscripted broadcast journalism, and so on. This can be demonstrated by considering just the ten most frequent forms in a series of subcorpora of British English in The Bank of English, as in Table 1. These subcorpora are ordered crudely according to formality, and they consist of data drawn from respectively the semitechnical journal *The New Scientist* (6 million words); the broadsheet newspaper The Times (21 million); a collection of fictional and non-fictional, non-journalistic prose works (42 million); the now defunct tabloid newspaper Today (27 million); transcriptions of semiscripted broadcasts from the BBC World Service (19 million); and transcriptions of unscripted conversation (20 million).

Moon, R. (1998) On using spoken data in corpus lexicography. EURALEX '98 Proceedings (pp. 347-355)

The following study has been carried out within a larger research project concerning the lexical organisation of verbs in Swedish seen from a crosslinguistic perspective (Viberg 1994a, 1996). From a semantic point of view, verbs can broadly be divided into the macrofields Concrete (Physical Action) verbs, Mental verbs and Grammatical verbs. Among the Concrete verbs, the verbs of motion hold a central position. Verbs of motion can be divided into *subjective verbs of motion* such as *walk* and *run*, which describe the displacement of the subject, and *objective verbs of motion*, such as *throw* and *put*, which describe the displacement of the object. Directional verbs such as *falla* 'fall' and *stiga* 'rise', have meaning components which more or less exclusively belong to the spatial domain. Many motion verbs such as *springa* 'run' or *kasta* 'throw' in addition to the displacement of the subject or object also describe a characteristic bodily activity, which in certain uses may be the focused part of the meaning, for example *kasta med huvudet* 'toss one's head' or *sparka med benen* 'kick one's legs'. Even if such bodily activities involve stationary motion, they do not describe displacement (or change of place). A more thorough treatment of the motion verb field in Swedish is given in Viberg (1992).

Viberg, Å. The Meanings of Swedish *dra* 'pull': A Case Study of Lexical Polysemy. EURALEX '96 PROCEEDINGS (pp. 293-308)

### TASK 3: Deriving topic sentences from text

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Write the topic sentences for each of the following paragraphs using a word/phrase from each of the columns in the table provided (subject, verb, complement/object and adjunct).

|                                                                |                       |                                                                                             |                                                                               |
|----------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| heritage language students                                     | are                   | about the effects of language instruction on heritage speakers                              | and recent publications suggest several directions for future investigations. |
| most early heritage language teaching                          | focused               | an extremely heterogeneous group.                                                           | despite having a common label                                                 |
| much                                                           | has explored          | curriculum design and instructional methods, assessment, textbooks and materials selection, | or a combination of these.                                                    |
| pedagogically focused research into heritage language teaching | remains to be learned | on spanish-language contexts.                                                               |                                                                               |

## Paragraph 1

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To deal with this complexity, researchers have proposed the notion of a continuum to describe heritage speakers' use of their first, and in some cases, second languages. For example, Polinsky and Kagan (2007) suggest a continuum model, similar to that used with Creole languages, to measure speakers' relative linguistic proximity to the language to which they were exposed as children. The field of foreign-language education continues to search for ways to describe learners more precisely who enter the classroom with strongly developed proficiencies in their ancestral languages.

## Paragraph 2

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Some articles focused on heritage language teaching are written by practicing heritage language teachers and describe personal instructional experiences rather than empirical investigations. Other instructionally focused studies attempt to delineate differences between the classroom-based linguistic performance of heritage speakers and traditional foreign-language students (e.g., Kondo-Brown, 2005). An additional visible concern in the literature on heritage language pedagogy at the university level is the need to prepare these students to be successful in traditional university foreign-language programs, as language majors and eventually as scholars.

## Paragraph 3

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Until the mid 1970s, foreign-language teaching professionals taught Spanish almost exclusively to monolingual Anglophones. However, the increasing number of Spanish speakers entering the country from the 1970s onward began to have a significant effect on the Spanish-teaching profession at both the secondary and the postsecondary levels. In some cases, these students were more fluent in the language than their teachers were, but they could not talk about the language using the terminology found in the teaching of traditional grammar. Many of these students had no experience reading and writing in Spanish, and they often spoke stigmatized varieties of their heritage language. There was little agreement among Spanish-teaching professionals about effective pedagogy for these students, but students were often seen as needing remediation that would help undo the "damage" that had been done at home.

## Paragraph 4

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In 2002, a panel of researchers at the Second National Conference on Heritage Languages in America outlined several key research questions relating to heritage language ecologies, ideologies, measurement, and literacy (Campbell & Christian, 2003). More recently, Polinsky and Kagan (2007) have suggested that a longitudinal study of instruction, using measurable outcomes, might provide insight into the impact of different pedagogical approaches for different types of heritage students. Heritage language teaching raises a number of important theoretical issues relevant to practitioners and researchers alike, and the field would also benefit from additional research into language acquisition processes, including language attrition and incomplete acquisition—topics that cannot be addressed fully here — as well as the acquisition and use of heritage speakers' receptive and productive grammars, the sources of heritage speakers' "flawed" language production, and speakers' acquisition of multiple registers, genres, and dialects in the heritage language.

G. Valdés & A. Kibler (2013) "Heritage Language Teaching" In Carol A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*. Oxford: Blackwell.

## TASK 4: From topic sentence to text

*The topic sentence is generally the first sentence of a paragraph and expresses the main idea to be developed there. Look at the topic sentences below and think about what kinds of information you would expect to follow. Then choose one of the topic sentences and write the remainder of the paragraph which it introduces.*

*Each paragraph should be about 100 words in length.*

1. John McHardy Sinclair (June 14, 1933–March 13, 2007) made major contributions to three related areas of applied linguistics: language in education, discourse analysis, and corpus lexicography.
2. Language evolution is the focus of the field of historical linguistics.
3. It is now clear that vocabulary typically behaves not as single words which are held together by syntax, but rather has a strong tendency to occur in multiword phraseological units.
4. Recording interactions in real life poses the question of ethical concerns (Taylor, 2001).
5. Detailed transcriptions of audio recordings are very time- and cost-intensive.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**TASK 1a – original text - Britons pull own teeth as dental fees rise**

Some Britons try to pull out their own teeth as a consequence of the shortage of dentists or the high cost of seeing a dentist, according to a major survey quoted by media reports on Monday. Of the 5,000 patients in the survey, commissioned by the Commission for Patient and Public Involvement in Health, six percent admitted that they had resorted to self-treatment using pliers and glue because they cannot find – or cannot afford – a dentist. The UK has a two-tier dental care system with some dentists offering publicly subsidized treatment through the National Health Service (NHS) while the majority perform more expensive, private work. Nearly half of the dentists surveyed said they had stopped treating NHS patients as it was “no longer profitable” for them to do so. As a result, many patients have been forced to turn to the private sector: nearly 80 percent of the Britons who have private dental insurance claim they had no other choice because they were unable to find an NHS dentist. Only 15 percent of those privately insured said their choice was based on quality of treatment; a similar number said they had in fact refused dental treatment because of the cost. One respondent in Lancashire, northern England, claimed to have extracted 14 teeth with a pair of pliers. In Liverpool, one of those collecting data for the survey interviewed three people who had pulled out their own teeth in one morning. Valerie Halsworth, 64, resorted to drastic D-I-Y action as she was unable to find an NHS dentist willing to treat her toothache. She said she had removed seven of her own teeth using her husband's pliers, admitting that the first extraction had been “excruciatingly painful.” Some other people said they had fixed broken crowns using superglue as a means of avoiding costly dental work. Sharon Grant, chair of the Commission for Patient and Public Involvement in Health, said: “These findings indicate that the NHS dental system is letting many patients down very badly.”

**TASK 2 solutions:** Because of – because – since – due to – because of – Thanks to – due to – because – because of – thanks to – due to – thanks to – due to

**TASK 3: Original first sentences**

Paragraph 1: Despite having a common label, heritage language students are an extremely heterogeneous group.

Paragraph 2: Pedagogically focused research into heritage language teaching has explored curriculum design and instructional methods, assessment, textbooks and materials selection, or a combination of these.

Paragraph 3: Most early heritage language teaching focused on Spanish-language contexts.

Paragraph 4: Much remains to be learned about the effects of language instruction on heritage speakers, and recent publications suggest several directions for future investigations.

**TASK 4: original texts**

**1. John McHardy Sinclair (June 14, 1933–March 13, 2007) made major contributions to three related areas of applied linguistics: language in education, discourse analysis, and corpus lexicography.** He was born and grew up in Edinburgh, Scotland. He studied and later lectured at the University of Edinburgh, and in 1965, at the age of 31, he was appointed to the foundation Chair of Modern English Language at the University of Birmingham, England. Although he stayed in Birmingham for the whole of his formal university career, he traveled extensively in many countries, and introduced large numbers of young researchers to work in linguistics. He was awarded honorary doctorates from the Universities of Gothenburg, Sweden, and Erlangen, Germany, and honorary professorships from the Universities of Jiao Tong in Shanghai, China, and Glasgow, Scotland. He formally retired in 2000, but continued to teach and research, and to attract leading linguists and students from around the world to the Tuscan Word Centre, an institution which, together with his second wife, Elena Tognini-Bonelli, he founded in Italy. He died at his home in Florence in March 2007.

M. Stubbs (2013) “Sinclair, John”. In Carol A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*. Oxford: Blackwell.

**2. Language evolution is the focus of the field of historical linguistics.** It is laden, some might say blighted, with biological metaphor. The same is true for the pidgin and creole linguistics which has followed in the wake of historical linguistics and adopted its metaphors. One particular focus of pidgin and creole linguistics is to understand how pidgin and creole languages came into being. For us to follow the proposals made in this area, we have to follow the chain of metaphor. We do this in the present survey while maintaining a critical awareness of the difference between metaphor and linguistic reality.

H. Devonish (2013) “Language Evolution: Pidgins and Creoles”. In Carol A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*. Oxford: Blackwell.

**3. It is now clear that vocabulary typically behaves not as single words which are held together by syntax, but rather has a strong tendency to occur in multiword phraseological units.** Formulaic language is very common in language overall, in both spoken and written modes. For example, Erman and Warren (2000) calculated that 52–8% of the language they analyzed was formulaic, and Foster (2001) came up with a figure of 32% using different procedures and criteria. Biber, Johansson, Leech, Conrad, and Finegan (1999) found that around 30% of the words in their conversation corpus consisted of lexical bundles, and about 21% of their academic prose corpus. Howarth (1998) looked at frequent verbs in a social science/academic corpus and found that they occurred in either restricted collocations or in idioms in 31–40% of the cases. This research convincingly shows that formulaic language is no mere peripheral feature of language, but rather is a ubiquitous and essential feature of how it is used.

N. Schmitt (2013) “Formulaic Language and Collocation” In Carol A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*. Oxford: Blackwell.

**4. Recording interactions in real life poses the question of ethical concerns (Taylor, 2001).** Increasingly, universities and other research institutions register and control all research on human subjects, and new research projects need to be approved by committees designed to guarantee the ethical conduct of research with human subjects. Preferably, recorded participants will sign *informed consent* sheets that specify how the data can be used (e.g., in publications, at conferences) and the possibilities of data sharing. Examples of such consent forms are available at <http://talkbank.org/share/irb>.

J. Wagner (2013) “Conversation Analysis and Transcription and Data” In Carol A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*. Oxford: Blackwell.

**5. Detailed transcriptions of audio recordings are very time- and cost-intensive.** Even experienced transcribers need to calculate at least a ratio of 60:1 for high-quality recorded dyadic interactions, such that 1 minute of data takes at least 60 minutes of transcription time. When recordings involve multiparty interaction, this ratio goes still higher. It is even more difficult to estimate the time that would be required for accurate transcription of video recordings. Although the availability of video can help speed up transcription of the spoken word, the additional transcription of gestures, gaze, proxemics, and placement can be extremely time-consuming. Presently, no system of annotation for these nonverbal streams has been developed which can match the precision of notation systems for the verbal stream. As a result, researchers typically improvise when annotating the embodied aspects of interaction.

J. Wagner (2013) “Conversation Analysis and Transcription and Data” In Carol A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*. Oxford: Blackwell.