

A Linguistic Study of Clause Relation as Lexical Signalling in Dramatic Text

Saja Abdul Ameer Hadi ¹

Sura Sabri Breesam ²

Bushra Abd Hassan ³

Abstract: Linguist Winter (1977) believes that semantic linkages between phrases, sentences, or sets of sentences help to organize conversation. Furthermore, he believes that there are different methods in English to convey these semantic relationships. Winter terms these signals vocabulary 3. Vocabulary 3 has a vast variety of objects that may be altered and utilized to fit any of the sentence's functional slots, such as confirm, different, instance, problem, reason, same, solution, truth, and so on. They do, however, have many similarities with the meanings of concepts found in the closed-set, such as conjuncts and subordinators. The current study aims to characterize the lexically indicated clause relations and rhetorical patterns in selected English theatrical text. It also attempts to find lexical signals in such text in order to indicate clause relations in the text. Because of the importance of lexical signalling items in the development and understanding of conversation, language learners must include them into their courses.

Keywords: clause relation, lexical signalling, vocabulary 3, rhetorical patterns, semantic relations.

^{1, 2, 3} Wasit University- College Education for Humanities- Iraq

1. Introduction

Any speech exhibits organization, which is not by coincidence; rather, a variety of elements must be considered in the topic of discourse structure. It is assumed that semantic relations that exist between clauses or sentences contribute to discourse structure in some way since a number of these features are relational in nature and deal with how clauses and sentences relate to one another in the context. These semantic relationships are known as clause relations. Winter (1977) claims that in English, clause relations can be signalled using one of three methods: subordinators (vocabulary 1), conjuncts (vocabulary 2), and lexical signalling (vocabulary 3). The voc.3 items, also known as lexical signals, are used to express semantic linkages between phrases and sentences in a text, as well as a higher degree of relationships within larger passages and complete discourses, such as the problem-solution rhetorical

pattern. The study attempts to discover voc.3 components in order to highlight clause connections and rhetorical patterns in an English text corpora.

2. Clause Relations and Lexical Signalling: Winter's Clause Relational Theory

Winter investigates the concept of clause relations in three works (1971, 1977, and 1979). His thesis is founded on the notion that when two sentences are combined for the purpose of communication, they enter into a particular relationship in which the comprehension of one phrase in the paragraph is dependent on the understanding of the other. This information forms the contextual relevance of the two phrases in the sense that the second sentence completes the meaning of the first sentence as a minimal context. According to Winter (1982), clause relations are the many links that divide one phrase from another as a component of a sequenced discourse. These connections are few, finite, and have a wide range of language. According to Hoey (1983), Winter's definition indicates that the clause connection has its name not because it only relates clauses, but due to each system for signalling discourse originate in the grammar of the clause, so referring to relations between a pair of paragraphs as larger clause relations is not a contradiction. This demonstrates that clause relations may exist within a discourse, as portions of sentences or groups of phrases, and that "the relation does not respect the syntactic boundaries, though its realization is necessarily rooted in the grammar of the clause". Furthermore, from a finite number of such clause relations, an infinite number of organizational patterns, such as the problem-solution organizational pattern, may be formed. Crombie (1985a and b) applies clause relations theory in language teaching and syllabus design, assuming that the relations underlying the development of coherent discourse may serve as the conceptual foundation for language instructors and syllabus designers. Although she has accepted Hoey's (1983) and Winter's (1977) works, she has serious problems with them. She disagrees with Hoey's assumption that all approaches for signalling associations are based on sentence structure, because she considers speech intonation to be equally important to other grammatical elements, and she also believes that the concept of voc.3 contradicts what Hoey is attempting to say. She concludes that the problem emerges in this situation because it is attempting to harmonize the phrases "clause relation" and "cognitive process". Crombie also argues that Hoey's explanation appears to contradict Winter's own claim in (1982), in which Winter said that he mistook clause and sentence in 1971, 1974, and 1977.

3. Clause Relations Classification

Although the linguists Winter, Hoey, and Crombie all agree on the categorization of clause relations, there are differences in the classification and the extent of these relations. Winter (1977) categorizes them as matching relations and logical-sequence relations. The most basic of these relationships is temporal sequence, which answers the question "How does x event connect with y event (in time)?" The ties between following events or concepts, whether real or hypothetical, are referred to as logical sequence relations. They include three sorts of relationships: cause-and-effect, instrument-achievement, and condition-and-effect. Matching relations are the relationships we use to pair together things, activities, events, individuals, and so on for similar and dissimilar properties. They respond to the question "How does x compare to y in terms of z feature?" There are a couple of sorts of comparisons as well as contrasts.

Hoey (1983) splits short passages into logical-sequence relations and matching relations, which corresponds to the distinction made by Winter (1977) for larger parts. Hoey, on the other hand, refers to rhetorical structures as discourse structures for bigger parts and entire discourses, such as problem-solution structures, general-particular structures, and so on. Crombie (1985 a) asserts and she believes that clause relations are more general. Crombie (1985) categorizes clause connections into nine groups:

1. **Temporal Relations:** the linkages that take into consideration how events are associated in time.
2. **Matching Relations:** Two objects, events, or abstractions are compared in terms of a single feature that describes them and decides whether they are similar (simple comparison) or dissimilar (simple contrast) in these interactions.

3. **Cause-Effect:** Each of the four main lexical connections is connected to cause and effect. These are the reason-result, means-result, means-purpose, and condition-consequence relations.
4. **Truth-Validity:** In this case, all four relationships are either directly or indirectly associated with truth and validity. A statement's accuracy is verified in (statement-affirmation), denied in (statement-denial), preceded or followed by a statement in which that word or expression is correlatively replaced in (concession-contradiction), and the validity of an inference is directly or indirectly denied in (concession-contradiction).
5. **Alternation Relations:** Each alternating connection necessitates a choice. The separation (P or not P) is unique involved in contrastive alternation indicates that it is a judgment that involves a positive / negative opposition, either implicitly or explicitly. A supplemental alternation is a choice between two (P or Q) or more things, events, or abstractions that are not considered opposites.
6. **Bonding Relations:** While bonding relations are non-sequential additive (i.e. non-elective) interactions between conjoined or paralleled statements, alternating connections are elective (i.e. involve choosing). It is classified into four types: coupling, distinct coupling, statement-exemplification, and statement-exception.
7. **Paraphrase Relation:** The para relation requires repeating without elaboration; the same argumentation idea is conveyed differently in each of the connection's two components. An antonym that is negated, such as "he is not good" or "he is bad," may be employed.
8. **Amplification Relations:** The amplified connection requires replacing a specific term or expression with a nonspecific one, and is classified into three types: term-specification, predict-specification, and term-exemplification.
9. **Setting-Conduct Relations:** There are three types of events: event/state-location, event-direction, and event-manner.

4. Clause Relations Signalling

The first point is that there are numerous phrases in the English language whose only function is to highlight any conceivable semantic links between clauses and sentences.

Although, because, concede, concession, purpose, reason, so, thus, and so on are a few instances of these phrases. According to Crombie (1985 a), these words and phrases have syntactic relevance because of the sorts of links they make between propositions and semantic significance because they function as signals of discourse value. Winter (1977) divides these phrases and expressions into three categories based on their function in related clauses: vocabularies 1, 2, and 3. The first two are grammatical in nature, whereas the third is lexical in nature. Subordinators go into the first category, sentence connectors or conjuncts fall into the second, and lexical signals fall into the third.

Vocabulary 1

This vocabulary includes closed-system words such as subordinators. Winter (1977) classified them into two categories: pair items or correlative pairs (e.g., not so much x as y) and clause subordination (e.g., because, before, once, since, so that, etc.). Subordination is important because these items either connect clauses or embed one phrase within another.

Vocabulary 2

This vocabulary includes conjuncts, commonly known as sentence connectors. They are part of a closed system. Winter (1977) categorizes them as single (as in also, like, as a result, basically, etc.) or paired or correlatives (as in not only (but) (also), on the one hand... on the other, etc.). They make the clause relationship between the matrix clause and the previous clause or phrase obvious.

Vocabulary 3

Winter (1977) offers a list of voc.3, or around 108 lexical items. Nouns, verbs, adjectives, and other words in Voc.3 include "achieve," "affirm," "distinction," "hypothetical," "problem," "solution," and "way." In sentence structure, these words function similarly to subordinate clauses (voc. 1) and conjunct clauses (voc. 2).

These objects appear to be on a continuum between open- and closed-system meaning, according to Winter (1977). The fact that its components are picked in the same way as other lexical elements like nouns, verbs, and adjectives in the syntax of subject, verb, object, and complement of the phrase makes voc.3 a closed system. To put it another way, lexical components behave grammatically like a subject, verb, object, or complement, and they, like any other open-system item, can be pre-changed, modified, or post-modified, inheriting part of the semantics of the open-system items that alter them. For example, the noun 'achievement' is a voc.3 item that can be modified by an adjective like 'impressive' to form the noun phrase construction 'impressive achievement', as can the voc. 3 adjectives 'similar' and 'different', which, like the other adjectives, can be pre-modified by the intensifier 'very'.

5. The Function of Vocabulary 3 in Discourse

Voc.3 is a closed-system connection since it, like other closed-system connectors, requires lexical realization. Lexical realization should be understood as a reference relationship between voc.3 and the two parts' open-ended lexical choices. What this has to do with the commonly used linguistic idea of reference. Winter (1977) uses the well-known semantics triangle of Lyons (1968) about (Meaning, Form, Referent) and the communications triangle of Kineavy (1971) which refers to (Encoder, Decoder, Reality) to clarify this case.

To highlight the function of voc.3, Winter mixes the semantics triangle within the communications triangle and presents the triangle depicted below:

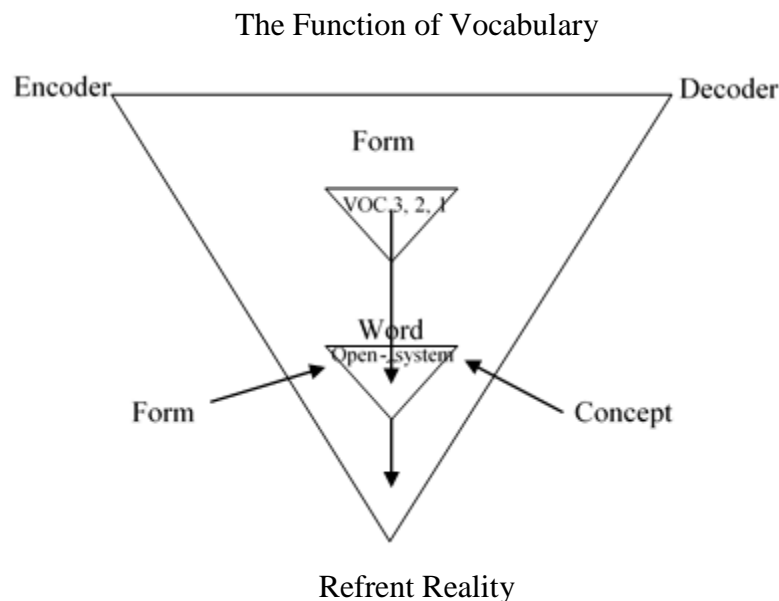


Figure (1) Winter's Triangle (1977: 91)

Figure (1)'s top-inner triangle, which contains voc.3, points downward to the collections of open-system lexical possibilities that actualize its semantics. The open-system words then refer to their real-world referents in the lower-inner triangle, resulting in two distinct stages of reference; the open-system words refer to their real-world things, which may or may not be visible. The utterance's Voc.3 words relate to their open-system equivalents. These open-system terms must exist. The term "open-system" refers to the entire world. Voc.3 words are only examined in relation to their open-system equivalents. Each has a

different meaning depending on the thing it refers to. Voc.3 might be considered as a natural meta-language for the open-system's words.

6. Discourse Relations

Linguists Hoey (1983), Jordan (1984), and Crombie (1985b) extend Winter's idea of Semantic relations to the macro-structural realm of texts and discourses. They argue that the same lexical signals used to identify phrases and sentences may also be used to identify rhetorical patterns that govern how texts and discourses are constructed. They make an attempt to illustrate how the parts and paragraphs of a discourse relate to one another. Their efforts are concentrated on the problem-solution pattern, which is a common discourse structure. This is one of the most common speech patterns in English. This pattern, according to Crombie (1985), divides a given text into chunks based on how its constituent elements are employed to transfer information. The pattern's basic sections are Situation-Problem-Solution (or Response)-Evaluation, and each is classified according to how it fulfills the objective of communication. As stated by Salkie (1995), the problem element is a necessary component of the pattern. After examining the problem, one may look at the additional components that serve as answers to the questions.

7. Methodology

The research looks into William's one-act drama "Something Unspoken" to determine the links between the lexically signaled sentences. The selected one-act play will be studied from the bottom up, which means that the text will be carefully analyzed to find the relationships between lexically signaled sentences and how these links are put together. The lexical elements used to signify and emphasize such relationships contribute to this. Crombie (1985) observes that speech is rich with indications and cues that allow listeners and readers to infer how things will connect to one another. The models utilized in this investigation were developed by Winter (1977) and his collaborators Hoey (1983), Jordan (1984), and Crombie (1985). As part of the analysis process, the one-act play text will be numbered line by line so that the placement of the supplied content may be easily identified in the text. Because the theatrical text is divided into turns, each turn's words and sentences will be assigned a number. This makes the examples' explanations clear and correct. The text of William's one-act play "Something Unspoken" has ten distinct types of lexically indicated phrase relations that exist between clauses, sentences, and groups of sentences, inside the same turn or between turns; some of these connections are found to be repeated, while others are not. Each relationship will be defined briefly here. The frequency of clause relations and lexical cues are also acknowledged.

1- Statement-Reporting Relation

This connection involves the reporting of one speaker's speech or opinion to another, and it has two members: the reporting statement and the voc.3 item that signifies the reporting relation.

2 - Preview-Detail Relation

The preview-detail relation is one in which the second member gives information, details, numeration, or a list to supplement the information presented in the first member.

3- Contrast Relation

It involves a contrast of two items, circumstances, and concepts of a specific feature that distinguishes them

4- Error-Correction Relation

In this relationship, one member includes a negated term, while the second member provides a corrective to the first's denied propositional meaning.

5- Term-Specification Relation

In this relationship, one party of the relationship supplements the information provided by the other by offering a definition or specification.

6- Grounds-Conclusion Relation

The Grounds-Conclusion connection is one in which one person gives a deduction or conclusion based on some observations made by the other member.

7-Statement-Affirmation Relation

A statement introduced in the first part will be validated in the second half of this relation.

8- Comparison relation

This relationship includes the comparison of two objects, events, or abstractions in terms of some specific in which they are similar.

9- Reason-Result Relation

In this form of relationship, one member provides the effect or result for some reason that exists in the other; in English, the reason member frequently follows the outcome member.

10- Generalisation-Example Relation

In this relationship, one member makes a general remark, while the other gives an example or instances to replace the generalisation. There is just one lexically signaled generalisation-example relationship in the text.

The Clause Relationship Taxonomy

The ten resultant relations are grouped under their starting categories to highlight significant parallels and contrasts. This classification would best represent the similarities between relations. This taxonomy is based on the outcomes of the analytical method.

Initial Category	Clause Relations	Lexical Signals	
Matching	Comparison	analogous	Contrast
Relation	Contrast	compare	Differ
		comparison	different
		compatible	difference
		equal	Opposite
		like(ness)	not the same
		Same	Unlike
		similar	not compatible
		similarity	not analogous
		parallel	Contradict
		synonymous	Reverse

Truth-Validity Relation	Statement-Affirmation Error-Correction	Good	Mistake
		right	Error
		welcome	Truth
		achievement	Real
			Correct

Amplification Relation	Term-specification Generlisation-Example Preview-Detail	.mean(s)v	one
		kind(s)	two
		Sort	.three,etc
		Thing	First
		exemplify	Second
		example	.third, etc
		Case	the one
		instance	Once
		unique	.twice,etc

Cause-Effect Relation	Reason-Result Grounds-Conclusion	reason	Conclude
		Cause	Conclusion
		result	Deduction
		effect	point
		lead to	Conclusion
		consequence	
		follow	

Reporting Relation	Statement-Reporting	ask(ed)
		say(s)
		believe
		think
		suggest

Conclusion

Voc.3 components serve as supports for the clause relations of the theatrical speech by expressing the relationships that exist between clauses, phrases, and groups of sentences. According to the work's assessment, the text of William's "Something Unspoken" has ten different types of lexically indicated sentence relations. Some of these associations have been discovered to occur twice, three times, or four times, while others have not. It has been proven that the voc.3 item performs both the grammatical and semantic duties of the phrase. It has a syntactic role since it may be employed in sentences as a subject, verb, object, or complement, in addition to being premodified or postmodified into other lexical elements like as nouns, verbs, adjectives, and so on. Item's connective function provides it a semantic significance since it predicts what information will be included in the phrase or sentences through its anticipatory impact. The voc.3 item can be considered a structural component of its context since it connects the following statements by requiring the open-system linguistic options (to which it refers or signposts) to meet the criteria for semantics and provide the right purpose as a sentence linkage. Furthermore, Voc. 3 is crucial in language comprehension because it can function as a two-way signal by anaphorically pointing to the prior information, cataphorically referring to the impending context, or both of them.

References

1. Crombie, W. (1985a) *Process and Relation in Discourse and Language Teaching*. Oxford: Oxford University Press.
2. Crombie, W. (1985b) *Discourse and Language Teaching: A Relational Approach to Syllabus Design*. Oxford: Oxford University Press.
3. Hoey, M. (1983) *On the Surface of Discourse*. London: George Allen and Unwin.
4. Jordan, M. (1984) *Rhetoric of Everyday English Texts*. London: George Allen and Unwin.

5. Kinneary, J.(1971). *A Theory of Discourse: The Aims of Discourse*. Prentice Hall.
6. Lyons, J. (1968). *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press.
7. Salkie, R. (1995) *Text and Discourse Analysis*. London: J.J. International Ltd.
8. Winter, E. (1971). 'Connection in science material: a proposition about the semantics of clause relations', *C.I.L.T Papers and Reports* No.7 (London: Centre for Information on Language Teaching and Research for British Association for Applied Linguistics). 41-52.
9. Winter, E. (1977) “ A clause relational approach to English texts : a study of some predictive lexical items in written discourse” . *Instructional Science* 6.1: 1-91.
10. Winter, E. (1979). 'Replacement as a fundamental function of the sentence in context', *Forum Linguisticum* 4.2: 95-133.
11. Winter, E. (1982). *Towards a contextual grammar of English*. London: George Allen & Unwin.