Discourse Grammar

Introduction

- Sentential perspective ⟶ Discoursal perspective.

- Hughes and McCarthy (1998).

- "some linguistic items show quite different patterns of use when looked at from a discourse perspective".

- Discourse- based grammar & sentence- based grammar.
- Function, form and context.
- Discourse- based grammar is also useful for looking at the relation between linguistic items in texts, and the reference of these items outside the text.

- Halliday and Hasan (1976)

- They were interested in grammar patterns and vocabulary that link meanings in the text together and connect the whole text to the social context in which it occurs, i.e. these linguistic items make the text cohesive and give it unity of texture.

Text and Texture

- Halliday and Hasan (1976).

- de Beaugrande and Dressler (1981).

- Brown and Yule (1983).

Text

- Halliday and Hasan (1976):

  - **"the word text is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole….. A text is a unit of language in use. It is not a grammatical unit like a clause or a sentence..... A text is best regarded as a SEMANTIC unit: a unit not of form but of meaning."**

Text

- de Beaugrande and Dressler (1981)
- "a COMMUNICATIVE OCCURRENCE which meets seven standards of TEXTUALITY".
- cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality.
- Brown and Yule (1983: 190) "the verbal record of a communicative event"

- Text is a means communication.

- System of connections among various elements: sounds, words, meanings, discourse, participants, actions in a plan, and so on.

- A text should be cohesive and coherent .

text

Linguistically connected (cohesion)

Semantically connected (coherence)
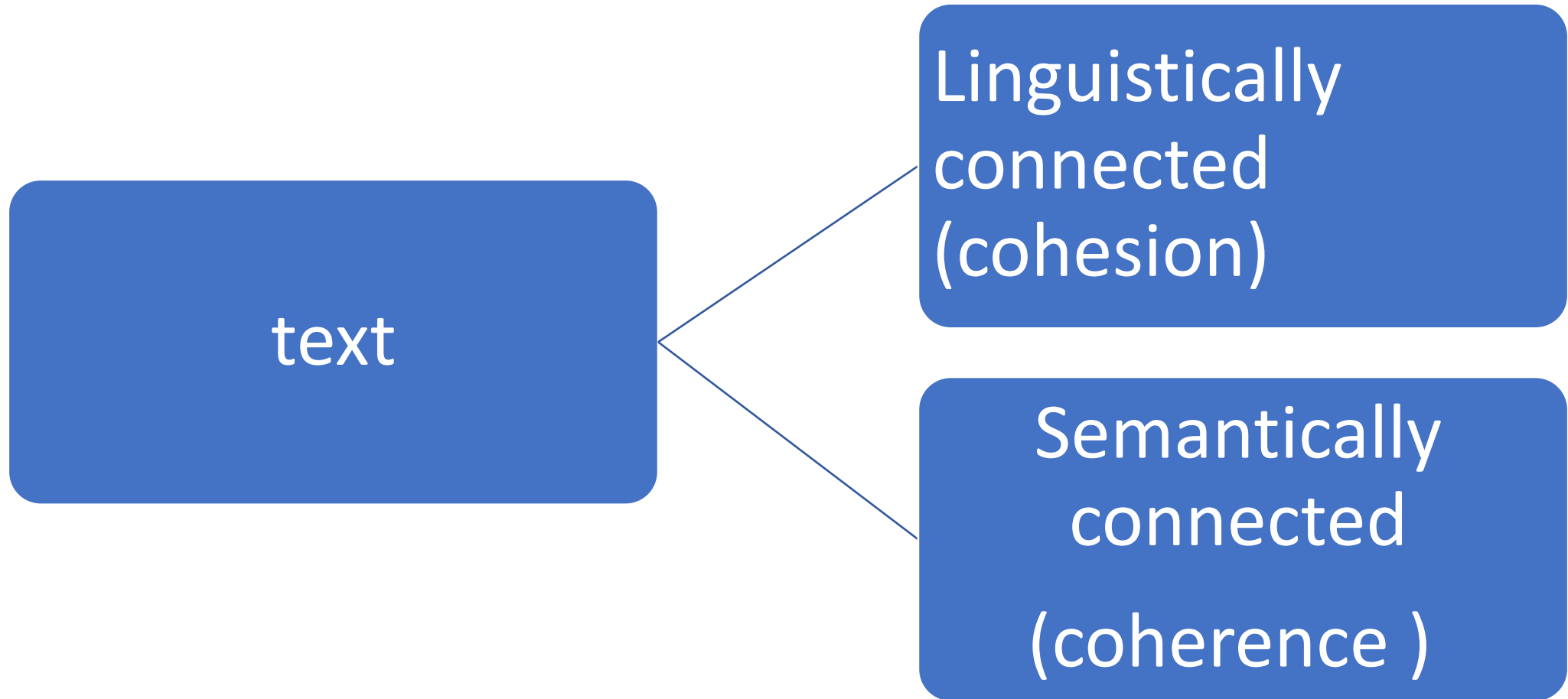
Texture

- Halliday and Hasan (1976),
- Cohesive & Coherent
- Texture

- A text without texture would just be a group of isolated sentences with no relationship to one another. They insist that the texture is provided by cohesive ties that link sentences together and these sentences should make sense as a whole.
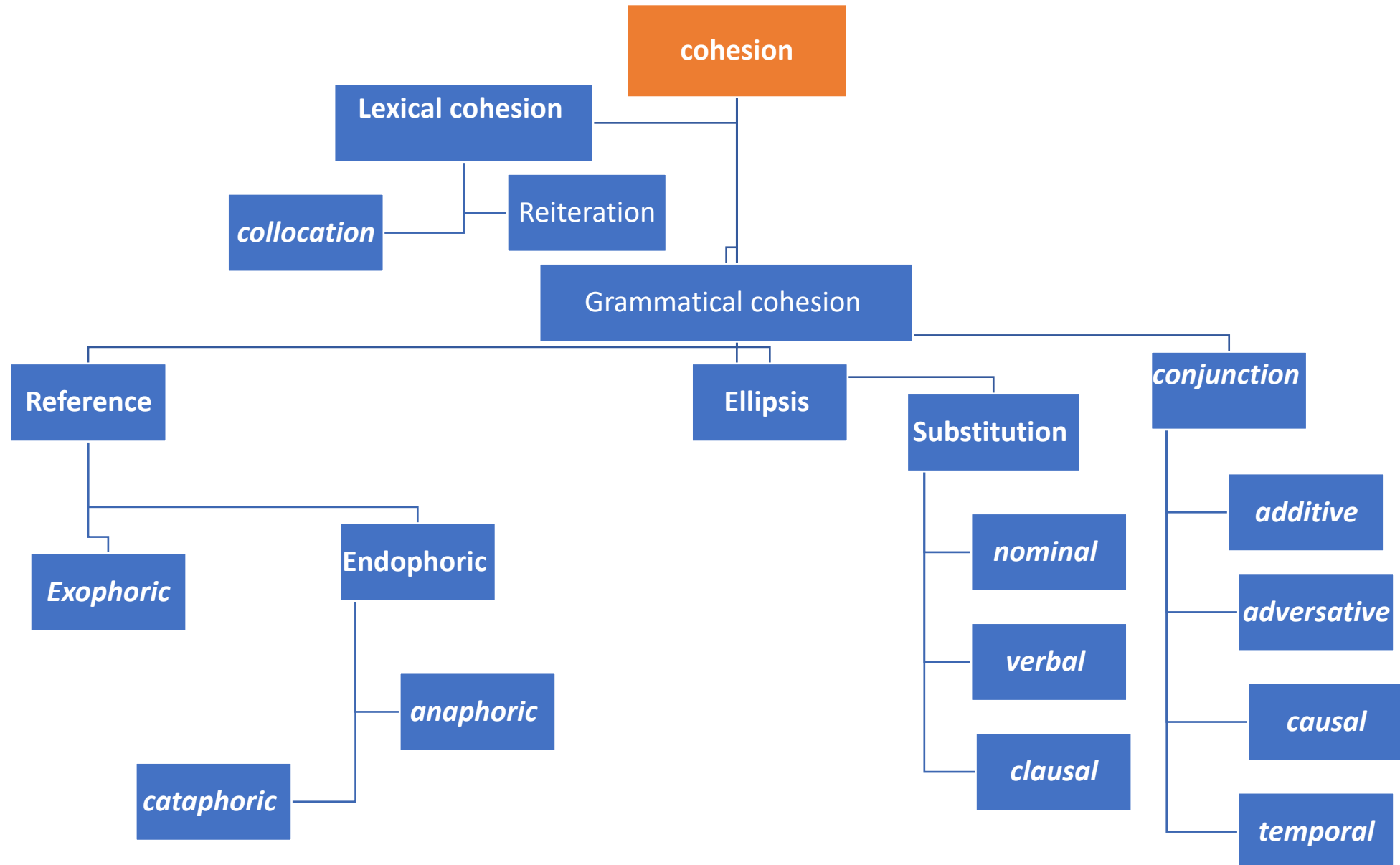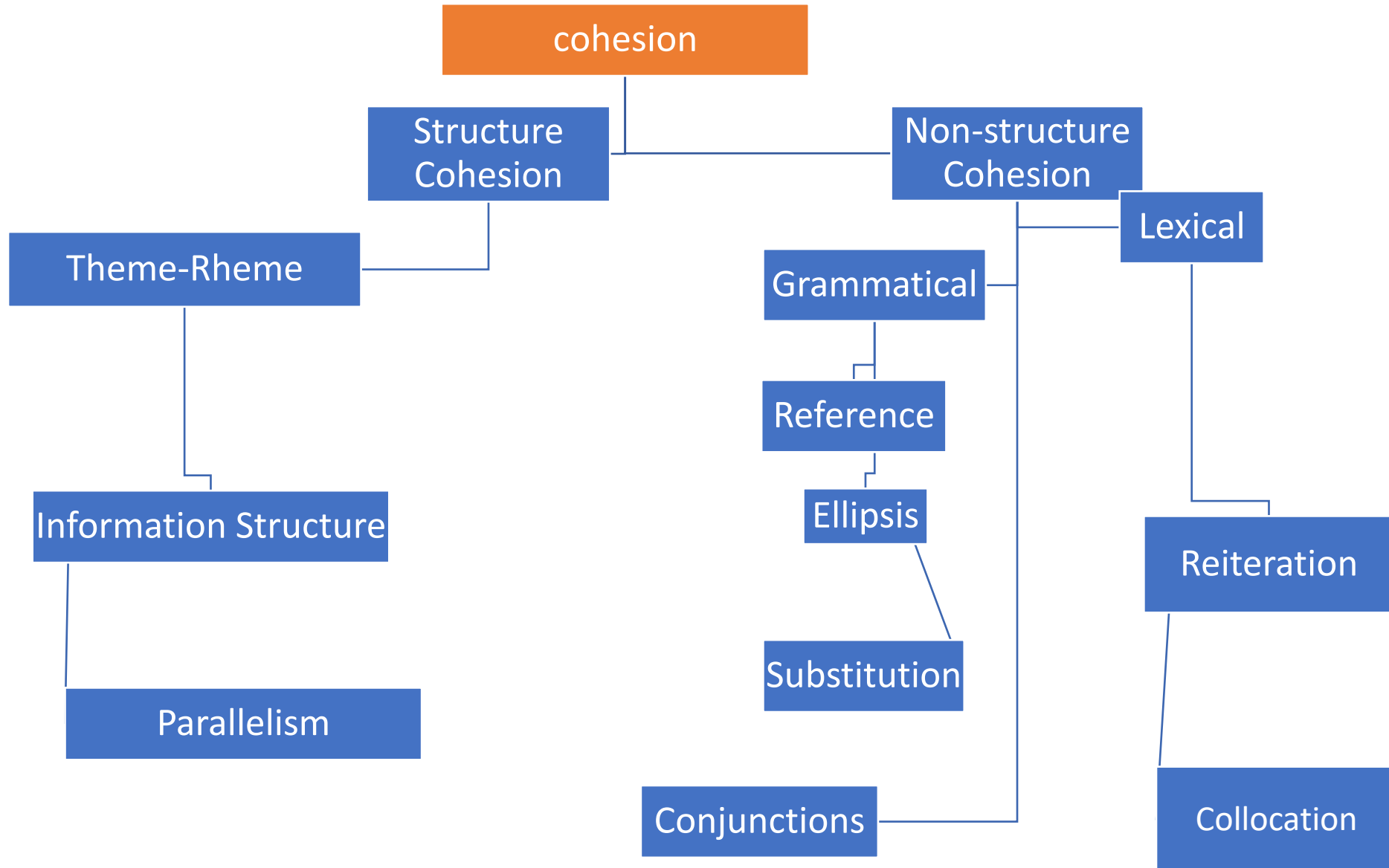
Cohesion in Discourse

Halliday and Hasan (1976).

"cohesion as a semantic concept referring to relations of meaning that exist within a text"

"we need a term to refer to a single instance of cohesion, a term for one occurrence of a pair of cohesively related items. This we call a tie."

Cohesion in Discourse

Grammatical Cohesive Devices

Reference can be identified as the situation in which an element is semantically interpreted with refence to another element in or outside the text.

Exophoric reference requires the receiver (reader/listener) to look for the interpretation outside the text, in the context of situation in which the text occurs.

- Customer: what kind of book would *you* say *this* is? Where would *you* put *it* on your bookshelves?

Grammatical Cohesive Devices

Endophoric reference requires the receiver to look for the interpretation inside the text. It is of two types: Anaphoric and Cataphoric reference

Anaphoric reference is where a word or phrase refers back to another word or phrase used earlier in the text".

- E.g. "**Amy** went to the party, **she** sat with Sara"

Cataphoric reference looks forward to another word or phrase mentioned later in the text".

Grammatical Cohesive Devices

Substitution means replacing an item by another item within the text to avoid repetition.

- Nominal substitution occurs by replacing a noun or a nominal group with another noun. Elements of this type are one, ones, and same.

    - e.g. This car is old. I will buy a new _one_.

- Verbal substitution is substituting a verb or a verbal group with another verb. The verb element used to replace items in this type is do.

    - e.g. I challenge you to win the game before I _do_!

- Clausal substitution involves replacing clauses by so or not.

    - A: Do you think the teacher is going to be absent tomorrow?

    - B: No. I don't think _so_.

Grammatical Cohesive Devices

Ellipsis is omitting an unnecessary item, that is, when an item is mentioned in a text, it can be omitted. ellipsis has three types: nominal, verbal, and clausal.

- nominal ellipsis: the noun is omitted.

  e.g. Sally: What did you want to say to Allison?

     Martha: [I want to say that] I'm very sorry for what happened last night.

- Verbal ellipsis includes the omission of the verb.

     e.g. A: Have you been studying?

        B: Yes, I have[0].

- Clausal ellipsis involves the omitting of a clause.

     e.g. A: Who is writing on the board?

        B: Alice is [0].

Conjunction words are linking devices used between sentences and clauses in the text. they express the 'logical- semantic' relationship between sentences.

Additive	Temporal	Adversative	Causal
and	since	but	therefore
furthermore	meanwhile	nevertheless	consequently
in addition	finally	however	accordingly
moreover	after	yet	hence
also	before	on the other hand	thus
similarly	as long as	instead	since
besides	as soon as	otherwise	because
by the same token	when	although	so

Conjunctions

Examples:

- All of the figures were correct; they'd been checked. **<mark>Yet</mark>** the total came out wrong. (adversative)

- ...she wouldn't have heard it at all. ….. **<mark>the sequence of that</mark>** it tickled her ear very much…. (causal)

Lexical Cohesive Devices

- Lexical cohesion (the choice of vocabulary).

- It involves the relation that exist between the lexical items within the text at the level of words and phrases. These devices include two types: reiteration, and collocation.

- **Reiteration**

- Synonymy refers to items with similar meanings such as, *attractive/ nice* and *beautiful*.

- Antonymy is the opposite meaning relation between items as, *hot* and *cold*.

- Hyponymy refers 'general-specific' relation. For example, *vehicle* is the co-hyponym of *car*.

- E.g. There was so much delicious **food** on display, but I'm on a diet so I had to stick to the **salad**

- Meronymy is a 'whole-part' relationship between items. For example, *cover* and *page* are co-meronyms of the item *book*.

Lexical Cohesive Devices

- Collocation : (combination of lexical items)

- *adjectives and nouns* such as, 'fast food',

- *verbs and nouns* such as, 'run out of money',

- *noun and noun* such as, 'men' and 'women'.

- e.g. When I looked out of the window yesterday, I saw a ***man and a woman*** standing by the gate. ***The man*** was wearing a hooded jacket and ***the woman*** was carrying a baseball bat.

Cohesion in Linguistics

- Linguistic theory (SFL), Halliday (1985)
- Language as a production of social interactions.
- (Functional-semantic components), which are called metafunctions.
- ideational (clause as representation)
- interpersonal (clause as exchange)
- textual (clause as message)

Cohesion in Linguistics

- The ideational component is that part of the linguistic system which is concerned with "content"

- Experiential: the representation of experience

- and logical: logical relations that derive from experience

Cohesion in Linguistics

- <mark>The interpersonal component</mark> is related to the social and expressive functions of language, it mainly concerns with the speaker/ writer's attitude, and judgment as well as the role and relationship of the participants in the discourse.

Cohesion in Linguistics

- The textual component concerns the text- forming in the linguistic system. It represents the language used in constructing the text and the context of situation in which it occurs.

Table 1: The place of COHESION in the description of English

Functional components of the semantic system

Ideational		Interpersonal	Textual		
Experiential	Logical		(structural)		(non-structural)
By rank:	All ranks:	By rank:	By rank:	Cross-rank:	
Clause: transitivity	Paratactic and hypotactic relations (condition, addition, report)	Clause: mood, modality	Clause: theme	Information unit: information distribution, information focus	**Cohesion** Reference Substitution Ellipsis Conjunction Lexical cohesion
Verbal group: tense		Verbal group: person	Verbal group: voice		
Nominal group: epithesis		Nominal group: attitude	Nominal group: deixis		
Adverbial group: circumstance		Adverbial group: comment	Adverbial group: conjunction		

Structural Cohesion

- Thematic Structure is the structure which gives the clause its character as a message
- Theme –Rheme
- The theme is the point of departure of the message.
- The Rheme is the remainder of the message.
  - e.g. The house is beautiful and large.
  - e.g. Because of the bad weather, he didn't go to school.

Thematic Structure

- Halliday emphasized that the function of Themes plays an essential role in the organization of discourse

- Most texts are formed on the basis of more than two sentences which are internally related. The Theme- Rheme in the following sentences will subsequently connects with the Theme-Rheme in previous sentences (thematic progression)

Types of Theme

1. Ideational/Topical Theme

A clause that consists of a theme , (the topic theme)

Theme and rheme

Theme	Rheme
Genre	is a term in widespread use to indicate an approach to communication which emphasizes social function and purpose.

Types of Theme

2. Textual Theme:

- Continuatives a small set of words that usually found in the beginning of the clause. Such as, [yes, no, well, oh, now, ok, right, of course]

- Conjunctive Adjunct

- Conjunction (structural theme)

Conjunctive Adjuncts

Type	Examples
Additive	Moreover, in addition, besides
Adversative	However, conversely
Concessive	Nevertheless, despite that
Causal	Therefore, as a result

Conjunctions

In Paratactic	In Hypotactic
and, or, nor, either, neither, but, yet, so, then, for, etc	when, while before, after, until, because, if, although, unless, since, etc

Types of Theme

3. Interpersonal theme indicates something about the relationship between speaker and hearer. Words that might explain the participants' attitude like: [probably, usually, obviously, to my mind, frankly, believe me, seriously, please, no doubt, presumably, in principle, understandably].
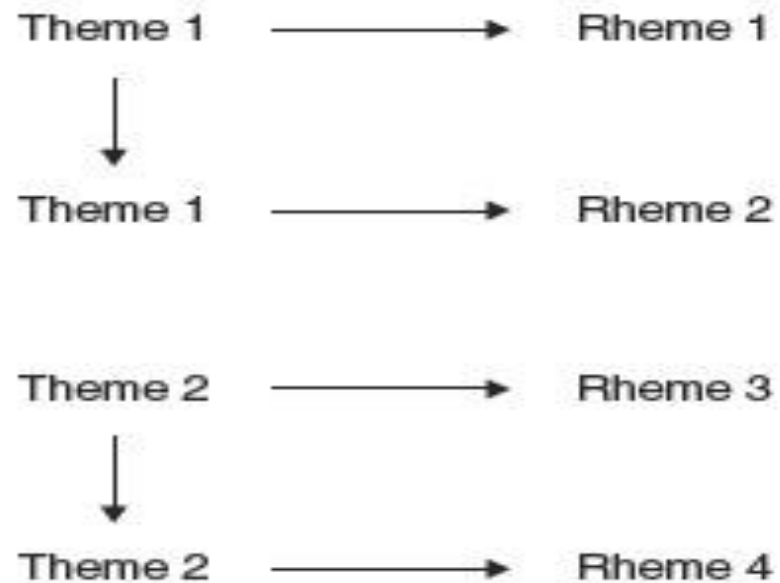
Types of Theme

Well,	as expected,	he	won the game again.
Cont.	Modal	Topical	Rheme
Text.	Interpersonal		
Theme			

Thematic Progression

Thematic progression, according to (Paltridge, 2012:131) can be formed in three patterns. Which could also be adopted to explain whether a text is coherent or not.

Thematic Progression

1. Constant Theme/theme reiteration

Thematic progression: Theme reiteration/constant theme

Thematic Progression
Constant Theme/theme reiteration

Theme reiteration/constant theme

Theme	Rheme
Text	can be used for both spoken and written language.
It	usually refers to a stretch, an extract or complete piece of writing or speech
Discourse	is a much wider term.
It	can be used to refer to language in action, such as legal discourse, which has characteristic patterns of language.

Thematic Progression

• **Linear Theme/ Zigzag theme**

Theme 1 ⟶ Rheme 1

Theme 2 ⟶ Rheme 2
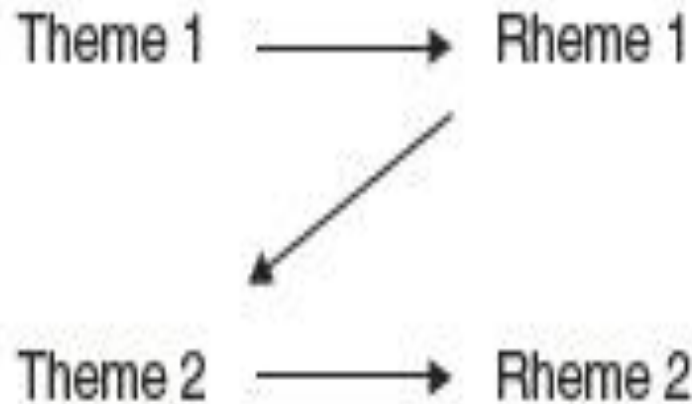
Thematic progression: Zigzag/linear theme

Thematic Progression
Linear Theme/ zigzag theme

Theme and rheme: A zigzag/linear theme pattern

Theme	Rheme
The term 'modality'	describes a range of grammatical resources used to express probability or obligation
Generally, obligation	is used in speech, speech, especially when wanting to get things done such as 'You should keep your room tidy'.

Thematic Progression

- **Multiple theme/ split rheme**
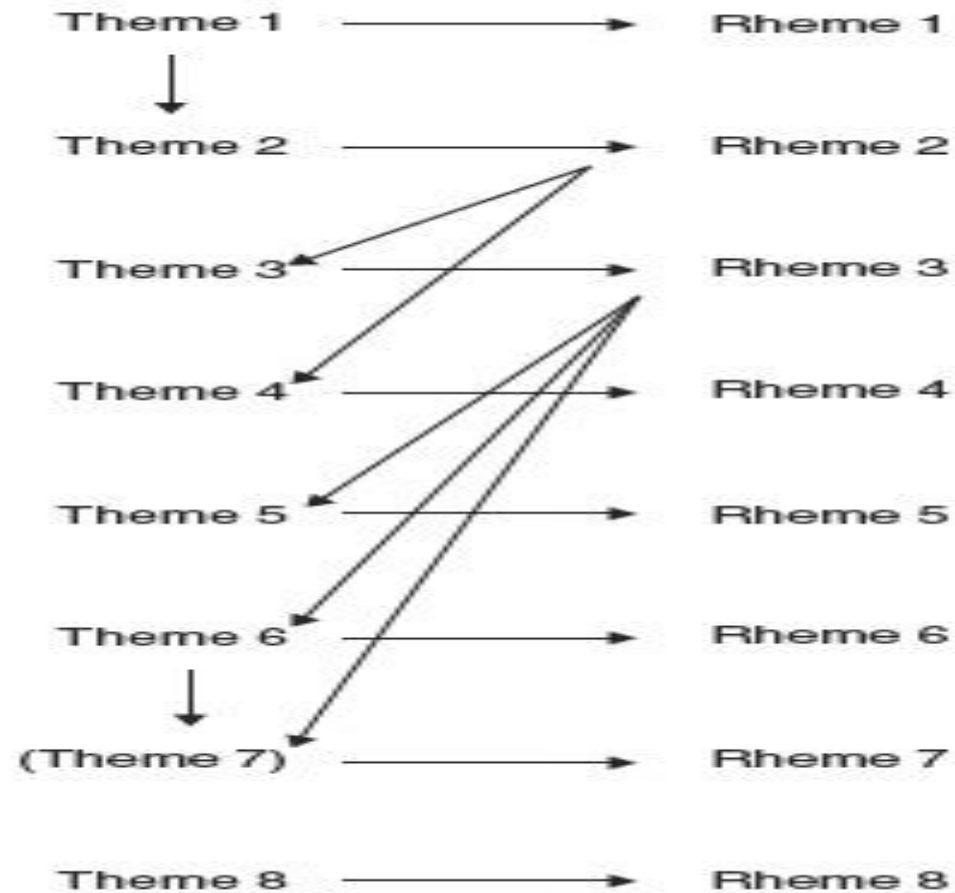
Thematic progression: Multiple theme/split rheme

Theme and rheme: A multiple theme/split rheme pattern

Theme	Rheme
When Japanese people	write their language
they	use a combination of two separate alphabets as well as ideograms borrowed from Chinese
The two alphabets	are called hiragana and katakana.
The Chinese ideograms	are called Kanji.
Hiragana	represents the 46 basic sounds that are made in the Japanese language
Katakana	represents the same sounds as hiragana
but (Katakana)	is used mainly for words borrowed from foreign languages and for sound effects.
Kanji	are used to communicate an idea rather than a sound.

Cohesion, and Register

- Context of Situation
- Register (field, mode, and tenor)
- Halliday linked the notion of the context of situation to his three concepts: field, mode, and tenor, in which field the subject-matter, mode relates to channel (spoken/written, etc.) and the degree of participation between producer and receiver, and finally tenor refers to the interaction and the social, intellectual, emotional stances among the participants.

- Cohesion can be supported by register, and the two together define a text. It is coherent in two basic regards: first it is coherent with reference to the context of situation, as a result, it consistent in register; secondly it is coherent with reference to itself (cohesive).

- Register and cohesion with their combination of semantic configurations form the texture of the text, that is, the register is the set of semantic configurations that relates to the context of situation, and cohesion the set of meaning relations which is general to all types of text and distinguish a text from non-text.

Analytical Part:

- In their attempt to make a progress of the peace process in the Middle East , the heads of the Arab States met last week in Cairo and paid a great attention to the issue .They put forward several proposals; however, a common agreement was not achieved .It is to be noted that "Israel" has practically rejected the peace process since 1991 and claimed that the Arabs are not interested.

- Grammatical Cohesion

  1.Cataphoric Reference(their, the heads of the Arab States

  2.Anaphoric reference (the heads of the Arab States, They)

  3. Adversative conjunction(but)

  4. Additive conjunction (and)

  5.Substitution(issue)

Text Analysis with Reference to Discourse Grammar.

The Little Match Girl

(A short Story by Hans Christian Anderson)

Most terribly cold **it** was; **it** snowed, **and** was nearly quite dark, **and** evening-- the last evening of the year. In this cold and darkness **there** went along the street a poor little girl, bareheaded, **and** with naked feet. When **she** left home, she had slippers on, it is true; **but** what was the good of that? **They** were very large slippers, which her mother had her to worm; **so** large were **they**; **and** the poor little thing lost **them** as she scuffled away across the street, **because of** two carriages that rolled by dreadfully fast. One slipper was nowhere to be found; **the other** had been laid hold of by an urchin**, and** off he ran with **it; he** thought it would do capitally for a cradle when he some day or other should have children himself. **So,** the little maiden walked on with **her** tiny naked feet that were quite **red and blue** from cold.