Course: E304B (Book3-Ch1)

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TARGET WORTH

Chapter 1 Packaging meaning: nouns and nominalization

Outline of the chapter:

1. Organizing a text. تنظيم النص
2. Mode and the textual metafunction. طبيعة النص والمعنى النصي
3. Packaging meaning. توضيب وترتيب المعنى

1. Organizing a text:

Organizing a text has a great importance in which texts that are produced in a great way have a reflection and conscious design. Well organizing texts work better in communicating what the incoming of information is and outputs, while texts that are produced spontaneously include a difficulty to distinct between incoming information and outputs.

2. Mode and the textual metafunction:

What is metafunction?

Metafunction is a linguistic function of the aspects of situations. It refers to meanings which relate a message to its context, **for example**, the utterance "But it's raining!" involves a contrast which would be relevant in a context where someone had suggested a barbecue. The metafunction of the mode is known as a textual metafunction.

- The degrees of spontaneity affect the way language works to organise text is **a key aspect of mode**.

- I'd like to remind you with **the three functions of language** – known as the three metafunctions. In **SFL** the systemic functional linguistics, there are three register variables that are related to three metafictions:

  1. **Ideational metafunction:** which relates to the register variable of **field.**
  2. **Interpersonal metafunction:** which relates to the register variable of **tenor.**
  3. **Textual metafunction:** which relates to the register variable of **mode. (what type of medium (speech or writing) is being used and the degree of spontaneity and interactivity)**

What is mode?

Mode is one of the language aspects which determines the nature of the text whether it takes the form of writing or speech; whether it is spontaneous or non-spontaneous; and whether the interaction involved multiple speakers or one speaker in isolation.

> **Textual Metafunction of the mode has three linguistic indicators including <u>interactivity, spontaneity, and the role of language.</u>**

<u>**Note:**</u>

> In this chapter we will consider **the following aspects of mode** and so explore in greater depth the context–grammar relationship in terms of textual meaning-making:

1. **Interactivity. (التفاعل)**
2. **Spontaneity. (العفوية) high spoken**
3. **The role of language. (دور اللغة)**

   1. Interactivity:

- **One aspect of mode is the degree of interactivity.** It is concerned with whether the text is constructed through a process of interaction between multiple interlocutors or non-interactively by one writer or speaker in isolation.
- **Interactive texts** involve turn –taking, questions and answers, interruptions, overlaps, hesitators, and indicators of sympathetic support. **For example,** Ok, right, yep, really …etc.). Non-interactive texts do not.

Interactivity: [turn-taking, questions and answers, indicators of support such as (mm)].

   2. Spontaneity:
- **A second key aspect of mode is that of spontaneity.** It is concerned with whether the text was produced 'on-the-spot'/ in "real time", that is, spontaneously and without the opportunity for pre-editing or correction (as is typically the case in casual conversation).
- **Some indicators of spontaneity are relatively obvious. For example,** topic changes and dysfluencies such as pauses, false starts, reformulations, and repetitions. **Spontaneous texts** have low density of information, while non-spontaneous texts have high density of information.

  Spontaneity: [Pauses, repetitions, false starts / reformulations e.g. we h-, I had, chains of clauses linked by coordination e.g. and; of course; but, short noun groups].

- **Lexical density** is defined as <u>the number of lexical words (or content words)</u> divided by <u>the total number of words.</u> **Lexical words are nouns, adjectives, verbs, and adverbs.** Lexical density is simply the percentage of words in written (or spoken) language which give us information about what is being communicated. With regard to writing, lexical density is simply a measure of how informative a text is.
- Other kinds of words such as **articles** (a, an, the), **prepositions** (on, at, in), **conjunctions** (and, or, but), **auxiliary verbs**, such as "to be" (am, are, is, was, were, being), "do" (did, does, doing), "have" (had, has, having) are <u>called as function / grammatical words.</u>
- **How do you calculate lexical density of a text?**

$$\text{Lexical density} = \frac{\textbf{Number of lexical words}}{\textbf{Total number of words}} \times \textbf{100}$$

3. **Role of language:**

   The third key aspect of mode concerns the role language is playing. The main point is that language frequently interacts with other **semiotic resources** (or meaning-making resources) and part of the meaning of a text as the following:
   1) **physical action** (e.g. a referee pointing during a football match)
   2) **a visual image** (e.g. a map in a geography book)
   3) **a diagram** (e.g. the boxes and lines)
   4) **colour** (e.g. the use of green and red)
   5) **graphic effects** (e.g. the use of bold in the course materials to draw attention to new terms)
   6) **sound** (e.g. the music accompanying a TV advertisement).

   <u>**Role of language:**</u> It is the third key aspect of mode concerns the role language is playing. **For example,** is the language taking the main role in delivering the meaning or there are other sources for example physical action that in T.V live programs the language accompany with the action in order to express the meaning; visual images a map or a diagram in the book; sounds **for example,** the music accompanying a TV advertisement. In other words, it is the way that the language has in order to make meaning whether by its own or by the existence of other semiotic resources.

[Some complications: channel and medium] (القناة و وسيلة الاتصال)

The channel and medium of communication are two aspects of mode that used to be directly related.

- **Channel** refers to the **physical means** by which a message is transmitted, whether face to face or via a computer, phone, TV, radio (and so on).

- **Medium** refers to the **material resources** used in communication and whether they are auditory (e.g. speech) or visual (e.g. signed or written language), and for written language, whether it is hand-written, digitally produced, carved in stone and so on.

- **In order to understand the relationship between language and context** from a mode perspective, the key aspects we will focus on are **the degree of interactivity and of spontaneity, and the role language** is playing, regardless of channel or medium.

[Packaging meaning]

There are **two** ways for packing information in a text that has high density of information including: **noun groups** and **nominalization.**

[Packaging meaning through noun groups]

Noun group can be consisted of **pre-modifiers**, **postmodifiers and head noun**.

1. **The elements of pre-modifiers are** determiners, numeratives, describers and classifiers.

2. **The elements of postmodifiers** can be whether prepositional groups, adverb groups or embedded clauses.

3. **The head word** is also known as **head noun**.

   - Head noun can be realized by noun as the main word in the group whether someone or something. It can be modified by elements coming **before (pre-modifier)** and elements coming **after (postmodifier)**. Or the head word can be modified by both a premodifier and a postmodifier. **(Activity 6 page 28-32).**

   Noun Group = Head word (HW): (Noun or Pronoun)

Pre-modifier elements:

1. **Determiner (which?):**
   a. The articles (a, an, the)
   b. Demonstratives (this, these, that, those)
   c. Possessives (his, her, my, your, our)
2. **Describer (What Like?):**
   Adjectives (Smart, beautiful, tidy, green).
3. **Numerative (How many?):**
   Such as (one, two, some, many, few, much, plenty of, several).
4. **Classifier (What type?):**
   Nouns, adjectives. EX: **Telephone** calls, **female** bag, **metallic** chair.

Post-modifier elements: (Types of post- modifier)

1. **Preposition group:** a group of words that its head word is a preposition (for, from, with, about, to, of, in, at, on, by)
   Ex: The lady **with beautiful eyes**.
   Future changes **in your circumstances.**
   A private pool **for its fish**
   They travel **by bus**.
   Sara goes **to the library.**
2. **Relative clauses: (embedded clause)** a clause begins with a relative pronoun such as (whose, whom, that, which, who)
   There are two types of embedded clauses:
       1. **Embedded (finite) clause:** A car that's **got** a service history.
       2. **Embedded (non-finite) clause:** your ability **to make** the payments.

3. **Adjective group: Ex;** the monthly payments **due under the agreement.**
                          The daily mail **online**
4. **Noun group: Ex;** the cotton harvest **last year.**
5. **Adverb group: Ex;** their home **100 miles away.**

Activity 8

1.

The noun groups below all involve one or more postmodifiers. Use the hi

| Prepositional group | Finite clause | Non-finite clause |
| Adjective group | Noun group | Adverb group |

1. these fish from the tropics, with their bright colours

2. the counters selling fresh fruit and vegetables in most supermarkets

3. two officials who are pretty high up in the Education Department

4. some peaks and troughs in the economy that we can predict

5. the structure of your career managing projects in IT

6. statistics giving the average temperature of the surface water each month

7. a frame for digital photos with a screen measuring seven inches, that doesn't cost much

6. Packaging information by Nominalization:

It refers to the tendency to represent events, qualities of objects and qualities of events not as verbs, adjectives, and adverbs, but as **nouns.**

Nominalization is used in topics that based on abstract concepts, properties, and theories such as: growth, and birth rates.

Nominalization includes more technical kinds of expression that unlike everyday language, for example, the verbs "(to) evaporate" in which when it is nominalized becomes "evaporation" which is a technical expression that refers to the one of the three stages of water cycle. Without the ability to nominalise, it would be impossible to conceive of many common concepts such as 'movement', or to measure abstract things such as 'growth'.

More examples of nominalization:

Verb form	Nominalised form
(to) evaporate	evaporation
(to) absorb	absorption
(to) vibrate	vibration
(to) flow	flow
(to) deliver	delivery
(to) arrive	arrival

Nominalization has a key role/function in technical language for several reasons including:

1. It allows the formation of technical terms that stand for complex but commonly understood phenomena.
2. It allows development of some abstract terms.
3. It allows making statements about cause-and-effect relationship between events. For example, "The slow but powerful movement of the ice carves out a large U-shaped valley".
4. It allows represent events and qualities as things in a language rather than processes. For example, in science especially in measuring nominalization can explain and clarify the entity such as:"large quantity of rain" and in comparing as "25% more rainfall".
5. It allows using complex noun groups to qualify descriptions and explanation of something as "The increasing rainfall in the Southern Korea"**(Activity 8 page 39-40).**

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Grammatical metaphor (الاستعارة النحوية)
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Grammatical metaphor is one of the ways in the language that is used to express meaning. It is the idea of replacing grammatical items in the text or sentence by other grammatical items. **For example,** instead of saying **"he discovers",** the speaker / writer says, **"his discovery".** Here the lexical item is the same, but its grammatical category is different in which in the first example is a verb while in the second example is a noun. Grammatical metaphor is used in the scientific field.

Grammatical metaphor is one of the scientific aspects of English that cause difficulties. It occurs when a grammatical form is not congruent with the world of experience, for example, when a process and circumstance are presented by a noun phrase rather than a verb and adverb. In other words, it is the reworking of clauses into noun groups. For example, "The cast acted brilliantly so the audience applauded for a long time" when it is nominalised "The cast's brilliant acting drew lengthy applause from the audience" so by changing the processes into nouns, the circumstances into adjectives within nominal groups, and the relation between the two processes showing that one of them cause the other, this make the event as it is the cause relation between them **(…acting drew…applause)** and the nominalization reduces congruency because there is no longer of the participant-process-circumstance order. All these changes are called grammatical metaphors. **(Activity 10 page 42-48).**

Activity 7 page 32-33: Comparing two texts from a mode perspective. Allow about 20 minutes Look at the two texts below and answer these questions:

1- What is the subject matter of each text?

2- Which text seems more spontaneous and which more planned?

3- What grammatical differences between the two texts can you observe?

Text H Estrogen (1)

The sex hormone estrogen is really important for lots of physiologic processes. But if you **use** estrogen to **stimulate** the breast ductal epithelium for a long time, it **increases** the extent in which breast cancer can develop and progress. So in the clinic, it's important that we can choose a way of treating patients so as to block the effects of estrogen. Tamoxifen and other similar drugs are effective as a way of both preventing and treating breast cancer.

Text i Estrogen (2)

The sex hormone estrogen is important for many physiologic processes. Prolonged **stimulation** of breast ductal epithelium by estrogen, however, can contribute to the development and progression of breast cancer, and treatments designed to block estrogen's effects are important options in the clinic. Tamoxifen and other similar drugs are effective in breast cancer prevention and treatment ...

Answer:

Text H is less planned and more spontaneous than Text I.This is because it is less lexically dense. The main reason for the greater density in Text I is that in a number of cases, nouns are used to construe processes as 'things' **e.g.** stimulation, treatments, prevention, treatment, development, progression. These nominalisations may then be elaborated using pre- and postmodifiers to create longer noun groups, thus reducing the number of separate clauses with their own processes and participants. **For example:** it's important that we can **choose** a way of **treating** patients.

Becomes in Text I:

treatments designed to block estrogen's effects are important **options** in the clinic.

Notice how in 'Estrogen (1)' the use of more participants (you, estrogen, the breast ductal epithelium, breast cancer) and more processes (use, stimulate, develop, progress) spreads the meanings across clauses. As a result, the ideational meanings are less compressed. They are not as packaged into participants as in 'Estrogen (2)'.

Moreover, nouns such as stimulation, treatments, prevention, treatment, development, progression, which result from turning a process realized as a verb into a process realised as a noun, are known as nominalisations. **Nominalisation** refers to the tendency in English especially technical and academic English – to represent events, qualities of objects and qualities of events not as verbs, adjectives and adverbs, but as nouns.

Question: Make nominalizations from the following words.

1. To rain 2. Grow 3. Happy 4. Improve 5. Realize

6. absorb 7. To flow 8. Deliver 9. Arrive 10. Quick

11. Deceive 12. Assure 13. Stimulate 14. Attract 15. Create

16. Try 17. Approve 18. Hinder 19. Easy 20. Accept

Answer:

1. To rain /the rain 2. Grow/growth 3. Happy/happiness 4. Improve/improvement 5. Realize/realization

6. absorb/absorption 7. To flow/the flow 8. Deliver/delivery

9. Arrive/arrival 10. Quick/quickness

11. Deceive/deception 12. Assure/assurance 13. Stimulate/stimulation

14. Attract/attraction 15. Create/creation

16. Try/trial 17. Approve/approval 18. Hinder/hindrance 19. Easy/easiness 20. Accept/acceptance

Question 4: Read the following text and identify **ten nominalisations,** that is, any nouns which represent an event or a quality rather than a 'thing'. Then, **mention the root word** of each nominalised form.

The **exploration** of new scientific frontiers requires substantial **investment** and **collaboration** among researchers worldwide. Discovery and **innovation** in fields such as biotechnology and artificial intelligence are driving forces behind **advancements** in modern society. The **application** of theoretical concepts in practical settings is essential for translating research findings into tangible solutions. Peer review and **publication** in reputable journals are critical steps in validating scientific discoveries and ensuring their **credibility,** The **dissemination** of knowledge through conferences and seminars fosters dialogue and collaboration among experts in various disciplines.

Funding and support from government agencies and private **organizations** are vital for sustaining research endeavours and fostering scientific breakthroughs.

Answer:

1- Explore – Exploration

2- Invest - Investment

3- Collaborate – collaboration

4- Innovate- Innovation.

5- Apply - application

6- Organize – Organization   7- Credible- credibility

8- Disseminate – Dissemination   9- Public - Publication 10- Advance – Advancement

Question: Below you can see a number of items (1-10) expressed in a formal academic style using nominalizations. Next to them are clauses and groups (a-j) conveying similar information in a fairly spontaneous conversational style. Match each numbered item (1-10) with the correct letter (a-j).

1. Collision with debris
2. Evacuation of the air
3. Extravehicular activity
4. On exhalation
5. An explosion
6. Combinations of gas bubbles
7. Paralysis
8. The presence of bubbles
9. Recompression
10. The onset of symptoms

a. all the air comes rushing out
b. he'd explode
c. there are bubbles
d. when the symptoms begin
e. the spaceman steps out into space
f. a piece of rock hits a space ship
g. when he breathes out
h. he can't move
i. put him under pressure again
j. the way bubbles mix together

Answer: The correct answers are:
1 = f 2 = a 3 = e 4 = g 5 = b 6 = j 7 = h 8 = c 9 = I 10 = d

Question: Analyze the structure of **the underlined noun group** in each of the following sentences in terms of: numerative (NU), determiner (D), describer (Des), classifier (C), qualifier (Q) and head noun (HN).

1. This (HN) is really interesting.

2. The (D) new (Des) book (HN) he published (Q) was his best.

3. Many (Nu) university (C) students (HN) are from foreign countries.

4. This (D) famous (Des) car (C) design (HN) was from Europe.

5. A few (Nu) little (Des) extras (HN) are needed.

6. Several (Nu) hard working (Des) university (C) students (HN) got scholarships.

7. The (D) really frustrating (Des) thing (HN) is that nobody listens.

8. Many (Nu) interested (Des) company (C) managers (HN) applied for the new position.

9. Her (D) beautiful (Des) designer (C) clothes (HN) were very expensive.

10. Her (D) physical (C) education (C) gym (C) trainer (HN) is a nice a loving lady.

11. Three or four (Nu) absolutely tasty (Des) dishes (HN) were on the table.

12. This (D) huge and nice (Des) box (HN) we bought last year (Q) was handmade.

Question: Identify the noun group functioning as the subject of the sentence and circle the head noun **(HN)** in the following sentences.

1. Students who are interested in getting a university loan must apply on Sunday.
2. The first book he published was his best.
3. This famous car design was from Europe.
4. My sincere belief is that he was lying.
5. A few more little extras are needed.
6. Several hard working university students got scholarships.
7. The really frustrating thing is that nobody listens.
8. Many interested company managers applied for the new position.
9. Her beautiful designer clothes were very expensive.
10. A lot of things are at stake in this project.
11. Her physical education gym trainer is a nice a loving lady.
12. All of them prefer the old plan.
13. One of the boys left early.
14. Three or four absolutely tasty dishes were on the table.
15. This huge and nice box we bought last year was handmade.

Answer:
Identify **the noun group functioning as the subject** of the sentence and circle the head noun **(HN)** in the following sentences.
 (Each correctly identified noun group = ½ mark and each correct HN = ½ mark)
 1. **<u>Students</u> who are interested in getting a university loan** must apply on Sunday.
2. **The first <u>book</u> he published** was his best.
3. **This famous car <u>design</u>** was from Europe.
4. **My sincere <u>belief</u>** is that he was lying.
5. **A few more little <u>extras</u>** are needed.
6. **Several hard working university <u>students</u>** got scholarships.
7. **The really frustrating <u>thing</u>** is that nobody listens.
8. **Many interested company <u>managers</u>** applied for the new position.
9. **Her beautiful designer <u>clothes</u>** were very expensive.
10. **A lot of <u>things</u>** are at stake in this project.
11. **Her physical education gym <u>trainer</u>** is a nice a loving lady.
12. **All of <u>them</u>** prefer the old plan.
13. **One of the <u>boys</u>** left early.
14. **Three or four absolutely tasty <u>dishes</u>** were on the table.
15. **This huge and nice <u>box</u> we bought last year** was handmade.

The definitions of chapter 1

1. Channel

The physical means by which a message is transmitted e.g. TV, radio, computer, face to face.

2. Congruent

A grammatical form is congruent when it encodes experience in the most natural way, with nouns for participants, verbs for processes, adverbs and prepositional groups for circumstances, and conjunctions for relations between processes.

3. Grammatical metaphor

This occurs when a grammatical form is not congruent with the world of experience, for example, when a process and circumstance are represented by a noun group rather than a verb and adverb: They paused briefly → a brief pause.

4. Grammatical word [function word]

Grammatical words are words that express grammatical relationships and classifications, such as determiners, conjunctions, prepositions, pronouns and auxiliary verbs. They can be contrasted with lexical words.

5. Interactivity

This is an aspect of mode relating to the extent to which different participants contribute to the discourse (rather than one speaker or writer in isolation).

OR • Interactivity: One of the key aspects of mode that concerns whether the text is interactive between multiple interlocutors, such as in casual conversations, or non-interactive by one writer or speaker, such as in an essay.

6. Lexical density

A measure of how much information is packed into a text, calculated by dividing the number of lexical words by the total number of words.

OR: Lexical Density: the proportion of content words, such as nouns, adjectives, adverbs, and lexical verbs, to function words, such as pronouns, conjunctions, and auxiliary verbs, in a text. The higher the proportion of content words, the greater the lexical density and vice versa.

7. Lexical word [content word]

Lexical words are words that have semantic content, rather than indicating grammatical relationships. Nouns, verbs, adjectives, and most adverbs are lexical words. They can be contrasted with grammatical words.

8. Medium

The material resources used to produce a message, whether auditory (e.g. vocal signals), visual (e.g. hand signals, print, handwriting, digital writing) or tactile (e.g. braille)

9. Nominalisation

Nominalisation occurs when events and qualities are represented as 'things', using an abstract noun instead of a verb or adjective: submit → submission; free → freedom.

OR: Nominalisation: Is where a noun group used to represent a process or a clause. For example, the verb "Adapt" is nominalised into " adaptation".

10. Role of language

This is an aspect of mode relating to whether language constitutes all of the meaning-making, or whether other semiotic resources share in the meaning-making activity.

OR ● Role of Language: One of the key aspects of mode that concerns whether or not the language in a text constitutes all the communication or it is accompanied by semiotic resources such as body language in casual conversations or diagrams in presentations

11. Spontaneity

This is an aspect of mode relating to the extent to which a text was produced spontaneously, without the opportunity for editing or correction.

OR ● Spontaneity: One of the key aspects of mode that concerns whether the text was produced in real-time, which means produced without editing or correction such as in casual conversation or produced after planning and editing such as in essays.

12. Semiotic resource [meaning-making resource]

Semiotic resources are the resources for making meaning. Apart from language, other semiotic resources include visual images, sounds and gestures.

Question 2: The extracts below are from three situations, followed by a description of the linguistic features which reflect mode (that is, the way in which the texts were produced). **Choose a suitable word from the list to fill** each blank space and complete the description.

Text A

Barry: All right, if a piece of rock hit a space ship and made a hole in it, what would happen to the air? All the air would come rushing out, wouldn't it? Er, all the air would come rushing out. What would happen to the spaceman if he stepped out into space without a space suit on?

Alec: Would suck everything out with it.

Graham: He'd just explode because, erm, he's got pressure from inside the space ship inside him.

Barry: Yeah, yeah, he's not used to it really is he?

Text B

The many different symptoms of decompression sickness arise from various combinations of gas bubbles in the blood or tissue. Limb pain, for example, probably results from bubbles encroaching on the nerve endings and stretching tissues around the joints. Numbness or paralysis is caused by the presence in the spinal cord of bubbles, which physically disrupt nerve cells and their circulation. Coughing and shortness of breath are brought on by large numbers of venous gas bubbles impinging on the capillaries in the lungs.

Text C

Scientists were last night using diving pressure chambers in a battle to save a family who were poisoned by gas central heating fumes.

Adrian and Kim Harris and their children Shaun and David were rushed under police escort to the Diving Diseases Research Centre in Plymouth after they were found unconscious at their home 100 miles away.

Answer: suitable word from the list to fill each blank space and complete the description.

Description:

One of the main differences between the previous texts is their **lexical density**. When planning our language, we tend to package information more densely. Still, with **spontaneous language**, this is **more difficult** to do, and it is also more difficult for a listener to process densely packed information. The **highest lexical density is text (B)** which is more **planned** and **edited**. The **least** is **text (A),** which is **spontaneous**, thus **less planned** and **edited**, which **tends** to have **more pronouns**. Thus, lexical density reflects the extent to which a text has been **planned**, with **spontaneous** texts, such as the **conversation** in **Text (A), showing** a **lower** proportion of **lexical words** than **prepared** texts, such as **Texts (B) and (C). Text (C)** has a particularly **high lexical** density. this may be because it was the first sentence in an **article**. In **news reports**, this is where key **information** is **usually concentrated**.

Field - Low - Academic – Spontaneous – Terminology – Rapidly - Speech – High - Turn-taking – Recent – Interactive – Planned – Narrow – Short – Density

Description:

The conversation in text A is (A) ………**Spontaneous**…, so there is some hesitation and repetition. Lexical density is (2) ……**Low**…, which is typical of unplanned (3) …**Speech**… It's a highly interactive text involving question and answer, with (4) ………**Turn-taking**………… between the speakers.

Text B involves ……**Academic**…… writing, and has no overtly (6) ……**Interactive**… Features. It's (7) ….**Planned**………., so lexical (8) is …**Density**… (Text B) also features the use of technical (9) …**Terminology**…., though this relates more to (10) …**Field**…. than to mode). **The news report in Text (C) is** also a planned written text, with (11) ………**High**……. lexical density and no overtly interactive features. It's designed to be printed in (12) ………**Narrow**…… columns, so paragraphs are (13) ……**Short.** Because it's produced (14) …**Rapidly**, it's possible to include reference to (15) …**Recent**…. events (last night).

Q: Briefly discuss the following aspects of mode (in these texts): interactivity, spontaneity, and the role of language. Which text seems more spontaneous and which more planned?

Text A Local GP (excerpt)

I had skin cancer. I'd been digging in the garden and and I don't know whether I scratched myself with a 'cos I was doing my I don't whether a s+ a thorn caught me on the nose and then I'd been digging Cats and all sorts had been digging about, I hate cats, and it wouldn't heal up and it was going on and I was getting cream cream on my nose - it never ha+ healed up you see. So I went to the doctor's and they looked at it down the infirmary. Then they had to have those all these specialists round you you know
and I thought, Why the heck am I seeing other people.

Text B Turnips

SALES of turnips are rocketing in China because the veg is
said to cure SARS.
They are used in herbal remedies sold to treat severe acute
respiratory syndrome.
Wholesale prices of turnips in China's capital Beijing have
shot up THIRTY PER CENT in a week amid fears over the deadly flu-like virus. Carrots, garlic and ginger are also included in the potions and shops have been selling out.
The global death toll from SARS rose to 153 yesterday. Nine were reported in Hong Kong – the most in one day there so far. They included a woman aged 34, who died while giving birth. The condition of the baby was not known. China has been hit hardest by SARS, with 64 deaths.

Text C Estrogen

The sex hormone estrogen is important for many physiologic processes. Prolonged stimulation of breast ductal epithelium by estrogen, however, can contribute to the development and progression of breast cancer, and treatments designed to block estrogen's effects are important options in the clinic.
Tamoxifen and other similar drugs are effective in breast cancer prevention and treatment by inhibiting the proliferative effects of estrogen that are mediated through the estrogen receptor (ER). However, these drugs also have many estrogenic effects depending on the tissue and gene, and they are more appropriately called selective estrogen receptor modulators (SERMs). SERMs bind ER, alter receptor conformation, and facilitate binding of coregulatory proteins that activate or repress transcriptional activation of estrogen target genes.

Answer:

Text **(A)**: **Spontaneous**, "pauses, repetitions as (which, had, cream), false starts/reformulations as (we h –, I had), chains of clauses linked by 'coordination' as (and it must have … and now of course) short noun groups as (antibiotics, all these specialists). **The three texts** demonstrate how <u>grammar and context interrelate</u>. **Text (A)** includes many **interactive elements**, such as **turn-taking** and supportive feedback from **speaker one.** It also has many markers of **spontaneity** – **pauses**, **repetitions**, **false starts**, **clause chaining** and so on – and there are **very few long noun groups**. All these features point to '**Local GP**.' being a transcript of a text that was **originally spoken**.

The language of Texts **(B)** and **(C)** (***'Turnips' and 'Estrogen'),** in contrast, suggests that **both are planned written texts** which were **produced over some time** rather than on the spot. There are **no dysfluencies**, as the authors and **editors** have **had time** to **polish** the **writing**. Whereas Text **(A)** often involves **chains** of clauses joined together by coordinators (and, but, so), Texts **(B) and (C) package meaning** into clauses in **different ways**, including the use of **long noun groups**, such as the **proliferative effects of Estrogen**.

The role played by language is constitutive in all three texts; in other words, they are **primarily** (if not entirely) constituted by language. Nevertheless, some of the meaning in the **'face-to-face' interaction** was provided through body **language** and **gesture**. **Graphic effects** also contribute to **Text (B)** 'Turnips' meaning. **Text B** comes from a **newspaper**, where **features** of the **layout**, such as **headlines**, font and **images**, are often **significant**.

On the other hand, **the analysis so far shows a clear distinction in the mode dimension between Text (A) on the one hand and Texts (B) and (C)**. Yet you have **noticed** that **texts (B)** and **(C)** also **differ** from each other. Before moving on to the next section, consider any factors that might account for this difference. In the text (B), **language constitutes** all communication. Also, **graphic effects**, such as the use of **column format**, and of **capitals** for **emphasis** in "THIRTY PER CENT". In the text (C) **not interactive**.

Text	Interactivity	Spontaneity	The role of language
A Local GP	Highly interactive: • turn-taking • questions and answers • indicators of support (*mm*).	Spontaneous: • pauses • repetitions e.g. *which, had, cream* • false starts/ reformulations e.g. *we h—, I had* • chains of clauses linked by coordination e.g. *and it must have ... and now of course ...* • short noun groups e.g. *antibiotics, all these specialists*.	Language constitutes almost all the communication (but possibly accompanied by gesture, facial expression etc.).
B Turnips	Not interactive.	Not spontaneous: • no dysfluencies • longer noun groups, e.g. *The global death toll from SARS*.	Language constitutes almost all the communication. But also graphic effects, e.g. use of column format, and of capitals for emphasis in THIRTY PER CENT.
C Estrogen	Not interactive.	Not spontaneous: • no dysfluencies • longer noun groups e.g. *breast cancer prevention and treatment*.	Language constitutes the whole communication.

Activity 2: Analysing and interpreting lexical density Text A+B+C: (p51+52)

Lexical density is a crucial factor affecting comprehension and is a separate matter from the presence or absence of specialised lexis. Therefore, **lexical density** reflects the amount of planning involved in producing a text. One of the main differences between the previous texts is their lexical density. The salesman found the densely written text unsuitable for explaining the credit agreement in a face-to-face conversation with his customers. Instead, he provided his paraphrase, which had a much lower lexical density, and suited his particular purpose better.

The **Text 'Local GP'** has a much lower lexical density than the two written texts **'Turnips'** and **'Estrogen'**. This finding confirms the inverse relationship between **lexical density** and **spontaneity**, which is one of the key aspects of **mode**. One factor is the way that a writer tries to make the text comprehensible to readers. So, the lower lexical density of the news text may result from some effort on the part of the journalist to make the text relatively easy to comprehend for a general readership. It is not enough just to use simpler vocabulary; the journalist also has to package the information so as to ensure ease of comprehension.

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