A CONTRASTIVE ANALYSIS OF THE PRONOMINAL USAGES OF *THIS* AND *THAT* IN ACADEMIC WRITTEN DISCOURSE

A THESIS SUBMITTED TO THE GRADUATE SCHOOL OF SOCIAL
SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY
DERYA ÇOKAL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN
ENGLISH LANGUAGE TEACHING

JUNE 2005

Approval of the Graduate School of Social Sciences

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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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ABSTRACT

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M.A., Program in English Language Teaching

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June 2005, 125 pages

This study presents a contrastive analysis of the pronominal uses of *this* and *that* in academic written discourse. As data, the pronominal uses of *this* and *that* are retrieved from journal articles on linguistics. From these journals, 586 articles are scanned for the pronominal uses of *this* and *that* and 198 tokens are analysed.

The contrastive analysis is done in terms of the kind and span of referents *this* and *that* pick out in discourse, the types of centering transitions they signal and the rhetorical relations in which they are used. In order to investigate the types of transition they signal, the version of centering theory proposed by Grosz and Sidner (1986) and Grosz, Joshi and Weinstein (1995) is used. Also, Marcu's version (2000) of Rhetorical Structure Theory is used to analyze the rhetorical relations in which the expressions are used. The study also investigate the possible factors that lead an addresser to select one deictic expression instead of the other. The study concludes that *this* and *that* are cue phrases rather than discourse markers that construct local and global coherence.

Key words: pronominal *this* and *that*, Centering Theory, rhetorical relations, cue phrase, discourse marker

ÖZ

AKADEMİK YAZILI SÖYLEMDE ADIL KONUMDAKI *THIS* VE *THAT*'İN KARŞILAŞTIRMALI ÇÖZÜMLEMESİ

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Haziran 2005, 125 sayfa

Bu çalışma, akademik yazılı söylemde adıl konumundaki *this* ve *that*'in karşılaştırmalı çözümlemesini yapmaktadır. Bu çözümlemenin gerçekleştirilmesi için, bazı dilbilim dergileri taranmış ve bu dergilerde yer alan makalelerde adıl konumundaki *this* ve *that* verileri toplanmıştır. Bu dergilerdeki 586 makale taranmış ve adıl konumunda 198 örnek *this* ve *that* verisi elde edilmiştir.

Bu karşılaştırmalı çözümleme, söz konusu adılların söylemdeki göndergelerinin türü ve ulaşılabilirliği, gerçekleştirdikleri geçiş türleri ve içinde kullanıldıkları retorik ilişkiler temel alınarak yapılmıştır. İşaret ettikleri geçiş türleri Grosz ve Sidner (1986) ve Grosz, Joshi ve Weinstein (1995) tarafından önerilen Merkezleme Kuramı çerçevesinde yapılmıştır. *This* ve *that*'in içinde kullanıldıkları retorik ilişkiler, Marcu'nun (2000) Retorik Yapı Kuramı'na göre incelenmiştir. Bu çalışma, ayrıca, yazarın hangi durumlarda bir adıl yerine diğerini seçtiği ve onu bu seçime iten nedenleri irdelemektedir. Son olarak, bu çalışma *this* ve *that*'in söylem belirleyicisinden çok söylemde bütünlük sağlayan işaretleyiciler gibi işlev gördükleri önermesine varmıştır.

Anahtar sözcükler: adıl *this* ve *that*, Merkezleme Kuramı, retorik ilşkiler, işaretleyici, söylem belirleyicisi.

To my parents, Nesrin and Esat Çokal, and my fiancé, Fırat Karadaş

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to all the people without whose support and help this study would have never been accomplished. First, I wish to express my deepest gratitude to my supervisor Assoc. Prof. Dr. Şükriye Ruhi for her invaluable guidance, patience, understanding and perfect support, and for directing my attention to useful sources, sharing her valuable ideas with me and for teaching me how to synthesize my reading of the literature.

I am also grateful to my committee members Prof. Dr. Deniz Zeyrek and Assist. Prof. Bilge Say for their illuminating suggestions and comments.

I wish also to thank Assoc. Prof. Dr. Cem Bozşahin, who was in my proposal examining committee, and Assoc. Prof. Dr. Ümit Deniz Turan for their guidance on the theoretical background of this thesis.

My special thanks goes to my fiancé Fırat Karadaş whose constant encouragement, unconditional support and suggestions were crucial in the creation of this thesis. Finally, a word of appreciation goes to my parents for their unconditional support and encouragement.

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LIST OF ABBREVATIONS

C   Complementizer

Cb   Backward-looking center

Cf   Forward-looking center

Cp   Preferred center

N   Nucleus

NP   Noun phrase

RST Rhetorical Structure Theory

S   Satellite

VP   Verb phrase

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CHAPTER I

INTRODUCTION

1.0 Presentation

In this introductory chapter, first a background to the study is given. Next, the problem the study aims to focus on is explained as well as the purpose and the significance of the study. Lastly, the limitations of the study that may arise from the topic at hand are also stated.

1.1 Background to the Study

Although it is accepted almost for certain today that deixis is within the study of pragmatics, in the last few decades there have been debates among linguists about how to classify it. Whether deixis should be classified under the scope of syntax or pragmatics was a controversial issue. Some linguists proposed that deictic expressions should be studied as syntactical elements or functional words and thus they were context-independent and not 'semantically decomposable' (Anderson & Keenan (1985), Bühler (1934), Diessel (2002) and Himmelmann (1996)).

On the other hand, other linguists argued that syntax could not be separated from the study of language use and stated that deictic expressions are context-dependent and their meanings were derived from the context through the interaction of the addressee and the addresser, the goal of the addresser, language structure and the principles of language use (Fillmore (1997), Grundy (1995), Lakoff (1974), Lyons (1977) and Levinson 2004)). The view that the meaning of deixis was derived from the context has led researchers to examine it in various contexts. Nowadays, researchers gather data with rich details of contexts and from different genres to present the meanings that deictic elements gain in context (Enfield (2004) and Strauss (2002)).

1.2 The Problem

When studies on *this* and *that* are examined, it is clearly seen that their foci are the deictic expressions used in spoken discourse (Diessel (2002), Hidmarch and Heath (2000), Grundy (1995), Levinson (1996), Lyons (1977), Matras (1995), Passonneau (1993), and Strauss (2002)). On the other hand, some other studies touch upon the distinction between their usages in the spoken and written discourse (Diessel (2002), Echlich (1982), and Matras (1995)). However, there are few studies that focus on the use of these deictic expressions in written discourse (McCarthy (1995) and Webber (1991)). Thus, the statements about *this* and *that* in written discourse are very limited and tentative and the cases in which they convey explicit information about discourse structure have not been analyzed comprehensively. Furthermore, the distinction between *this* and *that* and the cases where one is used instead of the other have not been studied in depth. Besides, in some contexts, they are used like cue phrases or expressions for procedural meanings that convey information about discourse structure. However, there is not any study that handles them in this way.

1.3 Purpose of the study

This study aims to do a contrastive analysis of *this* and *that* in presenting an argument or the discourse entity and in connecting different discourse segments to the main argument in journal articles**.** By doing this, this study examines the cases where *this* or *that* are used in terms of syntax and pragmatics and specifies under what circumstances *this* or *that* is chosen.

This study also aims to explore the relationship between the selection of *this* and *that* and the rhetorical relations between the units in discourse. In the light of this relationship, the study intends to investigate whether the selection of these deictic expressions is triggered by some rhetorical relations. At this point, how these deictic expressions contribute to rhetorical relations is an important aspect of the analysis. Then, the study aims to investigate how an addresser guides an addressee via the use of these deictic expressions.

This study aims to do an analysis of *this* and *that* in written discourse in the light of two theories: centering theory and rhetorical structure theory. These

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theories are used to present the functions of *this* and *that* in discourse structure. The study aims not only to make use of these theories but it also contributes to one of them.

1.4 Significance of the study

When the studies on deixis are analyzed, it is clearly seen that there is a need for this study since there are few studies on the pragmatic functions of deictic expressions *this* and *that* in written discourse (Celce Murcia (1997), McCarthy (1995) and Lyons (1977)). Furthermore, these studies do not do a comprehensive analysis of *this* and *that*; they analyze them with a few invented sentences. Related to this issue, McCarthy (1995, p.21) states "these statements on the pragmatic function of deixis must remain tentative until tested on a lot more data". This indicates that there is a need for a study which analyses them in the light of more extensive data and which re-evaluates the statements proposed by other linguists. In this respect, this study responds to this need since it does a corpus-based contrastive analysis.

In some studies, it is stated that there are some complex conditions that trigger the selection of *this* and *that* in spoken discourse (Lyons (1977), Lakoff (1974), and Fillmore (1997)). However, these studies do not specify the complex conditions that lead an addresser to select one deictic expression instead of the other, do not explain what makes these phenomena complex, and do not present the reasons why one is preferred instead of the other one. On the other hand, in another study, it is implied that both of them can be used interchangeably if they are of the same cognitive status (Gundel, Hedberg and Zarcharski (1993)). However, this study does not take into consideration some cases where one of them is more appropriate than the other. As it is seen, there is a gap regarding under what conditions selection of one is preferred for the other. This study will fill this gap by analyzing the conditions or factors that trigger this selection and explores the conditions where the selection of one of them is necessary.

This study is also significant because the deictic expressions *this* and *that* are thought to establish only local coherence. However, it is seen in the tokens that *this* also constructs global coherence whereas *that* does not. Thus, this study

is significant since it will bring a new dimension to the existing studies on discourse structure related to local and global coherence.

This study also contributes to centering theory. It enriches the centering theory by expanding the concept of forward-looking center and preferred center. Centering theorists accept that forward looking center can be a full NP or a pronoun that directs the attention of the addressee to the discourse entity or to potential centers/ set of entities. However, this study will show that the forward-looking center may be a proposition that is presented via the VP and subordinate clause. On the other hand, Centering Theory claims that the preferred center (Cp) is either the full NP or a pronoun and this study will propose that the preferred center (Cp) can be both *this* and *that*.

The study aims to be insightful for preparing a basis for L2 teaching and learning materials. In existing materials, the demonstrative function of deictic elements is taught to L2 learners; however, the pragmatic functions of *this* and *that* in academic written discourse are not taken into consideration. Since this study presents their functions contrastively in academic written discourse, it will be significant for designers of teaching materials.

1.5 Limitations

Deictic expressions gain their meanings in context and their meanings and roles may change from genre to genre. The relationship between different genres and their role in each genre should be analyzed. However, this study will only deal with *this* and *that* in journal articles in linguistics. Since this study does not analyze the expressions in different genres, the findings of the study are limited.

A second limitation of the study is that only the pronominal usage of *this* and *that* will be analyzed and so their prenominal usages will not be dealt with.

A third limitation of the study has to do with the kind of data analysed. It is possible that if data were collected from spoken discourse, the results might be different. The findings of the study are limited to the academic written discourse and to the data collected from the journal articles on linguistics. Therefore, the findings of the study cannot be generalized for spoken discourse.

The next limitation of the study is that inter-rater reliability for Rhetorical Structure Theory analysis is not used.

Another limitation of the study is that when detecting the uses of *this* and *that* in journals, it is impossible to know whether the writers know other languages apart from English. Therefore, the first language of the writers was not controlled.[*]

Another limitation is that the number of *that* tokens in academic written discourse is much lower than that of *this* and, thus, the sample size for these deictic expressions is unequal.

Finally, the study is limited to recorded information in academic journals, so it has not been possible to prepare open-ended questions or to have interviews with authors with regard to their choice of expression.

CHAPTER II

REVIEW OF LITERATURE

2.0 Presentation

In this chapter, the functions of *this* and *that* in discourse are given. Then, the tenets of Centering Theory as explicated in Grosz and Sidner (1986) and Grosz, Joshi and Weinstein (1995) and its other versions will be dealt with and the rationale behind the versions of Centering theory that will be used in the data analysis will be given. Then, the tenets of Rhetorical Structure Theory will be provided. Later, the contemporary development in the literature will be touched upon. Then, the definition of local and global coherence used in this study will be provided. Lastly, since there is no agreement among linguists on the definition of such terms as "discourse marker" and "cue phrase", different linguists' definition of these terms will be handled.

2.1 The functions of *this* and *that*

Lyons (1977) states that *this* and *that* may be used deictically to refer not only to an object or persons in a situation but also to various kinds of linguistic entities in a text. He argues that *this* or *that* may refer not only to linguistic entities such as a noun phrase, a whole clause or groups of clause, but also to propositions, facts or acts of utterance. For Lyons, the conditions that govern the selection of *this* or *that* are quite complex, but he does not describe the conditions or state the reason(s) that make them complex. Lyons adds that a number of 'subjective factors' may affect the addresser's choice of deictic expressions and the possible factors that are shown by Lyons are the addresser's 'dissociation of himself/herself from the text/ the event s/he is referring to and

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[*] It has been observed that native speaker writers tend not to use *this* and *that* in academic written discourse. But given that the native speaker status of the writers has not been checked, we cannot make a strong claim on this point.

the deictic notion of proximity/non-proximity'. However, which deictic expression is chosen under such factors is not studied. It is stated that it is really difficult to specify which factors affect the selection.

Lyons draws attention to the use of 'emphatic deixis' and its roles in anaphoric reference. By emphatic deixis, the addresser presents his/her viewpoints or attitudes towards the entity that s/he is referring to. For Lyons, *this* is selected rather than *that* when the addresser feels close towards the entity. Lyons does not comprehensively present the conditions that determine the emphatic use of *this* and *that*. However, he touches upon them by saying that the addresser's subjective involvement and his appeal to shared experience are relevant factors in the selection of those deictic expressions. The words "someone's subjective involvement" and "someone's experience' indicate that *this* and *that* are related to modality.

Similarly, Levinson (1983) remarks that the shift from *that* to *this* signifies empathy while the one from *this* to *that* indicates emotional distance. Different from Lyons' idea, Levinson focuses mainly on two points. The first one is the use of *this* and *that* to refer to a likely portion in discourse as in the following sentences:

a) I bet you have not heard <u>this</u> story.

b) <u>That</u> was the funniest story I have heard

In the sentence (a) *this* refers to the forthcoming portion in the discourse, whereas in the sentence (b) *that* points to the portion in the previous discourse. All these show that *this* may be cataphoric whereas *that* may be anaphoric. Levinson does not mention the situations where *this* might be used anaphoricly. The second point that Levinson mentions is the idea that *this* and *that* may also function as topic markers to relate the marked utterance to some specific topic raised in the prior discourse. This means that *this* and *that* combine a new or given entity with a previous one, which may indicate that they signal a shift of focus from one topic entity to another one, or signify a continuation or retaining of the focus.

Another linguist who studied *this* and *that* is McCarthy. McCarthy (1995) points out that *this* signals a shift of entity or focus of attention to a new focus,

while *that* refers 'across from the current focus to entities on foci that are non-current, non-central, and marginalisable or other attributed'. One of the things that needs to be clarified here is that when McCarthy states that *that* refers "across from the current focus to entities on foci that are non-current, non-central", this does not mean that an addresser presents a new entity that addressees are not familiar with and cannot identify**,** but it points to something that is not focused on or something that is not central. Another point to be clarified is that McCarthy uses the expression "other attributed" for the use of *that*, which implies that the addresser rejects the validity or importance of an argument by using this deictic expression.

Passonneau (1993) investigates the contrastive discourse functions of the definite pronoun 'it' and the demonstrative pronoun 'that' in spoken discourse. He concludes out that a referent for *that* is located somewhere in the current context. Passonneau states that certain uses of *that* perform 'non-center retention'. This means that the demonstrative deictic expression brings a new entity into local focus and its function, for Passonneau, is to maintain reference to an entity that is not current or imminent local center. In other words, it does not refer to the highly salient entity in the previous utterance but it adds a new discourse entity to the context. This statement on the use of *that* may also reflect its role in academic written discourse.

Celce-Murcia (1997) proposes that the use of *this* presupposes that a reader has access to a referent: its use signals that the topic will persist or that it is something the writer wants to highlight or identify. That is, it demonstrates that an addresser will continue discussing the same entity or the idea which he wants his/her addressee to focus. Strauss (2002) touches upon this function and states that the addresser chooses *this* to ask his/her addressee to pay high focus on or pay attention to the referent, to refer to unshared information, and to state certain attitudinal stances.

On the use of *that*, Celce- Murcia states that it presupposes that a reader has access to the referent, it can signal 'the end of a discussion', 'scrupulous objectivity' or 'a temporal past'. However, 'scrupulous objectivity' is a vague function because it is impossible to identify what scrupulous objectivity means.

Gundel, Hedberg and Zarcharski (1993) question what enables

speakers/writers to choose an appropriate form to refer to a particular object and what drives readers/hearers to identify correctly the intended referent of particular form. To give an answer to these questions, Gundel, Hedberg and Zarcharski propose a theory whose main premises are that different determiners and pronominal forms conventionally signal different cognitive status. They present six cognitive statuses relevant to interpreting the form of referring expressions. These statuses are related to the givenness hierarchy and shown as in the following:

In focus>	activated>	Familiar>	Uniquely identifiable>	referential>
It	That	that N	the N	indefinite this N
	This			
	this N			

Figure 1. The Givenness Hierarchy (Gundel, Hedberg and Zarcharski, 1993, p. 275)

Activated status means that the referent is represented in current short-term memory and may be retrieved in long term-memory or may arise from the immediate linguistic or extralinguistic context. Both *this* and *that* are appropriate for activation since they assume previous familiarity of the addresser and the addressee; that is, *this* and *that* indicate that a referent is activated since it has recently been mentioned or is present in immediate spatio-temporal context. It may be useful to show different determiners and pronominal forms with their cognitive statutes but this is not enough to explain what circumstances lead the addresser to choose one of them. To give an example, the addresser may choose *this* instead of *that* though they belong to the same cognitive status 'activated', and the use of *this* sounds more appropriate than *that*. The question that comes to mind is what determines the appropriateness of *this* is over *that*. Gundel, Hedberg and Zarcharski's theory does not explain which referent is preferred under specific circumstances. They state that a particular form can be replaced by other forms. However, these forms must be from the same status. That is, if the form is from low status, it is substituted by another form from the low status (status to the right in the figure). To illustrate, the proximal demonstrative *this*,

which requires that its referent be activated, could be replaced by *that*, which requires only familiarity. At first glance, this may seem to be helpful to explain the use of *this* instead of *that* or the use of *that* instead of *this*. However, Gundel, Hedberg and Zarcharski do not touch upon the idea that when the addresser uses one of them, his/her intention and the message he wants to give may change. Furthermore, in some contexts, the substitution of one form by another one, though they are from the same status, may not be appropriate. This is illustrated in the following sentences as:

> A: Have you ever seen the neighbour's dog?
> B: Yes, and <u>this</u> dog kept me awake.
>   That dog kept me awake.

(quoted in Gundel et al., 1993, p. 281)

The phrase '*this* dog' in the dialogue*,* for instance, is inappropriate since '*this dog'* does not refer to the dog that is present in the context. This shows that *this* may not be used as a substitute for *that* though both of them are from the same cognitive status. However, if the dog is mentioned in the previous utterance by the speaker as in the following sentence, either *this* or *that* is appropriate: "My neighbour has a dog. <u>This</u> dog/<u>that</u> dog kept me awake last night."

2.2 Centering Theory

Grosz and Sidner (1986) and Grosz, Joshi and Weinstein (1995) explore a theory of discourse structure. In this theory, discourse is composed of three separate but interrelated components: linguistic structure, intentional structure, and attentional structure. They intend to show how focus of attention, choice of linguistic expressions (referring expressions) and the intentional state correlate in discourse and how these form a hierarchical and coherent relationship among themselves. They especially intend to show how an addresser, according to his/her intention, chooses pronouns and direct the addressee to particular centers- which are discourse constructs and semantic objects, not words or syntactic forms in terms of the purpose of the discourse. Their intentional and attentional states are dynamic and change in the discourse and all these are presented by transitional rules. In the following, the major tenets of centering

theory and the four transitional rules which indicate the relationship between centers in the sequence of utterances will be presented:

2.2.1 Tenets and Symbols

- *U* is an utterance and *Un* is a sequence of utterances.

- *U realizes c* is that each utterance has centers but one of these centers is more prominent than the others. So, the more prominent center is the discourse entity of the utterance. Kameyana (1998, p.92) presents the ranking between centers as:

Table 1 The ranking between centers

Subject > Object > Object2 > Others
Zero pronominal > pronoun> definite NP > indefinite NP.

As it is seen in this ranking, the forward-looking center (*Cf*) ordering ranks discourse entities realized in subject position more highly than entities realized in object position. Here, both of them are ranked more highly than the entities realized in subordinate clauses or as 'other grammatical functions'. Although the term 'other grammatical functions' is used, what these 'other grammatical functions' are not explained.

o **Cp(Un)** is *preferred center* and the selected center from the list of Cf.

o **Cf** is *the forward looking center*. The forward looking center can be a full NP or pronoun that directs the attention of the addressee to the discourse entity or to potential centers/a set of entities. Each utterance is assigned a list of Cfs.

o **Cb** is *backward looking center* and it is the center, which connects one utterance with a previous one. For Centering theory, if some element *Cf (Un)* is realized as a pronoun in *Ui*, then so is *Cb(Ui+1)*. This rule is called the pronoun Rule. It shows the intuition that pronominalization is one way to indicate discourse salience and that backward looking center *Cbs* are often deleted or pronominalized. However, the *Cb* can be a deictic expression and this is not touched upon.

Centering theory presents three types of transition:

1-Centering Continuation

> $Cb(Un+1) = Cb(Un)$ and $Cb(Un) = Cp(Un)$ The entities which refer to a preceding entity most likely continue as $Cb(Un+2)$ and $Cb(Un+3)$ and these following entities may be in pronoun or subject position to continue the same discourse entity as Cb. To illustrate:
>
> > a. Mike$_i$ wanted to go the seaside. *Cf:* [Mike, seaside]
> > b. He$_i$ called Mary$_k$. Cb: [Mike] *Cf:* [Mike; Marry]
> > c. He$_i$ asked her$_k$ whether she wanted to join him. *Cb:* [He: Mike]
> > (quoted in Turan 1996, p. 65)

As it is seen, this example centers on a single individual, Mike, and describes what he did to go to seaside. A new entity is not introduced and therefore there is a centering continuation.

2- Centering Retaining

> $Cb(Un+1) = Cb(Un)$ but $Cb(Un) \neq Cp(Un)$. It means that the addresser may retain the same entity but also introduce a new one. In this case, $Cb(Un+1)$ is not the most likely candidate for $Cb(Un+2)$ and the entity is not the most highly ranked element in $Cf(Un+1)$. To give an example (quoted in Turan 1996, p.65):
>
> > a. Mike$_i$ wanted to go the seaside. *Cf:* [Mike, seaside]
> > b. He$_i$ called Mary$_k$. *Cb:* [He: Mike] *Cf:* [Mike, Mary]
> > c. Mary$_k$ got angry at him$_l$. *Cb:* [him:Mike] *Cf:* [Mary, Mike]

As it is seen above, the addresser focuses on the main entity, Mike, but introduces a new entity in sentence (b). However, in this example, this newly introduced entity does not change the focus and, therefore, it can be said that the focus is retained.

3- Centering Shifting

There are two centering shifting: <u>Smooth shift</u> and <u>Rough shift</u>.

   a- Smooth shift:

Cb(Un) ≠ Cb(Un-1) and Cb(Un) = Cp(Un). The addresser may shift the focus smoothly from *Cb* (backward looking center) to *Cp* (preferred center). To illustrate:

    a.   Mike$_i$ wanted to go the seaside. *Cf*: [Mike, seaside]

    b.   He$_i$ called Mary$_k$. *Cb*: [He: Mike] *Cf*: [Mike, Mary]

    c.   She$_k$ has always enjoyed going to the seaside. *Cb*: [she: Mary] Cf: [Mary]

       (quoted in Turan 1996, p. 66)

As it is seen, the addresser shifts the focus smoothly from Mike to Mary, which is the preferred center (*Cp*). In sentence (c), it seems that the addresser gives the rationale behind why Mike called her. This sentence is again interrelated to Mike's action.

b- Rough shift:

Cb(Un) ≠Cb(Un-1) and Cb(Un) ≠Cp(Un). For example:

    a.   Mike$_i$ wanted to go the seaside. *Cf*: [Mike, seaside]

    b.   He$_i$ called Mary$_k$. *Cb*: [He: Mike] *Cf*: [Mike, Mary]

    c.   Mark$_i$ had called her$_k$ before. *Cb*: [her: Mary] *Cf*: [Mark, Mary]

       (quoted in Turan 1996, p. 66)

In this example, the addresser changes the entity in sentence (c) and focuses on a new entity, Mark. This entity is not related to the discourse entity, Mike, and thus it can be said that there is rough shift.

2.2.2 Other Claims of Centering Theory

1- A unique *Cb*:   Each utterance (Un) has one backward-looking center. That is, there is only one center to which all backward looking sentences are related.

2- Ranking of *Cf*:   Among all the elements of *Cf*, one is preferred and there is a ranking in ordering.

3- Preference among the sequence of center transitions for discourse coherence:

         Continue> Retain> Smooth- shift> Rough- shift

4- *Cb* is local: The backward-looking center for an utterance

         depends on the current and previous utterance.

5- Centering theory is controlled by a combination of discourse factors.

There is a relationship between the rules presented on *this* and *that* by Levinson (1983), Strauss (2002), McCarthy (1995) and Gundel et al. (1993) and the tenets of the Centering theory. A backward looking center (*Cb*) refers to the entity which is the highest salient among other entities and the *Cb* may present the centering continuation, centering retaining or centering shift. When the functions proposed by these linguists are taken into consideration, one question comes to mind and it is "Which ones (*this* and *that*) may function as the *Cb* in discourse?" For Levinson, Strauss, Gundel and McCarthy, *this* may direct an addressee's attention to the highest salient center that has been mentioned previously. Another tenet presented by the centering theory is that the addresser may shift the focus smoothly from *Cb* (backward looking center) to *Cp* (preferred center). *This* might indicate smooth-shift and so it can be *Cp* since it sometimes presents a new focus but this new focus is generally one of the discourse entities previously introduced. When McCarthy's idea about *that* - the reference across from the current focus - is considered, *that* may indicate rough-shift in the discourse and it functions as the preferred center. On the other hand, Gundel et al. consider the different referring expressions and the cognitive status of the referent within the addressee's attentional state. They relate 'directly realized status' to the focus, which is similar to the *Cb*, the most highly ranked entity. In addition, they relate 'indirectly realized' entities to the 'activated' status, which corresponds to the *Cb* and *Cp*. Taking into consideration the claims of Levinson, Strauss, McCarthy and Gundel et al., it can be said that *this* can be *Cb* and *Cp* in some cases while *that* can be *Cp* but not *Cb* since it does not pick out the noun phrases, which are the salient entities to be forward looking center, as referent.

Though the tenets of centering theory are on the relationship between the noun phrases and pronouns, centering theory, as it is seen above, presents useful guidelines for the analysis of *this* and *that* since *this* and *that* also present anaphoric relations. Furthermore, the principles of centering theory make it possible to explain the functions of *this* and *that* in the light of the ideas in this literature review.

2.2.3 Other versions of Centering Theory

It is seen that there are other versions of centering theory, which bring a different perspective on anaphoric resolutions. In the following, the major tenets of these versions will be touched upon and the reasons why they are not used for this study will be presented. Two of these versions are conducted by Strube and Hahn (1996) and Strube (1998). In the model, they propose that a hearer's attentional state depends on a list of salient discourse entities. The ranking criteria for the S-list is based on "functional information structure of the utterance". In other words, for Grosz et al. (1986 and 1995) the ranking criteria for *Cf* is determined by grammatical roles such as subject, direct-object, indirect object. However, for Strube and Hahn, the ranking criteria for the S-list is based on the hearer-old and new discourse entities. The S-list may be useful for this study to present whether *this* or *that* refers to the hearer-old or new entities. However, saying that *this* and *that* refer to the hearer-old entity(ies) does not present their role in discourse since these expressions signal the intended attentional and intentional states of the addresser. Therefore, the inter-relation between the attentional, the intentional states of the addresser and *this* and *that* must be analyzed and such analysis can be done by following the tenets proposed by Grosz et al. (1986 and 1995).

Another point in their versions is that they omit backward-looking center and state that in some cases there is no backward-looking center since no element of the preceding utterance is realized in the sentence. This might be a useful point for this study in order to analyze some cases in which the salient entity in the previous utterance is not picked out as referent by *this* and *that*. However, if this version is used, presenting the possible backward-looking centers in each utterance and pointing out some cases in which *this* and *that* do not function as backward-looking center will not be specified. Therefore, the study will not contribute to the extension of the centering theory and present interrelationship between *this* and *that* and their antecedents. Therefore, Grosz et al.'s version of Centering Theory is used in this study since it includes backward-looking center.

Another omission in Strube's version is the centering transitions proposed by Grosz et al. Similar to Strube's version, Hajičová, Kuboň and Kuboň (1992) and Kameyama (1998) omit centering transitions. They do not show the relations between the referent and attentional state as centering continuation, smooth-shift or retaining. Since they do not use centering transitions as Grosz et al., this study does not use their versions. The reason why the study does not prefer to use these versions is that the types of transitions *this* and *that* signal are essential for the study to present the relationship between the attentional state and the selection of *this* or *that* within utterances.

Another point related to Hajičová, Kuboň and Kuboň's version is that they proposed a tool for solving pronominal anaphora. In this model, they focus on context boundness and non-boundness entities and their relations with pronominals. In other words, they deal with the conceptual relations between noun phrases in the utterances. This version might not be useful since the purpose of the study is not to focus on the conceptual relations between noun phrases and to show the antecedent of *this* and *that* in the light of conceptual relations. If it were, the study would not explain the relationship between types of transitions and *this* and *that*, which lead to the selection of one deictic expression instead of the other.

Kameyama (1998) proposes "sentence-based centering". In her study, she states that a single input, which can be a full noun phrase or a pronoun can be a control factor for a complex sentence. As stated above, she omitted the types of centering transitions. Instead of this, she introduces the term "chain" and "establish". That is, if the entity is newly introduced, she names it "establish" and if it is co-referential with the entities in a previous span or clause, she calls it "chain". Kameyama's version is not applicable for the intra-sentential uses of *this* and *that* since, in some cases, they pick out the proposition or the VP in the previous span or clause as referent. This version would not explain this issue. In Grosz et al. (1983 and 1995)'s version, the term "the preferred center" can help to explain such cases and so it is preferred to Kameyama's version. On the other hand, for instance, saying that there is a "chain" relation between *this* and the previous noun phrase would be

meaningless since it would not present the relationship between the intended attentional state and the selection of *this*.

All these show that though there are different versions of centering theory apart from Grosz et al., there are common points between these versions. One of these common point is that, in order to solve anaphoric relations, they omit the *Cb*. In addition, they enrich the concept of forward-looking center by stating that *Cf* can be a list of entities evoked in discourse. They are not determined by their grammatical roles in discourse but by their inter-relatedness with each other. Another common point is that they tend to omit types of transitions and instead of these transitions, they propose their simplified versions. However, as stated above, these versions do not bring enough explanation for the use of *this* and *that* and so they are not used in this study.

2.3 Rhetorical Structure Theory

The basic rationale behind Rhetorical Structure Theory (RST), which is put forward by Mann and Thompson (1988), is that texts are not only strings of clauses but are groups of hierarchically organized clauses, which bear various information and interactional relations to one another. This idea is similar to the notion of discourse segments in centering theory, which states that a text is organized hierarchically and that each segment in the text realizes the other one in order to present the purpose of the addresser. Apart from centering theory, RST: (1) identifies the hierarchical structure in the text, and (2) it describes the relations between text parts and the extent of the items related. It can be applied to varied sizes of text.

According to RST, relations show the type of connection between two portions of a text. The relations between two pieces of a text are called the nucleus (N) and the satellite (S). In other words, a rhetorical relation is composed of one nucleus and satellite. The function of these pieces is named as Effect.

Marcu (2000) divides rhetorical relations into two groups: mononuclear and multinuclear. In mononuclear relations, either the satellite or the nucleus can characterize the relation name. For example, in a background relation, the satellite provides background information for the situation presented in the nucleus. Therefore, the name of the rhetorical relation is "background-s

(background satellite)". On the other hand, in a cause relation, if the nucleus is the cause of the situation presented in the satellite, the name of the nucleus is given to the rhetorical relation; that is, it is "cause-n (cause- nucleus)

Apart from mononuclear relations, Marcu explains "multinuclear relations", which means that an utterance contains two or more units or spans of equal importance in discourse, each of which is assigned the role of nucleus. Thus, the utterance does not have any satellites but it has more than one nucleus. A multinuclear relation is generally found in contrast, sequence, joint and list relations.

In order to analyze a text, the first step is to divide it into units. Here, unit size is arbitrary but the division of units must correspond to relations that are presented by Mann and Thompson. The elementary discourse units are divided into clausal elementary and phrasal elementary units. Clausal elementary units are of in the following types: subordinate clause with discourse markers, prepositional phrase, infinitival phrase, and the complements of the attrition verbs, cognitive predicates (e.g., I believe that), coordinated sentences or coordinated clauses, coordination in subordinate clause, adverbial clauses, correlative subordinators, appositives. One point that must be paid attention to is that an utterance corresponds to the term "a unit" in Rhetorical structure. Therefore, in this study the words 'the utterance' and 'the unit' are used interchangeably.

Identification of relations does not depend on morphological or syntactic signals but it rests on functional and semantic judgments. Mann and Thompson identify many types of relations and some of them will be presented in the following. However, before listing the relations, one main point related to the taxonomy of relations must be dealt with. The relations can be handled under two categories and these are subject matter and presentational matter. The reason why such a distinction is made is that 'subject matter' relations are those whose intended effect is that the reader recognizes the relation in question and 'presentation' relations are those whose intended effect is to increase some inclination in the reader such as the desire to act or the degree of positive regard for or acceptance of nucleus.

Table 2 Types of rhetorical relations

Subject matter	Presentational
Elaboration	Motivation (increase desire)
Circumstance	Antithesis (increase positive regard)
Solutionhood	Background (increase ability)
Volitional cause	Enablement (increase ability)
Volitional result	Justify (increase acceptance)
Non-volitional cause	Concession (increase positive regard)
Non- volitional result	
Purpose	
Condition	
Otherwise	
Interpretation	
Evaluation	
Restatement	
Summary	
Sequence	
Contrast	

(Mann and Thompson, 1988, p.257)

As it is seen, Mann and Thompson propose 24 relations but Marcu presents 54 relations (see Appendix I). In this study, the deictic expressions *this* and *that* are analyzed in the light of relations proposed by Marcu. Since Marcu proposes 54 relations, his relations are used in this study because they are thought to be more encompassing of the uses of *this* and *that* than Mann and Thompson's relations. However, when required, Mann and Thompson's statements will also be referred to in this study.

In the following, the description of justify relation will be presented and an example of the justify relation will be provided to present the structural analysis of RST.

Table 3 Justify relation

Relation Name:	Justify
Constraints on Nucleus:	none
Constraints on Satellite:	none
Constraints on the N+S:	Reader's comprehending satellite increases reader's readiness to accept writer's right to present nucleus.
The effect:	Reader's readiness to accept writer's right to present is increased.
Locus of effect:	nucleus

(Mann and Thompson, 1988, p. 252)

To illustrate,

    a. The next music day is scheduled for July 21(Saturday), non-midnight.

    b. I will post more details later

    c. but this a good time to reserve the place on your calendar.

(quoted in Mann and Thompson 1988, p.252)

In this text, units (b) and (c) are in a justification relation with unit (a). They indicate why the writer believes he has the right to say Unit (a) without giving more details. Mann and Thompson diagram represents these relations as in the following (Ibid):
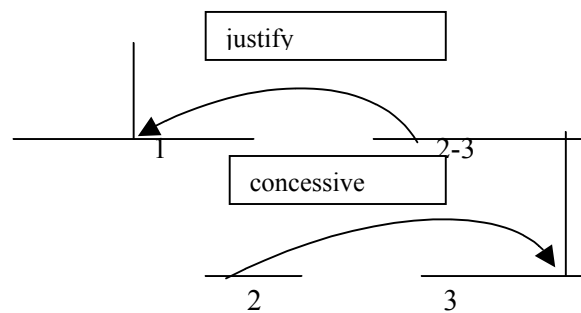
Figure 2. RST diagram of justify relation

As it is seen above, Rhetorical Structure Theory presents hierarchically organized rhetorical relations between units and it indicates the extent of the items that connect these units. This will be useful to present the role of *this* and *that* as cue phrases in signaling discourse relation and their extent for picking out an antecedent.

    Two linguists who should be mentioned for the relationship of their ideas to the Rhetorical Structure Theory are Webber and Hoffman. Webber (1991) states that discourse is formed of sequences of related clauses or sentences, which are named discourse segments. Discourse segments are taken to be recursive structures; that is, when a discourse segment S is taken to be embedded in another segment S_j, the assumption is that the former contributes directly to the meaning or the purpose of the latter. To represent the relationship among segments, a tree structure that has right and left siblings is presented. Webber questions the idea that every sequence of clauses in the discourse seems to be

possibly accessible by deictic references. For Webber, those segments on the right nodes are in focus and can yield to referents of deictic pronouns.

On the other hand, Hofmann (1989) investigates accessibility of the referents such as the pronouns and deixis to an antecedent in a previous paragraph. He proposes a hypothesis and states that such deictic expressions as *this* and *that* have the capacity of referring to an antecedent into a previous paragraph. They (1) take place in the first or in the second sentence of the paragraph that includes them, (2) they lack any potential referent in the paragraph they exist, and (3) their antecedent appear to be the topic of the preceding paragraph. He observes that deictic elements cannot reach an antecedent that is embedded in the preceding paragraph. This means that *this* and *that* cannot refer to the sub-ideas in the previous paragraph. Hofmann, however, adds that they may access the antecedent when it is the topic of the preceding paragraph. Related to the placement of the topic of the paragraph, Giora (1983) introduces the idea that the topic of a paragraph is often introduced at the end of the paragraph preceding it (as cited in Hoffman, 1989, p. 242). Giora's idea may also help to explain the reason why *this* and *that* are used to refer to the sentences or entities which exist in the end of the previous paragraph.

When Webber's remarks on the discourse structure of a text is taken into consideration, it is seen that there is a close similarity between what Webber states and the claims of Rhetorical Structure theory. For Webber, the minimal element of discourse is discourse segments, whereas according to Rhetorical Structure theory, it is elementary units. These elementary units are similar to Webber's discourse segments and they can be clauses. Another similarity is that Webber's statement of 'right and left siblings' corresponds to 'nucleus and satellite' in the Rhetorical Structure Theory. In other words, elementary units are connected through internal nodes that are called right and left siblings by Webber and nucleus and satellite by RST. Likewise, Webber touches upon the idea that rhetorical relation holds these siblings together but his focus is not on rhetorical relations. However, RST presents possible relations that hold these siblings. In this sense, this study uses Rhetorical relations since it is complementary for what Webber states about *this* and *that*. Related to the accessibility of referents that *this* and *that* pick out, Webber observes that right

nodes can yield to referents for deictic elements. This study touches upon the problem of which node- left or right- is the referent of *this* and *that*.

In the light of Rhetorical Structure Theory, this study examines the extent *this* and *that* picks up an antecedent in discourse and the relation they have with both the antecedent and text parts.

As a refinement and elaboration on centering theory, Cristea, Ide and Romany (1998) propose a generalization of Centering Theory to Vein Theory. The major purpose of Vein theory is to identify the "veins" in discourse in the light of rhetorical structure theory. However, this theory does not present the rhetorical relations between units. It focuses on the units only in structural terms. Its main argument is that "inter-unit reference is possible when two units are in structural relation with one another, even if they are distant from one another in the text" (p.8). In addition, it claims that even if the inter-units are distant from each other, they construct global coherence since they present the relationship between the satellite and nucleus. In other words, this theory explores the relationship between the structural units (a satellite and a nucleus) and the global coherence. It claims that the structural units may establish global coherence since they are in a structural relation. Though the theory does not examine the rhetorical relations between units, its major tenet is useful for this study because it will be found that the relationship between the satellite and the nucleus is constructed through *this* and *that*. In most cases, *this* and *that* are in the satellite and they are in a structural relation to the nucleus. This helps to decide whether they establish local coherence and global coherence by considering the rhetorical relation between the units.

2.4 Local and Global Coherence

Coherence is an important object of analysis for many linguists who study different areas of linguistics. In the following some definitions of coherence are provided and the definition that will be applied in this study is specified.

Coherence in a text is handled under two concepts: local and global coherence. Schiffrin (1987) defines local coherence as "coherence that is constructed through relations between units in discourse" and global coherence

as "the coherence that can be expanded to more global dimensions of coherence" (p.24). In other words, Schiffrin's explanation indicates that local coherence is coherence between units in rhetorical relations while global coherence is the rhetorical relations between discourse segments, titles or topics.

A similar explanation on coherence is put forward by Halliday and Hasan (1976). Halliday and Hasan define local coherence as "meaning relations which hold between item in a text" and global coherence as "meaning relations within a text" (as cited in Brown and Yule, 1983, p.195). As it is seen, the idea in the statement "meaning relations between items" corresponds to Shiffrin's definition of local coherence. Halliday and Hasan's "meaning relations within a text" indicates meaning relations between larger chucks. Therefore, it can be said that "meaning relations within a text" also matches Schiffirin's definition of global coherence.

Another linguist whose clear-cut definition presents the difference between local and global coherence is Van Dijk (1978). He defines local coherence as "semantic relations between sentences and hence relations between propositions between sentences"(p.4). When his definition is taken into consideration, it is seen that *this* and *that* are used in units in rhetorical relations and so construct local coherence. Related to global coherence, Van Dijk states that global coherence is "underlying relations between the propositions of a text to compose discourse as a whole". This means that discourse segments in a text are in rhetorical relation with one another and they construct global coherence; thus, they make "the discourse as a whole". In this study, discourse segment is taken as a section in an article. Having defined discourse segment as a section in a text, it can be said that *this* constructs global coherence by linking sections that are in rhetorical relations with one another in an article.

In this study, Van Dijk's definition is followed since it is more clear-cut than the definitions of Schiffrin, Halliday and Hasan. In addition, it can explain the cases in which *this* and *that* are used to construct to global and local coherence.

2.5 Discourse markers and cue phrases

In the literature, linguists label discourse markers with different terms and these terms signal different functions of discourse markers. Schiffrin defines discourse markers by presenting their features in discourse. Some of these features are: (1) discourse markers have to be syntactically detachable from a sentence; (2) they have to be commonly used in initial position of an utterance; (3) they have to be able to operate at both local and global levels of discourse. Apart from Schiffrin's features, Hölker (1991) and Brinton (1996) present two additional features of discourse markers: (1) they do not affect the truth conditions of an utterance; (2) they do not add anything to the propositional content of an utterance. Then, Hölker and Brinton call discourse markers "pragmatic markers" (as cited in Jucker and Ziv, 1998, p.4). On the other hand, Blakemore (1992) calls discourse markers "discourse connectives" and proposes that they do not have a representational meaning in the way lexical expressions like *boy and hypothesis* do, but have only a procedural meaning, which consists of instructions about how to manipulate the conceptual representation of the utterance. She adds that they connect discourse segments and units in discourse.

These features indicate that discourse markers do not have content meaning but procedural meaning and they establish global and local coherence by linking discourse segments and units. In most cases, they are used at initial position and when they are omitted, there would be no change in the structure of the sentence.

On the other hand, Mann and Thompson (1988), and Sanders et al. (1992) and Knott and Dale (1994) propose another term "cue phrase", which signals a different function of discourse markers. In other words, they point out that "the discourse relations are sometimes made explicit by the use of discourse markers, which is called "cue phrases"(as cited in Fraser, 1999, p.8). Another definition of "cue phrase" is presented by Marcu. He defines "cue phrase" as a phrase that signals a rhetorical relation that holds between two text spans.

Related to the feature of cue phrase, Litman and Hirschberg (1990 and 1999) state that cue phrases assist in the resolution of anaphora by the presence

of a structural boundary or a relationship between parts of discourse and they give explicit information about the structure of a discourse.

Another feature of cue phrase presented by Litman and Hirshberg is that the cue phrase reduces the complexity of discourse processing and increases textual coherence in natural language processing. The next feature they show is that the cue phrase can appear non-initially in a clause.

Taking into consideration the definitions above, it can be said that one basic difference between a cue phrase and a discourse marker is that the primary goal of discourse marker is to link linguistic units at sentential level whereas the primary goal of the cue phrase is to signal how to interpret discourse or units. Taking into account this difference, this study handles 'discourse marker' and 'cue phrase' as different concepts and proposes that *this* and *that* function as cue phrases rather than discourse markers

CHAPTER III

METHODS OF RESEARCH

3.0 Presentation

In this chapter, first the research questions which the present study aims to answer are presented. Second, the overall design of the research is given. Lastly, the points that are taken into consideration during the data analysis are provided.

3.1 Research questions

This study seeks to respond to the following questions:

1-   What are the linguistic structures that the deictic expressions *this* and *that* pick out as referents in written texts?

2-   What types of transition do the deictic expressions *this* and *that* signal in written texts?

3-   In what rhetorical relations are the deictic expressions *this* and *that* used in written texts?

4-   What rhetorical structures and rhetorical relations lead an addresser to choose one deictic expression instead of the other?

3.2 Research Design

3.2.1 Overall design of the study

The research design of this study will be qualitative research since the purpose of the study is to present a contrastive analysis of the deictic expressions *this* and *that* in journal. Only the frequency and percentages of the uses of *this* and *that* will be given to present the phenomena. In the tables, both inter and intra-sentential uses of *this* and *that* are handled under the same categories.

Content analysis will be done to present the roles of these deictic expressions in journal articles between 2003 and 2005.

3.2.2 Data Collection

In this study, data will be collected from journals devoted to linguistics such as *Applied Linguistics, Studies in Second Language Acquisition, Cognition, Journal of Pragmatics* and *ELT Journal*. The reason why journals on linguistic and language teaching are selected is that the articles in journals are written carefully and checked by editors several times and therefore they present accurate and coherent language use. In these journals, 586 articles from different writers are checked for the pronominal uses of *this* and *that*. The number of tokens that are retrieved from these articles is 198**.** 166 of these tokens are *this,* and 32 are *that.* Since there is no guarantee that each journal article has the pronominal uses of *this* and *that*, random sampling or other sampling ways cannot be used. Therefore, all the pronominal uses of *this* and *that* in each journal article in the journals between 2003- 2005 are detected. Since the journals are in PDF, Abbynn Reader was used to retrieve the tokens.

3.2.3 Data Analysis

All the tokens are analyzed in two steps. In the first step, the linguistic structures that each deictic expression refers to are defined. In the second step, the function and referent of each deictic expression are identified in the light of centering and rhetorical structure theories**.** The transitions proposed by Grosz, Joshi and Weinstein (1995) and Grosz and Sidner (1986) are used to define the following issues: a) how an addresser guides an addressee to follow his/her argument in the article. b) which deictic expression - *this* or *that* - is selected according to the transitions.

In the light of the rhetorical relation list, the rhetorical relation that each deictic expression contributes to is identified. By this way, relations between their selection and the rhetorical relation among discourse segments are presented. After all these, SPSS 11.0 is used to present the frequency and percentage of each analysis.

After all the tokens are analyzed in terms of the linguistic structures as referent of *this* and *that,* the types of transitions which these deictic expressions signal, and the rhetorical relations in which they are used, for each category in chapter IV, two samples are given since it is impossible to present an analyses of all the tokens.

3.2.3.1 The problem of ambiguity in the uses of *this* and *that*

Webber (1991) explores the cases where the referents of *this* and *that* are ambiguous. This ambiguity causes difficulties for analysts in determining the referents of these deictic expressions. Therefore, in a few cases *this* and *that* seem to pick out different referents for different addressees. However, since the purpose of the study is to specify their referents, such ambiguous cases are not taken into consideration and only one referent for each deictic expression is provided.

A similar case is also present in specifying the rhetorical relations *this* and *that* are used in. Mann and Thompson (1988) point out that in some discourse units, the judgment of rhetorical relations can show variances from one analyst to another. However, this study presents only one rhetorical relation for each sample and gives a justification for the selection of the rhetorical relation.

CHAPTER IV

DATA ANALYSIS

4.0 Presentation

In this chapter, first the proposition as referent of *this* will be shown. Second, inter-sentential and intra-sentential usages of *this* in terms the linguistic structures that it selects as referent will be illustrated. Next, the analysis of *this* in terms of the rhetorical relations it is used in will be dealt with. Then, the analysis of *this* in terms of the types of transition in centering theory will be given. This will be followed with the analysis of *this* in terms of the nodes - the right or left nodes- accessible to it. After the analysis of *this*, *that* will be analyzed on the same terms: first, in terms of the proposition as the referent; second, in terms of the structural categories that it selects as referent; third, in terms of the rhetorical relations in which it is used; and, finally, in terms of the types of transitions in centering theory and the node to which it is accessible. Two representative samples for each category are given. In some cases, the same sample is used more than once.

4.1 PROPOSITION AS REFERENT OF *THIS*
4.1.1 The proposition in the previous unit

166 tokens of *this* are retrieved. In 39 of these tokens, *this* refers to the proposition in the previous unit[*]. This is exemplified in the following samples:

- The word 'unit' is used here in the same meaning with 'utterance'.

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Sample 1

1. Specifically, this table presents the learners' age at the time of speaking, their age of first exposure to English, the amount of time they had spent in the United Kingdom at the expense of testing, and the results from the OPT and offline questionnaire.
2. All participants scored at 75 % or above correct on the questionnaire, with mean scores exceeding 90% for all groups.
3. <u>This</u> suggests that the learners could handle the types of sentence used in the self-paced reading experiment in an offline task (p. 70).

(From Marinis, T., Roberts, L., Falser, C. and Clahsen, H. (2005). Gaps in second Language Sentence

Processing. *Studies in Second Language Acquisition*, 27(1), 53-78.)

</div>

As seen in this extract, the proposition in the second unit is picked up as the referent of *this*. That is, *this* substitutes for the statement "all participants scoring at 75% or above correct on the questionnaire, with mean scores exceeding 90% for all groups".

A similar case is also present in the following sample:

<div style="border: 1px solid black; padding: 10px;">

Sample 2

1. In writing research, planning has been viewed as one of several processes involved in the production of written text.
2. Its role, therefore, needs to be considered in relation to the other composing processes.
3. <u>This</u> has been addressed through models of the complete writing process (p.57).

(From Ellis, R. and Yuan, F. (2004). The effects of planning on fluency complexity and accuracy in second language narrative writing. *Studies in Second Language Acquisition, 26* (1), 59-84.)

</div>

As seen above, the antecedent of *this* is the proposition in the second unit. It is used in place of the idea that the role of planning needs to be considered in relation to other composing processes.

4.1.2 The proposition in the clause as referent of *this*

If the previous unit is composed of subordinate clause(s), *this* refers to the main clause in nine of 166 tokens. In most cases, the main clause is on the right node. For instance:

> Sample3
>
> 1. Although there have been studies investigating what L1 writers do when they plan*,* few have focused on the effects of planning on L2 written output.
> 2. <u>This</u> is surprising, given the importance attached to the 'planning stage' in pedagogic discussions of process writing (p.81)
>
> (From Ellis, R. and Yuan, F. (2004). The effects of planning on fluency complexity and accuracy in second language narrative writing. *Studies in Second Language Acquisition, 26* (1), 59-84.)

In this sample *this* refers to the proposition in the main clause of the previous unit. In it, *this* refers to 'few have focused on the effects of planning on L2 written output', which is stated in the main clause.

> Sample 4
>
> 1. Grice outlines four types of nonfulfillment, but as yet there does not seem to have been a direct attempt to answer the important questions that are implicitly raised by this taxonomy.
> 2. <u>This</u> may be because it falls outside "linguistic analysis" as Kurzon notes for the perlocutionary effect (1998: 572) (p.902).
>
> (From Mooney, A. (2004). Co-operation, violations and making sense. *Journal of Pragmatics, 36*, 899-920.)

In this sample, *this* may refer to the second clause, which is connected with the coordinating conjunction in the previous unit.

These two extracts demonstrate that the proposition on the right node is accessible for *this*.

4.1.3 The propositions in the previous successive units as referent of *this*

In eight of 166 tokens, it is found out that *this* refers to the propositions in the previous successive units. For instance:

In this sample, *this* refers to the propositions in the third and the fourth units. In the second unit, it is stated that the analogy between the harbour pilot and handwriting experts is unfortunate. In the following unit, how a harbour pilot is good at his trade is stated. In the fourth unit, this is elaborated on. The third and fourth units are "in a structural relation to one another". In the fifth unit, *this* refers to the propositions in these units.

In the above, too, *this* in unit 6 refers to the preceding sequential units. In the extract, the purpose is to present the approach to compositionality and to describe the steps to apply it. In the third and fourth units, the circumstance of how one can decide whether the construction is compositional or not is given. In the fifth unit, the essential point in this process - that is, definitions used to decide whether the construction is compositional can be taken from any

reputable non-historical dictionary - is stated. In the sixth unit, the writers present their comment/idea about the steps followed for the approach. In other words, *this* refers to the propositions in the third, fourth and fifth units to present the writers' view on the approach.

All these tokens on the proposition(s) that *this* refers to in the previous unit(s) demonstrate that *this* constructs local coherence by establishing relations between units in the discourse segment. To put it in another way, it guides one to see the relation between the propositions in the units and instructs the addresser about how to interpret the units. Therefore, it can be said that it functions as a cue phrase.

4.1.4 The paragraph as referent of *this*

In two of 166 tokens, it is seen that *this* refers to the proposition in the previous paragraph**.** For instance:

Sample 7

      (1) If dyscalculia is the result of a fundamental difficulty with numerical processing, as is proposed here, dyscalculic children should have problems with even the most basic functions involving numbers such as subsidizing, counting small numbers of objects, using number names and numerals, and comparing numerical magnitudes, as well as more advanced arithmetical skills.

      (2)Some evidence for this comes from a study by Koontz and Berch (1996), who found that the dyscalculic childeren appeared to be counting to 3 rather than subsidizing in a dot-matching task (p.105).

(From Landerl, K., Bevan, A. and Butterworth. (2004). Developmental dyscalculia and basic numerical capacities: a study of 8-9-year-old students. *Cognition*, *93*, 99-125.)

In this extract, *this* picks up the proposition in the previous paragraph as referent. That is, with the second paragraph the writer cites Koontz and Berch's study to support the proposition in the previous paragraph.

Similar to the previous sample, in the below sample, *this* takes the previous paragraph as object of reference. It refers to the proposition presented through the whole paragraph.

Sample 8

Thus, if a reader is building an efficient mental structure, a new element is fitted into an appropriate place in the overall framework of that structure, and so activates related elements from earlier in the text. The more frequently an earlier element is activated, the more accessible it remains for recall, so a cohesive structure leads to better recall of earlier elements. In a poor, less-cohesive structure, a new element will activate few previous elements, and earlier elements will be difficult to recall (Gemsbacher 1990: 211-13).

What would <u>this</u> mean for readers who were skilled at structure-building when reading in Ll but had not completely transferred this skill to reading in L2? (p.317)

(From Walter, C. Transfer of Reading Comprehension Skills to L2 is linked to mental Representations of Text and to L2 working Memory. *Applied Linguistics*, *25* (3), 315-339.)

4.1.5 Discourse segment as referent of *this*

In two of 166 tokens, *this* refers to a discourse segment or a group of units in the discourse segment. In the following sample, how *this* picks up the proposition in the previous section titled as 'the learning environment, the primacy of culture' as referent is presented:

Sample 9

The learning environment
The primacy of culture

1. The above serves as a reminder of the dangers inherent in embracing uncritically current fashion in methodology.
2. This is of particular import in our encounters with traditions of leaming which differ from those in which the methodology was conceived.
3. The primary of the cultural context is expressed forcefully by Geertz, and Bruner (cited by Torff 1996).
4. There is, no such thing as human nature; independent -of culture (Geertz 1983:49).
5. It is man's participation in culture and realization of his mental powers through culture that makes it impossible to construct a human psychology on the basis of the individual alone. (Bruner 1990:12)
6. Researchers such as these have been profoundly influenced by the work of the Russian psychologist Vygotsky.
7. For Vygotsky and other contextualists no effective teaching can take place unless account is taken of the cultural context and social interaction within that context.
8. *This* points to the folly of attempting to impose a liberal, holistic view of education process regardless of context.
9. My own view is that a sound student-teacher relationship depends on the awareness and collusion of the learners in the process at all stages.
10. I have found such an approach helpful in various situations, not least in my encounter in Vanuatu with a culture very different from my own. My work at the University of the South Pacific in that country introduced me to the ni-Vanuatu, a very reticent people with a high respect for tradition (recovered a~ *kastom* in the local pidgin). My students were reluctant, sometimes it seemed unable to question authority, be it the written text or the word, of the teacher.
11. This posed enormous challenges to a communicative approach to language teaching with its emphasis on student participation, not to mention my conviction of the value of an enquiring, problem-solving approach to 1eaming.
12. By a process of negotiation and learner training, however, my students acquired good leaming habits, as well as skills and strategies which would serve them well in the longer term.
13. I believe we succeeded in operating within what Skuttnab- Kangas and from both cultures'.
14. This accommodation worked beautifully in the context of the Pacific Islands, where people are used to a tradition of give and take. In societies where to give way is to lose face, other solutions would have to be sought.
15. It remains to be seen whether such an approach would be successful with students in Oman.

From theory to practice
Working at the
Intercultural interface

This then was the background to my attempt to introduce here a project-based, collaborative approach to the leaming of English. My students were a group of post-graduates from the College of Arts who had been unable to find work since graduation two to three years previously (p.6).

(From McDevitt, B. (2004). Negotiating the syllabus: a win- win situation? *ELT Journal*, *58* (3), 3-11.)

As it is seen, the *this* in this extract takes the previous discourse segment as object of reference. In other words, *this* refers to the whole previous section.

In the following sample, as in the previous one, *this* refers to the propositions in the previous discourse segment.

Occam meets Hayes
1. All <u>this</u> raises the question: are human concept learners significance testers?
2. The question of whether even *experimental psychologists* ought to be significance testers has quietly become controversial among statisticians in recent years (Dixon, 1993; Loftus, 1991) (p.217).

(From Feldman, J. (2004). How surprising is a simple pattern? Quantifying "Eureka!" *Cognition, 93*, 99~224)

When Feldman's article is analyzed, it is clearly seen that *this* refers to the sections in the previous pages. Before *this*, the writer presents a theoretical background information and examples. The purpose is to convey all the information that leads to the question.

In these samples, *this* establishes global coherence by connecting the discourse segment in the previous part with the following one; that is, it links larger chunks. In other words, it signals the continuity that exists between one part of the text and another and refers to the propositions between discourse segments. On the other hand, *this* functions as a summative marker since it summarizes what the writer has said in the previous discourse segment and connects the propositions in the previous discourse segment with those in the subsequent one.

4.2 LINGUISTIC STURUCTURES THAT *THIS* SELECTS AS REFERENT

4.2.1 Inter-sentential usages of *this*

While specifying the referent of this, the syntactic constituent that this picks up as referent will be determined.

4.2.1.1 The VP as referent of *this*

In 19 of 166 tokens**,** *this* picks out the VP as referent. In the following sample, *this* selects the VP as referent.

> **Sample 11**
>
> 1. The initial problem is one of definition, and in this article I wish to suggest that matters may become clearer if we return to the everyday, non- specialist definition of 'task' that is reflected in the dictionaries
> 2. With this definition, we can then focus on particular key dimensions of tasks which are relevant to language teaching, such as different degrees of task c involvement and different degrees of focus on meaning.
> 3. <u>This</u> will make it easier to conceptualize the complementary roles of form-focused and learning-focused tasks in our methodology. It will also show more clearly the continuity between task-based language teaching and the broader communicative approach of which it is a development (p.320).
>
> (From Littlewood, William. The task-based approach: some questions and suggestions. *ELT Journal, 58*(4), 319-326.)

In this sample, *this* refers to 'focus on particular key dimension of tasks' and in the second unit, *this* connects 'focus on particular key dimension of tasks' with its possible consequence.

In the same way, the following sample also shows that *this* refers to the VP.

> **Sample 12**
>
> 1. We sought to ensure that the task was reasonably demanding on the participants and thus we would stretch their linguistic resources.
> 2. Previous research on oral tasks (e.g. Skehan& Foster, 1999) has indicated that <u>this</u> can be achieved by selecting a picture story that requires interpretation on the part of the learners p.69.
>
> (From Ellis, R. and Yuan ,F. (2004). The effects of planning on fluency complexity and accuracy in second language narrative writing. *Studies in Second Language Acquisition, 26* (1), 59-84.)

In the above, *this* picks up the VP 'stretch their linguistic resources' as referent. In the second unit, *this* combines the idea 'stretch their linguistic resources' with the ways how this can be done.

While deciding whether the referent of *this* is VP, subject factor, the repeated words in units and the emphasis of the writer have played an essential role. Among them, the subject role is the most crucial one since if an addresser makes an addressee familiar with the subject, there is no need to specify it again. Therefore, the focus is directed not to the subject but to the event. As it is seen in these samples, the foci are not on "we"(the researchers) but on the event the 'we' accomplish.

4.2.1.2 The direct object as referent of *this*

It is seen that in 14 of 166 tokens, a direct object may also be the referent of *this*. This is illustrated in the following sample:

Sample 13

1. Nunan (1989:118-30), for example, proposes a 'notion of task continuity, where skills acquired or practised in one step are then utilized and extended in succeeding steps'.
2. This involves 'developing interlinked sets of activities in which succeeding steps are dependent on those which come before (either in terms of content or skills)' (p.38).

(From Crandall E. and Baskturkmen, H. (2004). Evaluating pragmatics- focused materials. *ELT Journal, 58*(3), 38-48.)

As it is seen in this sample, *this* refers to the object of the verb 'a notion of task continuity'. The second unit illustrates the components of a notion of task continuity.

Similar to the one above, in the following sample, too, *this* selects the object of the verb as referent.

Sample 14

1. Identifying metaphors and describing target text profiles is a legitimate research aim for a translation scholar.
2. An additional question concern the causes and effects of particular translations (cf. Chestennan, 1998).
3. I will illustrate this first, by reference to the *Haus Europa* again, and then by commenting on the effects of a specific translation solution (fester Kem—hard core) (p.1261).

(From Schaffner, C. (2004) Metaphor and translation: some implications of a cognitive approach. *Journal of Pragmatics*, *36*, 1253-1269.)

As it is seen in the extract, *this* picks up the object of the verb 'the causes and effects of particular translations' as referent. Referring to the object of the verb, the writer is presenting what he will deal with in the following segments.

4.2.1.3 The nominal constituent in the prepositional phrase as referent of *this*

In 18 of 166 tokens, it is seen that *this* might also refer to the nominal constituent in the prepositional phrase. For instance:

In the above, the antecedent of *this* is the nominal constituent 'obtaining a smoothed version of the image' following the preposition 'by'. Therefore, it can be said that *this* refers to the object of the preposition.

The following sample also demonstrates that *this* refers to the nominal constituent in the prepositional phrase.

In the above sample, as referent, *this* picks up the nominal constituent in the prepositional phrase "to such expressions being employed as a summary assessment of a telling just delivered".

4.2.1.4 The infinitival complement of the verb as referent of *this*

In five of 166 tokens, *this* refers to the infinitival complement of the verb. This is exemplified in the following sample:

Sample 17

   1.   White (2003) saw this objection as misconceived because to gain better understanding of the nature of end state grammars it makes sense to look at subjects whose performance is native like so as to investigate whether their performance is also native like.
   2.   Indeed, <u>this</u> was precisely the question that Coppiters set out to answer in his study: Do nonnative speakers who have reached a level of surface equivalence with NSs in language use and proficiency also have the same underlying competence as NSs? (p353)

(From Montrul, S. and Slabakova, R. Competence Similarities between native and near-native speaker. *Studies in Second Language Acquisition*, *25*(3), 351-398.)

In the above, *this* selects the infinitival complement in the first utterance as referent. That is, *this* refers to "to investigate whether their performance is also native like".

In the same way, in the following sample, *this* refers to the infinitival complement "to persuade by explaining" in the second utterance.

Sample 18

   1.   Hyland's typology of metadiscourse is adopted in this study as a working framework because of some similarities between academic texts and editorials (despite their strong differences).
   2.   Indeed, both genres are argumentative and aim to persuade by explaining.
   3.   <u>This</u> is achieved by relating new facts to already known ones, by appearing 'objective and well-informed while presenting others' positions (for reasons of credibility), and by positioning the author's voice in the targeted community (p.690).

(From Mooney, A. (2004). Co-operation, violations and making sense. *Journal of Pragmatics*, *36*, 899-920.)

4.2.1.5 The subject complement as referent of *this*

In four of 166 tokens, it is seen that *this* picks up the subject complement as referent. The following samples exemplify this:

Sample 19

   1.   Another is to undertake a longitudinal study in which WM, L2 reading comprehension skill, and various elements of L2 proficiency are tracked.
   2.   <u>This</u> would eliminate the problems associated with any experimental design that involves matched groups. (p334)

(From Walter, C. Transfer of Reading Comprehension Skills to L2 is linked to MENTAL Representations of Text and to L2 working Memory. *Applied Linguistics*, *25*(3), 315-339.)

In this sample, *this* chooses "to undertake a longitudinal study" in the first unit as referent.

In the following sample, too, *this* also picks up the subject complement in the first unit as referent. In other words, *this* refers to 'the existence of economic, cultural, and academic ties between Ontario and Quebec'.

Sample 20

1. An additional motivation for choosing Quebec French as a benchmark is the existence of economic, cultural, and academic ties between Ontario and Quebec.
2. <u>This</u> means that when they reach adulthood, Ontario French immersion students will likely continue to have contact with Francophones form Quebec **(p.137).**

(From Rehner, Katherine, Mougeon, Raymond and Nadasdi, Terry. (2003). The learning of sociolinguistic variation by advanced FSL learners. *Studies in Second Language Acquisition, 25*(1), .27-156.)

4.2.1.6 Nominal clause as referent of *this*

In 28 of 166 tokens, *this* refers to the nominal clause which functions as the complementizer (C) of the VP. In the following, samples will be given to illustrate this.

Sample 21

1. When studies are observational in nature, as with SLA research, matters are more complicated, but not without resolution.
2. A major stumbling block is the fact that**,** without random assignment, treatment and control groups may not be directly comparable.
3. <u>This</u> is a significant challenge in SLA context- of- learning studies (p.336).

(From Lazar, N. (2004). A short Survey on causal inference, with implications for context of learning studies of second language acquisition. . *Studies in Second Language Acquisition,* 26(2), 329-34.)

This, in the above, refers to the noun clause in the second utterance. That is, *this* picks up "without random assignment, treatment and control groups may not be directly comparable" as referent.

Likewise, *this*, in the following sample, selects the nominal clause in the first unit as referent.

As it seen in this sample, *this* refers to the noun clause "it is impossible to get inside people's heads and observe how their vocabularies are organized, and how this organization interacts with vocabulary loss".

In terms of the linguistic structures that *this* refers to, all these samples point to one essential point. It is that *this* picks up the constituent(s) of the VP as referent. In other words, the antecedents of *this* are either the whole VP or constituent(s) of the VP. In other words, it refers to the direct object of the verb, the complement of the VP such as nominal clause or the infinitival complement, or the subject complement. In addition, the common verbs whose nominal complement is referred to by *this* are "show", "suggest", "find" and "propose".

4.2.2 Intra-sentential usages of *this*

4.2.2.1 The VP as referent of *this*

In six of 166 tokens, *this*, in intra-sentential position, refers to the VP in the previous clause. For instance:

As it is seen, *this* refers to the VP 'were identical to the learning context' in the subordinate clause.

In the same way, *this*, in the following sample, picks up the VP "dispense with labels altogether" in the first main clause.

> **Sample 24**
>
> 1. The logical step might be to dispense with labels altogether, but <u>this</u> would not satisfy our need to describe our world. So amongst all the variability and flexibility, we must seek a common denominator and base our label on that, whilst doing our best to ensure that this label does not carry misleading prescriptive messages (p.325).
>
> (From Littlewood, William. The task-based approach: some questions and suggestions. *ELTJournal, 58*(4), 319- 326.)

As it is seen in these samples, although there is one sentence, the clauses are coordinate clauses. Hence, they can be considered as independent units.

4.2.2.2 The clause as referent of *this* in intra-sentential position

In five of 166 tokens, *this* picks out the clause as referent. In the following sample, *this* refers to the noun clause in the second sentence "that test and task were for the purposes of research only and given that their teachers were not involved in the data collection".

> **Sample 25**
>
> 1. They were told that the test and tasks were for purposes of research only, and, given that their teachers were not involved in the data collection in any way, it seems likely that they accepted <u>this</u> at its face value (p.67).
>
> (From Ellis, R. and Yuan ,F. (2004). The effects of planning on fluency complexity and accuracy in second language narrative writing. *Studies in Second Language Acquisition*, 26 (1), 59-84.)

In the following sample, *this* refers to the proposition in the subordinate clause. In other words, *this s*ubstitutes for the idea "she is conscious of the fact that her Spanish is nonstandard".

> **Sample 26**
>
> 1. Although she is conscious of the fact that her Spanish is nonstandard, <u>this</u> does not prevent her from conversing freely and relatively fluently in her variety (p.258).
>
> (From Clements, J. C. (2003) The tense- aspect system in pidgins and naturalistically learned L2. *Studies in Second Language Acquisition, 25*(2), 245-281.).

In addition, *this* also refers to the first main clause, which is coordinated by conjunction. This is exemplified in the following sample:

Sample 27

1. Children with both disorders scored more poorly on several measures, but the authors concluded that <u>this</u> was unsurprising, given that the presence of more than one disorder indicates relatively widespread brain dysfunction (p.103).

(From Landerl, K., Bevan, A. and Butterworth. (2004). Developmental dyscalculia and basic numerical capacities: a study of 8-9-year-old students. *Cognition, 93*, 99-125.)

In this sample, what is "unsurprising" for the authors is that "children with disorders scored poorly on several measures". *This* refers to the proposition in this clause.

4.3 ANALYSIS OF *THIS* IN TERMS OF RHETORICAL RELATIONS

4.3.1 *This* in interpretation relations

In an interpretation relation, "one side of the relation gives a different perspective on the situation presented in the other side. It is subjective since it presents the personal opinion of the writer"(Marcu, 2001, p.60). In 23 of 166 tokens, units are in an interpretation relation. The following RST diagram shows Unit (2) in an interpretation relation with Unit (1).

Sample 28

1. The data show that b o t h AH and SA g r o u p s significantly reduced their reliance on CSs (overall   and CS categories) from   pretest to the posttest in the analyses carried out on overall CS use.
2. <u>This</u> indicates that both contexts of learning facilitate to some degree those learners' abilities to carry out communicative interaction in the L2 with fewer communication gaps at the end of the treatment period than at the beginning of the semester (p.212).

(From Lafford, B. (2004). The effect of the context of learning on the use of communication strategies by learners of Spanish as a second language. *Studies in Second Language Acquisition*, *26*(2), 201-225.)
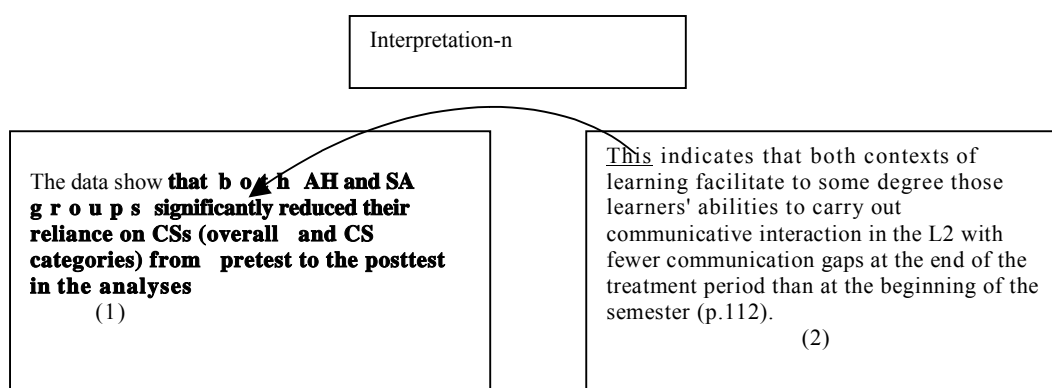
Figure 3. RST diagram of sample 28

This directs the reader to relate the situation presented in the nucleus to a framework of ideas presented in the satellite, which are not touched upon explicitly in the nucleus. That is, in the first unit it is stated that when students' performance in post and pre-tests are compared, there is a decrease in students' use of communicative strategies. This fact leads the writer to interpret the statement as in the second unit. The point that both learning context-at home and study abroad- facilitate students' communicative abilities is not presented directly in the result of data but this is the writer's personal view or interpretation and is given in the satellite (unit 2). Therefore, it can be said that unit (1) and (2) are in an interpretation relation.

Another sample is provided in the following. In the following extract, the writer presents his/her understanding of a situation presented in the first unit.

Sample 29
1. Interestingly, several studies have also concluded that the threshold of vocabulary knowledge for adequate reading comprehension is around 95 per cent of the words in a given text (Hu and Nation 2000; Laufer 1989, 1997; Liu and Nation 1985; Wixson and Lipson 1991). 2. This means that basic reading comprehension may require readers to know at least 19 of every 20 words they encounter in a given text, and that the meaning of an unknown word is more easily ascertained from the context if approximately 19 of its neighboring words are known—that is, that a minimum of 95 per cent of the words in a text are already known to the reader (Laufer 1997; Liu and Nation 1985) (p.4). (From Gardner, D. (2004). Vocabulary Input through Extensive Reading: A Comparison of Words Found in Children's Narrative and Expository Reading Materials. *Applied Linguistics, 25*(1), 1-37.)

Interpretation-n

| Interestingly,several studies have also concluded that **the threshold of vocabulary knowledge for adequate reading comprehension is around 95 per cent of the words in a given text.**

(1) | This means that basic reading comprehension may require readers to know at least 19 of every 20 words they encounter in a given text, and that the meaning of an unknown word is more easily ascertained from the context….

(2) |

Figure 4. RST diagram of sample 29

In this sample, Units (4) and (5) are in interpretation relation. They tell the reader how the circumstance in unit (4) is understood by the writer. *This* directs the reader to recognize the situation and then connect the statement ("the threshold of vocabulary knowledge for adequate reading comprehension is around 95 per cent of the words in a given text") with the writer's interpretation on it ("basic reading comprehension may require readers know at least 19 of ever 20 words they encounter in a given text").

The two samples presented above lead to the conclusion that *this* is sometimes used in interpretation relation and it is used in the satellite. The unit which includes *this* presents the writer's interpretation of the statement in the nucleus. *This* picks up the statement in the nucleus as referent and connects the statements in the nucleus and the satellite.

4.3.2 *This* in circumstance relations

In a circumstance relation, the situation presented in the satellite provides the context in which the situation presented in the nucleus should be interpreted. Mann and Thompson (1988) point out that in circumstance relation the situation in the satellite provides the framework for interpreting the nucleus. The nucleus and satellite are co-temporal. The satellite does not present cause, reason, motivation or personal view of the writer. 14 of 196 tokens are in a circumstance

46

rhetorical relation.   The spans shown in the following diagram are in circumstance relation.

Sample 30

1. The older, more academically advanced group is virtually guaranteed to comprehend somewhat more skillfully than the less advanced group, even in Ll, and <u>this</u> needed to be taken into account in the analysis of results (p.317).

(From Walter, C. Transfer of Reading Comprehension Skills to L2 is linked to mental representations of Text and to L2 working Memory. *Applied Linguistics*, 25(3), 315-339.)

The older, more academically advanced group is virtually guaranteed to comprehend somewhat more skillfully than the less advanced group, even in Ll,

and <u>this</u> needed to be taken into account in the analysis of results.

Circumstance

(1)   (2)
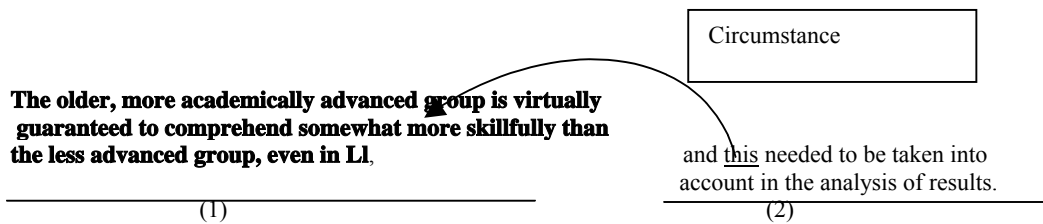
Figure 5. RST diagram of sample 30

As it is seen, *this* signals what circumstance needed to be into account. In addition, when the referent of *this* is omitted from the sentence, the second unit becomes meaningless. On the other hand, the satellite provides the context in which the situation presented in the nucleus should be interpreted. That is, the statement in the nucleus should be taken into consideration in the analysis of results.

The next sample also demonstrates that unit (2) and (3) are co-temporal and in a circumstance relation.

Sample 31

1. The upper-intermediate participants were resolving Immediate and Remote pro-forms similarly well in Ll and in L2.
2. The lower-intermediate participants resolved Immediate and Remote pro-forms well in Ll, and resolved Immediate pro-forms well in L2.
3. <u>This</u> is consistent with their building effective structures corresponding to the Ll text, and with their processing the L2 text well at sentence level (329).

Circumstance (3)

The upper-intermediate participants were resolving Immediate and Remote pro-forms similarly well in Ll and in 12. The lower-intermediate participants resolved Immediate and Remote pro-forms well in Ll, and resolved Immediate pro-forms well in L2. (2)	This is consistent with their building effective structures corresponding to the Ll text, and with their processing the L2 text well at sentence level. (3)

Figure 6. RST diagram of sample 31

In this RST diagram, the writer presents the circumstance that happens in two different contexts but they are co-temporal.

When the samples for the circumstance relation are compared with those of interpretation relation, *this* is used again in the satellite. The satellite gives an explanation on the statement presented in the nucleus.

4.3.3 *This* in background relations

The background relation drives the reader to comprehend the nucleus better since s/he does not comprehend it well before reading the satellite.

The difference between the background relation and circumstance relation, for Marcu (2001, p.47), is that in the background relation the events in the satellite and nucleus occur in different times whereas in the circumstance relation, they are co-temporal. Three of 166 tokens are in the background relation. In the following sample, it is seen that there is a background relation between units (3) and (4).

<div style="border:1px solid">

Sample 32

1. If learners recognize that negative feedback contains information about the acceptability of their utterance, they must identify *which aspect of that utterance was unacceptable*.
2. <u>This</u> has been discussed in the literature on negative evidence as the problem of blame assignment (Carroll; Pinker, 1989) which occurs when negative feedback does not pinpoint the problem.

(From Marinis, T., Roberts.L., Falser, C. and Clahsen, H. (2005). Gaps in second Language Sentence Processing. Studies in *Second Language Acquisition*, *27*(1), 53-78.)

</div>
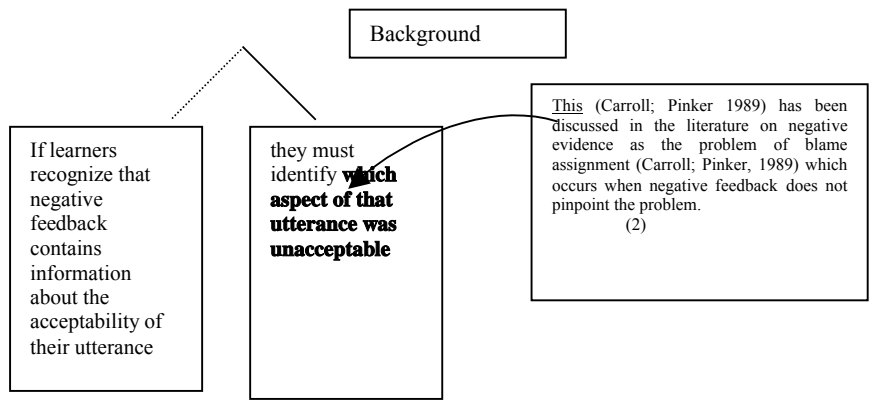
Figure 7. RST diagram of sample 32

As it is seen, in this RST diagram, the events presented in nucleus in unit (3) and sattelite (4) happen in different times. In addition, the fourth unit leads one to view the phenomenon from the past to the present. Thus, it can be said that there is a background relation between these units.

4.3.4 *This* in evidence relations

Evidence relation is seen in four of 166 tokens. An evidence satellite is intended to convince the reader in the validity of the statement in the nucleus. To illustrate,

Sample 33
1. The result indicated that, compared to the AH context, learning in the SLA context led to significantly greater oral performance gains
2. This was seen with respect to pre-test and post-test differences on two general oral performance variables- OPI and longest speaking turn – and on three oral fluency measures- speech rates, mean length of speech run not containing filled pauses, and longest fluent run not containing silent hesitations or filled pauses, all indicating greater gains for the SA students (p.176).

(From Segalowitz, N. and Freed, B. (2004) Context, Contact, and cognition in oral frequency acquisition. *Studies in Second Language Acquisition*, *26* (1), 173- 199.)
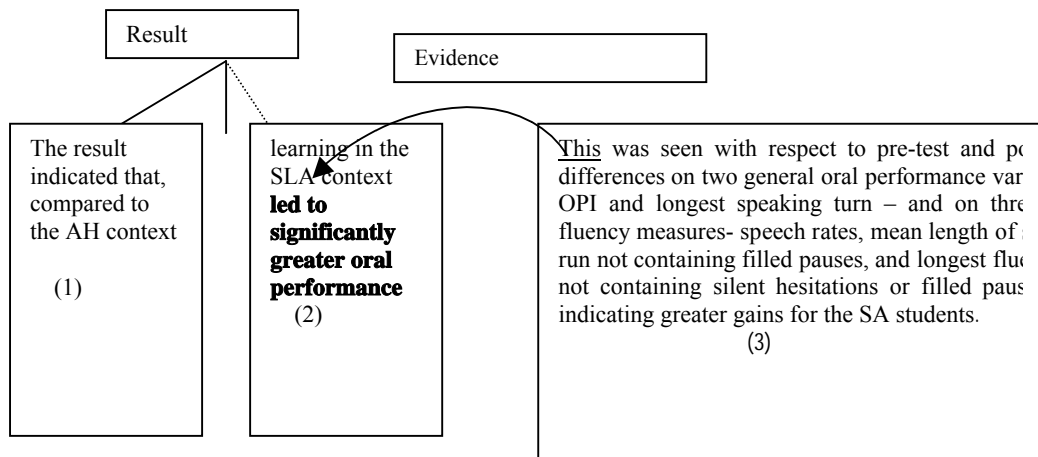
Figure 9. RST diagram of sample 33

The units (2) and (3) in this diagram are in evidence relation since the indication of the result in the first unit and what leads the researcher to interpret the result in this way are given. By this way, the writer provides support for his/her interpretation by presenting the differences in oral performance gotten from pre and post-tests. As a result of the evidence in the satellite, the reader's belief in unit (1) -nucleus- may be increased. Similarly, the following RST diagram illustrates an evidence relation between the units.

Sample 34

1. However, in the context of our own research, we have found *several exceptions in which the students did not observe the constraints observed by Ll speakers.*
2. Given this, we cannot definitively predict whether the students will respect the constraints observed by Ll speakers—namely, the increased likelihood of *nous* usage as the specificity and restriction of the referent increase.(p.144).

(From Rehner, K., Mougeon, R. and Nadasdi, T. (2003). The learning of sociolinguistic variation by advanced FSL learners. *Studies in Second Language Acquisition*, *25* (1), 127-156.)

```
                    ┌─────────────────────────────┐
                    │ Evidence                    │
                    └─────────────────────────────┘
┌──────────────────────────────┐  ┌──────────────────────────────┐
│ However, in the context of   │  │ Given this, we cannot        │
│ our own research, we have     │  │ definitively predict         │
│ found several exceptions in   │  │ whether the students will    │
│ which the students did not    │  │ respect the constraints      │
│ observe the constraints       │  │ observed by Ll speakers—     │
│ observed by Ll speakers       │  │ namely, the increased        │
│              (1)              │  │ likelihood of nous usage as  │
│                               │  │ the specificity and          │
│                               │  │ restriction of the referent  │
│                               │  │ increase.                    │
│                               │  │              (2)             │
└──────────────────────────────┘  └──────────────────────────────┘
```

Figure 10. RST diagram of sample 34

The RST diagram presents the units (1) and (2) in evidence relation. The writer provides the evidence in unit (1) to show the reason why s/he is not absolutely sure "whether the students will respect the constraints observed by Ll speakers." In other words, in the first unit, the result of the past study is given and in the light of this study, the writer proposes that the students may not observe the constraints observed by Ll speakers. As it is seen, *this* refers to the nucleus and contributes to construct an evidence relation by directing the reader's attention to the nucleus.

4.3.5 *This* in justify relations

A justify satellite tells readers why the writer believes that he has the right to make the statement in the nucleus. For Mann and Thomson, its intended effect is to increase the reader's readiness to accept the writer's right to present the nuclear material. Eight of 166 tokens present justify relation. In the following, samples will be provided to illustrate the function of *this* as justify relation.

Create a comfortable environment for students to establish peer trust
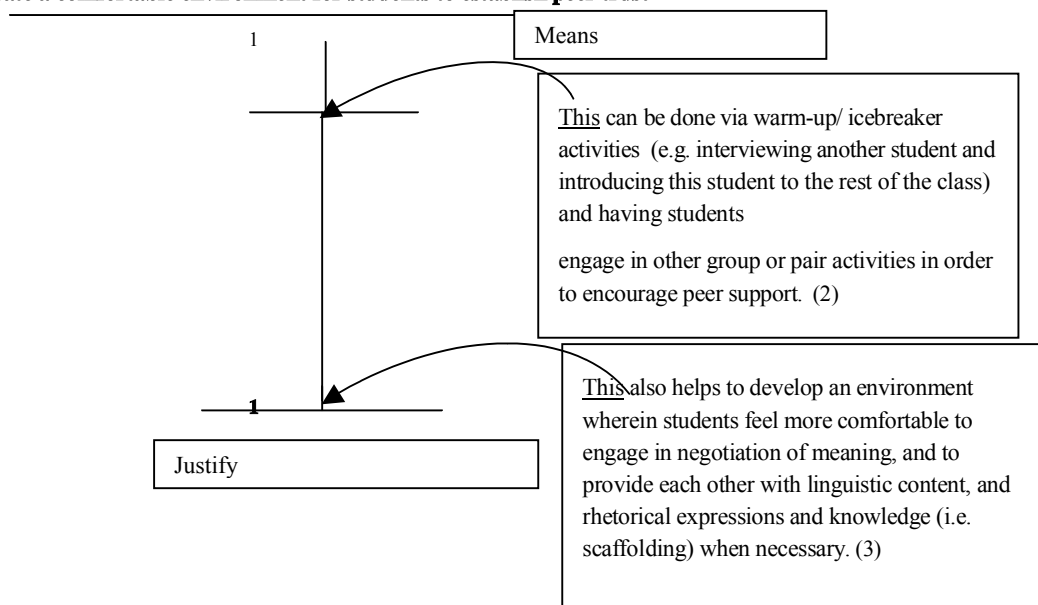
Figure 11. RST diagram of sample 35

Unit (3) in the RST diagram justifies why the writer believes that creating a comfortable environment for students to establish peer trust is advantageous for language learning. As it is seen above, *this* in unit 3 takes the nucleus (unit 1) as referent and directs readers to focus on the nucleus but not on the previous satellite.

Similarly, the following diagram in the RST diagram also exemplifies the justify relation between units and the contribution of *this* in this relation.

Sample 36
1. If we deactivate an activated word, then the system responds by reactivating the word again.
2. The original word was activated because the input it received was greater than its activation threshold.
3. If we deactivate a word, without also changing the input it receives, then it will simply reactivate.
4. This process also applies if we deactivate quite large numbers of words simultaneously.
5. For us this is a very important property, because it suggests that lexical attrition is NOT a property of the individual words that make up a lexicon: rather, it is a property of the network of relationships between the words (p.141).

(From Littlewood, William. The task-based approach: some questions and suggestions. *ELTJournal 58*(4), 319-326.)
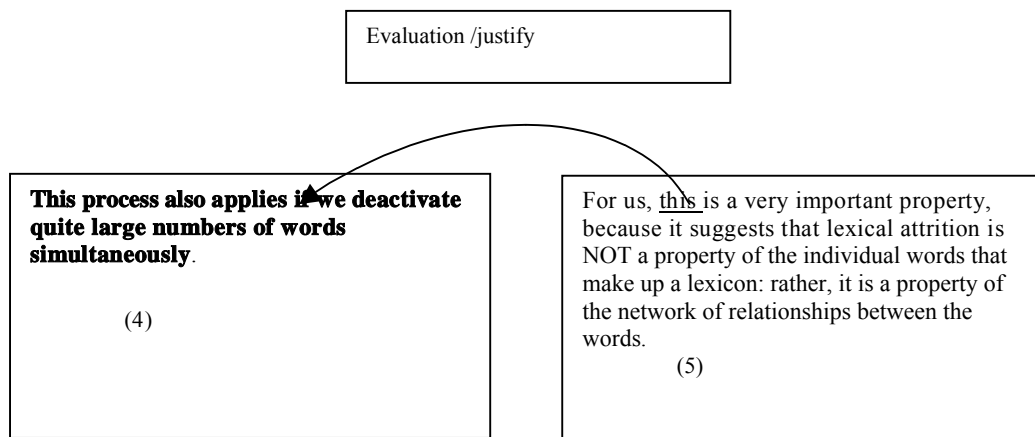
Figure 12. RST diagram of sample 36

Unit (4) in the RST diagram presents a property and the first clause in unit (5) indicates the personal view of the writer on this property as "this is a very important property". Unit (4) and the first span of unit (5) present evaluation relation. In addition, the second clause in the same unit presents the reason why the writer thinks that the property is a very important one. As it is seen, the units are in a structural relation to one another and therefore it can be said that there is a justify relation between unit (4) and the span of unit (5).

4.3.6 *This* in elaboration relations

For Marcu, an elaboration rhetorical relation is one of the most prevalent modifications of a nucleus. However, when the retrieved data on *this* are analysed, it is seen that there are few samples of elaboration relation in which *this* is used to modify the nucleus.

Sample 37

    1.   As noted earlier, many researchers (e.g., Schmidt, 1995, 2001; Schwartz, 1993; VanPatten, 1994) have suggested that, to understand SLA, it is important to consider different areas of language; for Schmidt, <u>*this*</u> *is particularly so when dealing with concepts such as attention* (p.21).

(From Gass, S. M. and Torres, M.J.A. (2005). Attention when? *Studies in Second Language Acquisition*, *27*(1), 1-31.)

As noted earlier, many researchers (e.g., Schmidt, 1995, 2001; Schwartz, 1993; VanPatten, 1994) have suggested that, **to understand SLA**, it is important **to consider different areas of language;** for Schmidt, <u>this</u> is particularly so when dealing with concepts such as attention.

Elaboration- part-whole

Figure 13. RST diagram of sample 37

As it is seen in the diagram above, *this* refers to the nucleus, which is in an elaboration relation with the first clause ("As noted…."). The span where *this* is used is in an elaboration relation with the nucleus since in the nucleus it is stated that considering different areas of language is essential for understanding SLA and the satellite illustrates one of the language areas that is essential for understanding SLA such as 'attention'. Since the sattelite specifies or elaborates on a part of the nucleus, the spans are in an elaboration-part whole relation.

As it is stated above, Marcu presents several categories for elaboration relation. In the following, another elaboration category will be illustrated.

Sample 38
If dyscalculia is the result of a fundamental difficulty with numerical processing, as is proposed here, dyscalculic children should have problems with even the most basic functions involving numbers such as subitizing, counting small numbers of objects, using number names and numerals, and comparing numerical magnitudes, as well as more advanced arithmetical skills. Some evidence for <u>this</u> comes from a study by Koontz and Berch (1996), who found that the dyscalculic ch1iaren appeared to be counting to 3 rather than subitizing in a dot-matching task (p.105). (From Landerl, K., Bevan, A. and Butterworth. (2004). Developmental dyscalculia and basic numerical capacities: a study of 8-9-year-old students. *Cognition, 93*, 99-125.)

If dyscalculia is the result of a fundamental difficulty with numerical processing, as is proposed here, dyscalculic children should have problems with even the most basic functions involving numbers such as subitizing, counting small numbers of objects, using number names and numerals, and comparing numerical magnitudes, as well as more advanced arithmetical skills (1)

Elaboration-part-whole

Some evidence for <u>this</u> comes from a study by Koontz and Berch (1996), who found that the dyscalculic children appeared to be counting to 3 rather than subsidizing in a dot-matching task.

(2)

Figure 14. RST diagram of sample 38

At first glance, units (1) and (2) seem to be in an evidence relation. However, in unit (2) the writer also cites two studies and the citation to other studies elaborates that there are other studies which propose a similar idea. Therefore, it can be said that there is elaboration relation- part whole since the writer elaborates on the claim in unit (1) and states that there are others who propose the same claim.

4.3.7 *This* in explanation relations

An explanation relation is related to actions or situations that are independent of the will of an animate agent. The satellite provides a factual explanation for the situation presented in the nucleus. 28 of 166 tokens include units in explanation relation. The following samples are provided to exemplify the explanation relation.

Sample 39

   1. According to Biber (1988), in determining the informational richness of a segment, the frequency of each of the five features must weigh equally into the analysis.

   2. This is accomplished by considering the frequency of a given feature produced by a participant at a given test time relative to the frequency of that feature among the other 45 participants in the study at that test time (230).

(From Collentine, J. The effects of learning contexts on morphosyntactic and lexical development. *Studies in Second Language Acquisition, 26*(2), 227-248.)

Explanation

According to Biber (1988), in determining the informational richness of a segment, **the frequency of each of the five features must weigh equally into the analysis.** (1)	This is accomplished by considering the frequency of a given feature produced by a participant at a given test time relative to the frequency of that feature among the other 45 participants in the study that test time (2)

Figure 15. RST diagram of sample 39

As it is seen above, unit (1) presents Biber's view on determining the informational richness of a segment and the second unit explains how Biber accomplished this. It can be said that between these units there is means relation. However, saying there is only means relation does not present the phenomena comprehensively since the writer in the second unit presents factual information about unit (1) for it gives explanation about Biber' s study.

    The next sample also exemplifies how the units establish explanation relation.

Sample 40

1. The participant pressed one of three buttons on a numeric keypad, using the index, middle, or ring finger of the preferred hand to indicate whether the leftmost, middle or rightmost word matched the category name.
2. This continued for trials with the same category, and then a new category was announced on the screen and used for the next 13 trials until all five categories…(p. 178)

(From Segalowitz, N. and Freed, B. (2004). Context, Contact, and cognition in oral frequency acquisition. *Studies in Second Language Acquisition*, 26 (1), 173-199.)
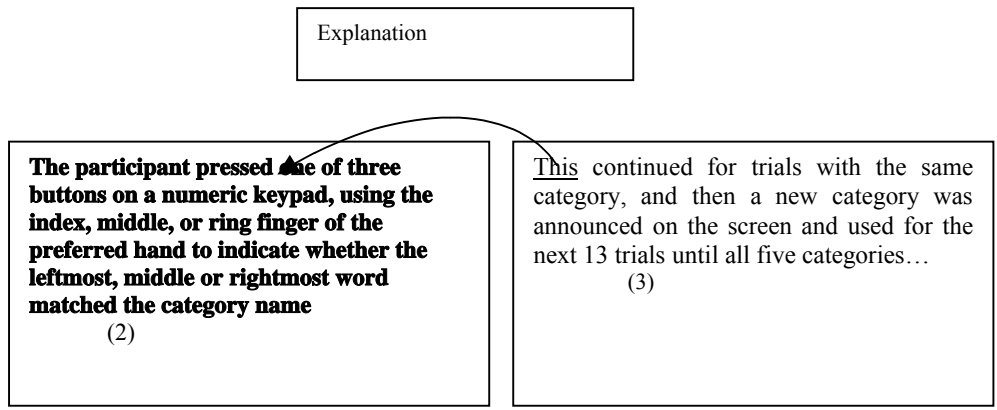
Figure 16. RST diagram of sample 40

The units present an explanation relation since the second unit gives information about how long the action presented in the first unit lasts. As it is seen, in the elaboration unit, *this* refers to the proposition in the previous unit.

4.3.8 *This* in consequence relations

In a consequence relation, the situation in a unit or a span is the consequence of the other unit or the span presented in the nucleus. A consequence relation is similar to result and cause relations because all present the consequence or the result of the situation in the nucleus. For Marcu, cause and result relation is different from the consequence relation since it presents a direct link between cause and result while the consequence relation presents indirect link. Although Marcu collects all the relations related to reason, cause, result or consequence under the category of 'consequence relation', this study will handle consequence and reason relations separately to show more clearly the use of *this* in rhetorical relations between units. 27 of 166 tokens are in consequence relation.

57

```
Sample 41

    1.    In the simplest approach, students are given several example sentences, e.g.
'The author of this book says ... 'or 'The author states that...' together with a list of fifty verbs to
choose from, without further elaboration.
    2.    This is a clear invitation to induced errors (p.248).

(From Howard, W., (2004). Lexical frames and reported speech. ELT Journal, 58 (3), 247- 257.)
```

```
                                    Cause –result
```

```
In the simplest approach, students are given          This is a clear invitation to induced errors.
several example sentences, e.g.
'The author of this book says ... 'or 'The                              (2)
author states that...' together with a list of
fifty verbs to choose from, without further
elaboration
                    (1)
```
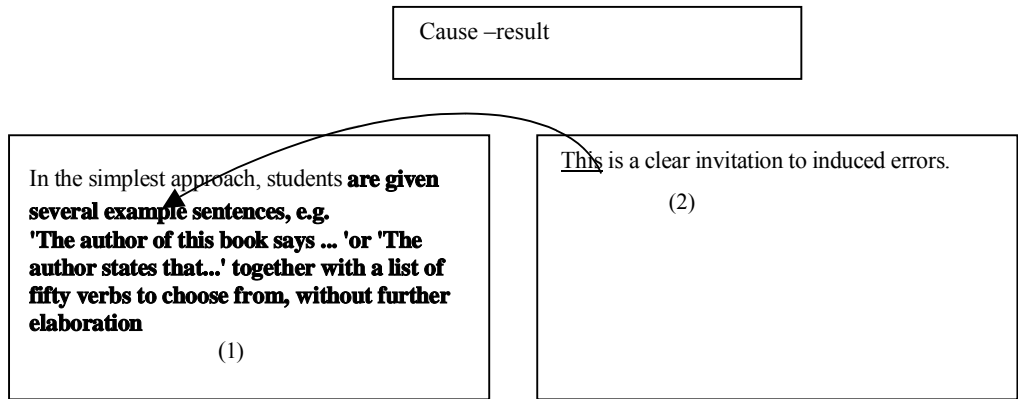
Figure 17. RST diagram of sample 41

Units (1) and (2) present a result relation. The first unit presents example sentences given to the students and the second unit presents the result of the action as induced errors. *This* leads readers to focus on the event presented in the first unit.

As it is seen, the RST diagram presents a cause and result relation. The following units illustrate consequence relation.

```
Sample 42

7. Occam meets HayesAll this raises the question: are human concept learners
significance testers? The question of whether even experimental psychologists ought to be
significance testers has quietly become controversial among statisticians in recent years
(Dixon, 1993; Loftus, 1991) (p.217).

(From Feldman, J. (2004).  How surprising is a simple pattern? Quantifying "Eureka!"
Cognition, 93, 99~224.)
```

```
┌─────────────────────────────────────────────────────────────────┐
│                                                                 │
│                    Discourse segment (s)                        │
│                                                                 │
│                                                                 │
└─────────────────────────────────────────────────────────────────┘
                          ↑
              ┌───────────┴──────────────┐
              │  Consequence             │
              │                          │
  7. Occam meets Hayes                   │
              └──────────────────────────┘
```

7. Occam meets Hayes

 All this raises the question: are human concept learners significance testers? The question of whether even *experimental psychologists* ought to be significance testers has quietly become controversial among statisticians in recent years (Dixon, 1993; Loftus, 1991) (p.217).
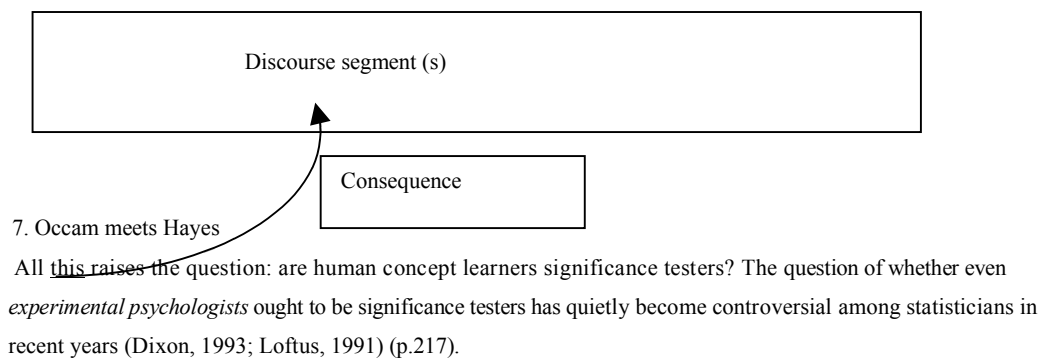
Figure 18. RST diagram of sample 42

This unit presents consequence relation since *this* picks out the discourse segment as referent and it directs readers to focus on the previous discourse segment(s). In addition, the unit with *this* indicates that the questions are the consequence of the propositions in the previous discourse segment(s).

In the following another sample will be given to illustrate the consequence relation.

┌───┐
│ Sample 43   │
│   │
│   1. The analysis shows that metadiscoursive differ within   │
│   argumentative discourse between genres (Section 6.1), that   │
│   the concept of media audience needs to be refined   │
│   theoretically (Section 6.2), and that the construction of an │
│   active participation in the argumentation establishes *Le   │
│   Monde*'s authority (Section 6.3).   │
│   2. This leads to the critical consideration of Le *Monde*'s   │
│   role in society (Section 6.4) (p.706).   │
│   │
│ (From Crook, J. (2004) On covert communication in advertising.   │
│ *Journal of Pragmatics*, 36 (3), 715-738.)   │
└───┘
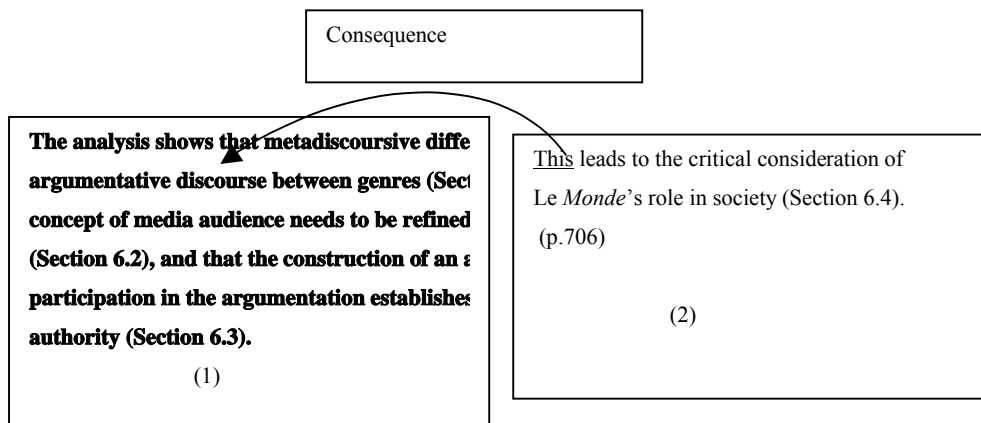
Figure 19. RST diagram of sample 43

In the first unit, the results of the analysis are listed as consequence to question *Le Monde*'s authority.

4.3.9 *This* in reason relations

In a reason relation, the satellite is the reason for the nucleus. It is observed that *this* is generally used with subordinating conjunction 'because' to present the reason for the nucleus. Ten of 166 tokens present reason relations between units.

In the following the samples for the reason relation are provided.

Sample 44

1. Grice outlines four types of nonfulfillment, but as yet there does not seem to have been a direct attempt to answer the important questions that are implicitly raised by this taxonomy.
2. This may be because it falls outside "linguistic analysis" as Kurzon notes for the also neglected perlocutionary effect (1998: 572) (p.901).

(From Mooney, A. (2004). Co-operation, violations and making sense. *Journal of Pragmatics*, *36*(4), 899-920.)
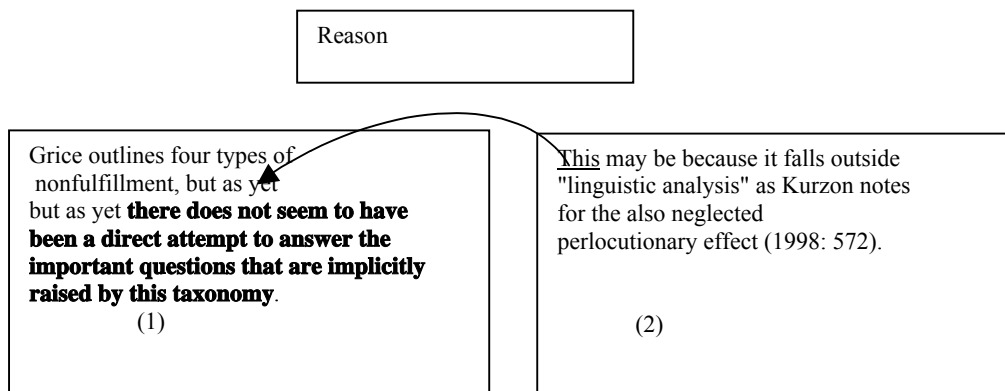
Figure 20. RST diagram of sample 44

As it is seen, units (1) and (2) are in reason relation since the nucleus presents the statement (though Grice presents four types of four nonfullfilment, there is no direct attempt to give answer to the questions raised by the taxonomy) and the second unit presents the reason why there is no direct attempt. The reason for the nucleus is that it is accepted as outside of 'the linguistic analysis'. As it is seen, *this* is used in the satellite and refers to the second clause and thus the unit with *this* is used to present the reason for the nucleus.

4.3.10 *This* in evaluation relations

In an evaluation relation, one unit assesses the situation in the other one and it can be appraisal, estimation, rating, interpretation or assessment of a situation. Evaluation can be the personal view of the writer. 14 of 166 tokens are in evaluation relation. The following RST diagram illustrates the evaluation relation in which *this* is used.

Sample 45

1. At this point Case 10 suffers a very small loss, but then remains at a constant level of activation for a further 70 attrition events, before a rapid collapse sets in.
2. <u>This</u> is an unexpected result, and I am not   aware of any discussion of this phenomenon in the attrition literature (p.145).

(From Meara,P. (2004). Modeling Vocabulary Loss. *Applied Linguistics*, *25*(2), 137-155.)
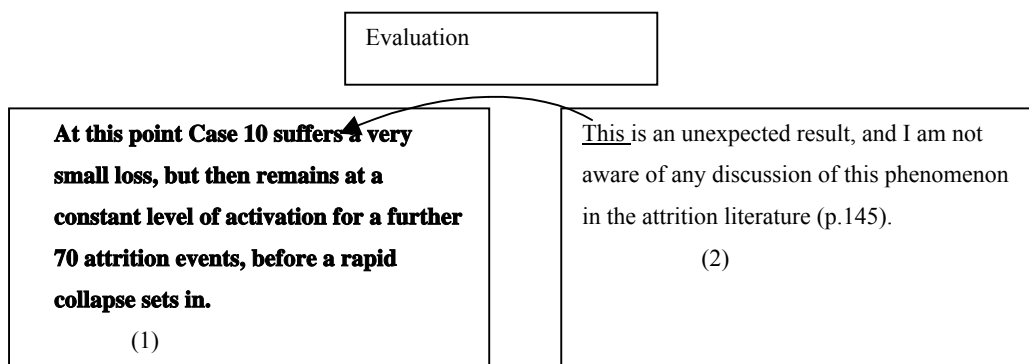
Figure 21. RST diagram of sample 45

As it is seen above, unit (5) presents the result of the study and unit (6) presents the writer's view on the result of the study. Therefore, it can be said that there is evaluation relation between units.

4.3.11 *This* in manner-means relations

A manner satellite explains the way in which something is done. Five of 196 data are in manner-means relations. The following diagram is given to illustrate manner-means relation and the contribution of *this* to this relation.

Sample 46

1. As for the verb 'argue', if a person 'argues' that something is the cage, does the person also ' claim' it in arguing it?
2. Students nod; arguing is certainly claiming—but what else besides?
3. The consensus is that "arguing" requires providing support for a claim.
4. <u>This</u> can be tested with a made-up sentence such as 'He argued that the ozone hole is permanent, but he gave no reasons at all (p.252).

(From Howard, W. (2004). Lexical frames and reported speech. *ELT Journal*, 58(3), 247- 257.)

```
┌─────────────────────────────┐
│ Means                       │
│                             │
└─────────────────────────────┘
```

┌────────────────────────────────────┐   ┌────────────────────────────────────┐
│ The consensus is **that "arguing** requires │   │ This can be tested with a made-up sentence │
│ **providing support for a claim.**   │   │ such as 'He argued that the ozone hole is │
│   │   │ permanent, but he gave no reasons at all. │
│   (1)   │   │   (2)   │
│   │   │   │
└────────────────────────────────────┘   └────────────────────────────────────┘
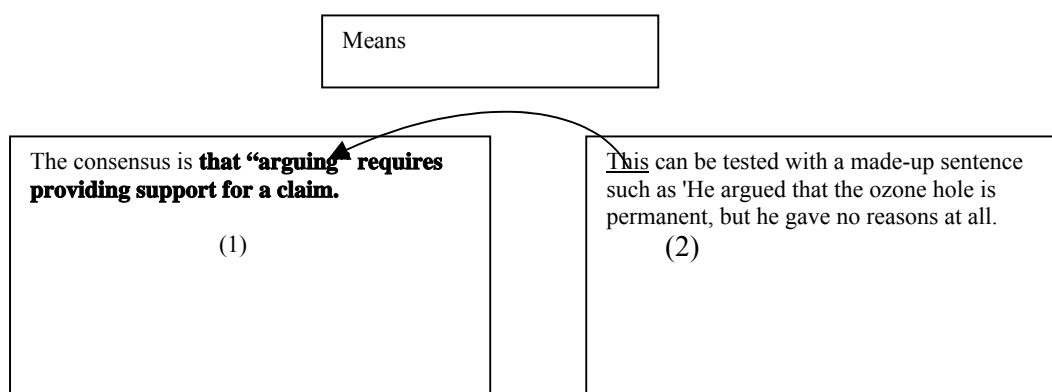
Figure 22. RST diagram of sample 46

In the first unit, there is a proposed statement and in the second unit *this* refers to the proposition in the noun clause and then it presents in what way the proposed statement can be tested or proved. This is not explanation since the writer does not present factual information about the proposed statement and the statement in the second unit is only a suggested means.

4.3.12 *This* in summary relations

In a summary relation, the satellite summarizes the information presented in the nucleus. However, the data present another way of summarization. That is, the units in which *this* is used do not summarize the idea in the previous nucleus but in the previous discourse segment. In three of 166 tokens, units are in a summary relation. That is, *this* summarizes the idea in the

the previous successive units. In the following a sample is provided to illustrate a summary relation.

┌──┐
│ Sample 47   │
│   │
│   1. Why assign simple theories higher priorities?   │
│   2. When criminals perpetrate crimes, the clues generally tend to cluster into a simple theory, │
│   if only we had all the clues and could discern the pattern.   │
│   3.   But there is no similar source for complex theories: generally, the evidence is not created │
│   by an elaborate collusion designed to render it maximally complex.   │
│   4. This is an asymmetry between simple and complex theories (p.216).   │
│   │
│ (From Feldman, J. (2004). How surprising is a simple pattern? Quantifying "Eureka!" *Cognition, 93*, │
│ 99~224.)   │
└──┘

Why assign simple theories higher priors?

Enablement/background

When criminals perpetrate crimes, he clues generally tend to cluster into a simple theory,

if only we had all the clues and could discern the pattern.

_____
(1)

(2)

contrast

But there is no similar source for complex theories: generally
the evidence is not created by an elaborate collusion designed to
render it maximally complex.

(2)

(3)

summary

This is an asymmetry between simple and
complex theories.

(2-3)

(4)

64

Figure 23. RST diagram of sample 47

The RST diagram above presents that units (3) and (4) are the enablement of the question, which is presented in the first unit. In the first unit the characteristics of the simple theory is given and the fourth unit presents the contradiction between simple and complex theories in the light of the explanation presented in the second unit. The fifth unit summarizes what is stated in both the third and fourth units and thus it can be said that it presents a summary relation.

4.3.13 *This* in textual organizations

According to Marcu, textual–organization is a multinuclear relation used to link elements of the structure of the text. He explains the function of this relation as to link a title with the body of the text, a section title with the text of a section, and so on. In the light of his explanation, it can be said that the forthcoming portion of discourse which can be a quotation or an extract from other sources is linked to the body of the text to illustrate or discuss the proposition in the previous unit(s). Therefore, the relations between units in the following samples are handled under "textual organizations".

Four of 166 tokens are retrieved from the data which exemplify this relation. In the following, a diagram is given to present textual organization.

Sample 48
1. This situation produced the most tentative requests in Spanish.
2. As tentative as the Spanish requests were mainly realized in the imperfect, their tentativeness did not surpass those of the British, who employed only impersonally orientated head acts in this situation, thus neutralizing the agent and mitigating its impact on the addressee.
3. This is illustrated in bold below in the extracts from the corpus: (p.17)

(From Reiter, M. R., Rainey, I. and Fulcher, G. (2005). A comparative Study of Certainty and Conventional Indirectness: Evidence from British English and Peninsular Spanish. *Applied Linguistics*, 26 (1), 1-31.)

As tentative as the Spanish requests were mainly realized in the imperfect, their tentativeness did not surpass those of the British, who employed only impersonally orientated head acts in this situation, thus neutralizing the agent and mitigating its impact on the addressee.

(2)

| Textual organisation |

This illustrated in bold below in the extracts from the corpus:

(3)
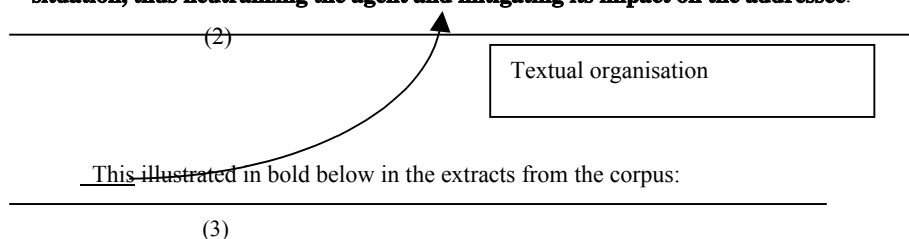
Figure 24. RST diagram of sample 48

As it is seen above, *thi*s picks out the proposition in the first unit as referent and, by this way, the second unit links the next portion with the proposition signaled by *this.*

In the following, another diagram is presented to illustrate the textual organization relation.

Sample 49

Non-compositionality:
1. .Compositionality relates to meaning.
2. The meaning of a construction is compositional if it is derived transparently from the meanings of   its elements.
3. We discuss this in greater detail below (p.40).

(From Grant, L. and Bauer, L. (2004). Criteria for re-defining Idioms: Are we barking up the Wrong Tree? *Applied Linguistics*, 25(1), 38-61.)

Non-compositionality: (1) Compositionality relates to meaning.

The meaning of a construction is compositional if it is derived transparently from the meanings of its elements.   (2)

| Textual organisation |

We discuss this in greater detail below

(3)
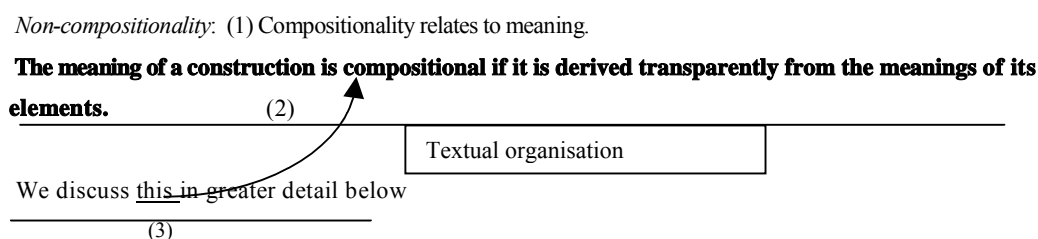
Figure 25. RST diagram of sample 49

As it is seen, the unit with *this* connects the following unit with the previous one. The third unit indicates that the following part will be the discussion on the proposition in the second unit.

The samples illustrate the fact that *this* does not signal the next portion of the discourse alone. There are other factors such as the rhetorical relation between units and the linguistic structure 'below' that construct textual organization. In other words, *this*, the rhetorical relation and 'below' signal the following portion and link the previous and following portions to construct textual organization.

4.3.14 *This* in terms of hypothetical relations

In a hypothetical relation, the satellite presents a situation that is not factual, but one that the writer supposes or conjectures to be true. Ten of 166 are retrieved from the data which signal hypothetical relation. In the following, samples are given to illustrate the hypothetical relation.

Sample 50

1. With respect to RC-attachment preferences, our results from native speakers of Greek show that Greek patterns with Spanish, German, and Russian in that these languages prefer high attachment of the RC in sentences with genitive antecedents.
2. As the Lls and the target language of our L2 participants exhibit the same attachment preferences, one might expect them to perform like native speakers of Greek in these constructions.
3. This would at least be consistent with experience-based parsing models such as the Tuning Hypothesis as well as with the idea that language-particular attachment preferences of the Ll are transferred to the L2. Our results do not confirm this prediction, however.(p.508)

(From Papadopoulou, D. and Clahsen, H. (2003). *Studies in Second Language Acquisition*, *25*(3), 501-528.)

Figure 26. RST diagram of sample 50

Units (2) and (3) seem to be in a hypothetical relation since the writer presents non-factual information about the statement presented in the nucleus. However, when the units are closely handled, it can be said that in the second unit there is a sense of certainty but the writer seems to hedge since s/he does not have enough proof. This sense of certainty may destroy the hypothetical character of the unit but there is no other rhetorical relation that encompasses such uses of *this*. The units may also be interpreted to be in explanation relation since the writer expands the meaning in the nucleus and presents information about it.

In the same way, the following units seem to be in hypothetical relation but there is again a sense of certainty in the speaker's utterance. In other words, the writer presents what s/he believes in the certainty of the statement in the sattelite but does not want to seem to be sure.

Sample 51
    3. However, the responses given by the informants during the interviews, where the informants were shown a tape of the whole speech act, and those given by the questionnaire respondents are mostly in line with each other.
    4. This would seem to provide evidence in support of the first questionnaire (p.23).

(From Papadopoulou, D. and Clahsen, H. (2003). *Studies in Second Language Acquisition*, *25*(3), 501-528.)
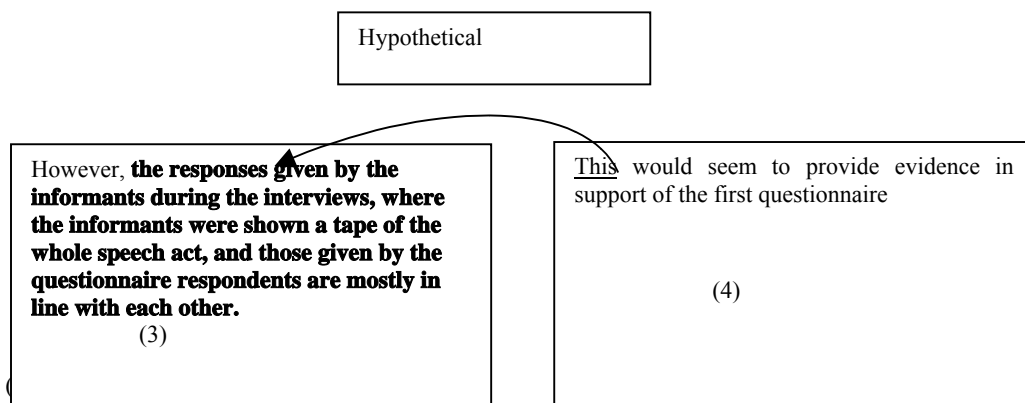
Figure 27. RST diagram of sample 51

The second unit seems to present hypothetical statement due to the words 'would' and 'seem' but it also presents explanation or justification of the statement in the nucleus. However, whatever it presents, it is certain that there is

a sense of certainty in the second unit but, by preferring to use a hypothetical structure, the writer seems to enshroud this sense of certainty. This might be hedging but Marcu does not include hedging in the categories of Rhetorical Relations. Therefore, these samples are analyzed under the title of 'hypothesis relation' due to the inadequacy of the rhetorical relations to encompass the use of *this* in such cases. The hypothesis relation is the only relation that seems to explain these uses.

4.4 *THIS* IN TERMS OF THE TYPES OF TRANSITION IN CENTERING THEORY

4.4.1 Inter-sentential centering

4.4.1.1 Centering Continuation

In six of 166 tokens, in consecutive utterances *this* is seen to form centering continuation and, in 160 data, it is seen to form a smooth-shift in successive utterances. In the following, the samples in which *this* signals centering continuation will be shown and then the samples in which *this* forms smooth-shift will be presented.

Sample 52

1. The way in which units are assigned to the causes is of extreme importance in the estimation of ACE.
   - *Cf: [the way in which units are assigned to the causes]*
2. In controlled experiments, <u>this</u> is usually accomplished by the process of Randominazation, whereby units are assigned at random to the two treatments. To gain information about ACE,…(P.336)
   - *Cb: [this; the way units are assigned to the causes]*
   - *(continue)*

(From Lazar, N. (2004). A short Survey on causal inference, with implications for context of learning studies of second language acquisition. . *Studies in Second Language Acquisition, 26*(2), 329-347.)

As it is seen in this sample, in the second utterance *this* is the backward-looking center referring to the forward-looking center of the first utterance, which is the subject of the sentence "the way in which units are assigned to the causes", because it provides the link to the previous unit by picking out the NP in the subject category as referent. Therefore, it can be said that *this* can be the

backward-looking center in a discourse and links a previous unit with a following unit. Thus, there is a centering continuation since the same highly salient entity in the first utterance is presented by *this* in the second utterance.

In the same way, in the following sample, *this* is seen as backward-looking center and it signals centering continuation.

Sample 53

1. Finally, follow-up testing was not possible in this particular study.
   - *Cf: [follow-up testing]*

2. <u>This</u> will be important in future studies as we attempt to determine the role of and interrelationship between input and interaction. (p.31)
   - *Cb: [this; follow-up testing]*
   - *(Continue)*

(From Susan M. Gass and Torres, M.A.J. (2005). Attention when? *Studies in Second Language Acquisition*, *27*(1), 1-31.)

As it is seen in the sample, the forward-looking center is "follow-up testing" in the first utterance, and in the second utterance *this* refers to this forward-looking center. Therefore, the salient entity in the first utterance is realized by *this* in the second utterance. As a result, there is a centering continuation.

In the following sample, there is a different and rather complicated case of centering continuation:

Sample 54

2. When **my students** don't behave properly, **1**'11 tell them what proper behaviour is........ …
3. Ah, **I** remember one class they often had private talk. **I** was quite easy when they had group work, 'no problem', but when someone in the class spoke, others should listen. Yeah, these students, they didn't listen and in such a situation, I normally interfere**. I** told them gently that when someone spoke, you should listen to him or her and you! should show that you knew how to listen. **I** used English to tell them that 'if you want to be a good speaker, be a good listener first'. Normally **I** only educate my students when they don't behave properly. If not, **I** won't say anything because they're all grown-ups. I mean I don't give them moral lessons but **I** do tell them how to behave when an incident occur as **I** 've just mentioned... When they behave badly **I** 'm willing to tell them that they're wrong and they should do this or that. For example, they should know how to listen to other people because listening is a way of support.
4. In doing <u>this</u>, **Mai** did not 'lead' her students, or impose her ideas on those whom- she saw as 'grown-ups', but she still fulfilled the responsibility of a teacher who is socially expected to educate students (p.54).

(From Phan L. H. (2004). University classrooms in Vietnam: contesting the stereotypes. *ELT Journal*, 58(1), 50-65.)

In the sample, it may be thought that there is a rough shift between units (2) and (4). However, if the units are accepted to be in a structural relation to each other, it can be said that there is centering continuation. In other words, *this* picks up the quotation as referent and the quotation and the unit (4) are in elaboration

relation. If this relation is taken as inter-related with the following unit, then, there is centering continuation.

4.4.1.2 Smooth-shift

When the tokens on *this* are analyzed, it is seen that the rest of samples with *this* form smooth-shift. In other words, the addresser may shift the focus smoothly from *Cb* (backward looking center) to *Cp* (preferred center). The preferred center can be the VP, the object of the preposition, infinitival clause, or the proposition. In the following, samples in which *this* signals smooth- shift are provided.

Sample 55

1. Our results, however, indicate that all L2 groups processed the experimental sentences in essentially the same way but different from NSs.
    - *Cf: [our results]*
2. Specifically, none of the learner groups appeared to postulate any intermediate gaps during real-time processing, irrespective of whether the subjacency constraint was operative in their L1.
    - *Cp: [none of the learner groups: all L2 learners]*
    - *(Smooth-shift)*
    - *Cf: [none of the learner groups; intermediate gaps]*
3. <u>This</u> shows that even though the German and Greek speaking learner's L1 grammatical representations include intermediate syntactic gaps, they do not make use of such gaps when processing long distance *wh-* dependency in L2 English
    - *[this: none of the learner groups appeared to postulate any intermediate gaps during real-time processing, irrespective of whether the subjacency constraint was operative in their L1]*
    - *(Smooth-shift)*
    - *(Cb(Un)≠ Cb (Un-1) and Cb(Un)= Cp(Un)*

(From Marinis, T., Roberts.L., Falser, C. and Clahsen, H. (2005). Gaps in second Language Sentence Processing. *Studies in Second Language Acquisition, 27*(1), 53-78.)

As it is seen in this sample, *this* does not pick up the noun phrases presented as forward-looking center as referent. There is a shift of focus. In the third unit, *this* refers to the proposition in the second unit; therefore, it would be said that the forward-looking center could be the proposition. The reason why such a statement is proposed is that *this* is the preferred center and it has the antecedent, which has to be identified in order to define the transition between the units. In addition, it can be said that between the second and third units there is a smooth-shift since the referent of *thi*s is given in the second utterance. That is, since the center of the third unit is introduced in the second unit, an addresser signals the shift of focus.

In the following sample, too, there is a smooth-shift between the units but *this* picks up the VP as referent, which makes the VP the preferred center.

Sample 56

1. However, evidence suggests that despite their frequency in the input, learners of Spanish fail to acquire these forms (Fernandez-Garcia, 1999; Geeslin, 2003; Rogers, 1987).
   - *Cf: [evidence, learners of Spanish]*
2. This may be explained, in part, by relatively low communicative value of these forms (Harley, 1998; VanPatten, 1996) (p.85).
   - *Cb: [this, fail to acquire form in the input]*
   - *(smooth-shift)*
   - *Cb(Un) ≠Cb(Un-1) and Cb(Un) = Cp(Un)*

(From McDonough, K. Identifying the impact of negative feedback and learner's responses on ESL Question Development. *Studies in Second Language Acquisition,* 27(1), 79-103.)

In this sample, the forward-looking centers are "evidence" or "learners of Spanish" since they are the most salient entities. However, *this* in the second unit picks up the VP as referent, so the preferred center is the VP. This indicates that the preferred center would be a VP. In addition, *this* signals that the salient entity in the first unit is not the center in the second unit; therefore, it directs the reader to focus on the VP as center. Similar to the previous sample, there is smooth-shift here.

A similar case can also be observed in the following sample:

Sample 57

1. The result indicated that, compared to the AH context, learning in the SLA context led to significantly greater oral performance gains.
   - *Cf: [the result]*
2. This was seen with respect to pre-test and post-test differences on two general oral performance variables- OPI and longest speaking turn – and on three oral fluency measures- speech rates, mean length of speech run not containing filled pauses, and longest fluent run not containing silent hesitations or filled pauses, all indicating greater gains for the SA students (p.176).
   - *Cp: [this] [this; significantly greater oral performance gains]*
   - *(smooth-shift)*
   - *Cb(Un) ≠ Cb(Un-1) and Cb(Un) = Cp(Un)*

(From Segalowitz, N. and Freed, B. (2004) Context, Contact, and cognition in oral frequency acquisition. *Studies in* Second *Language Acquisition, 26* (1), 173- 199.)

In this sample, the salient entity in the first unit is the result. This directs the focus to the object of the preposition. Therefore, the preferred center is the object of the preposition "significantly greater oral performance gains". Therefore, *this*

signals a shift of focus from the result to "significantly greater oral performance gains".

4.4.2 Intra-sentential centering

In the following sample, the intra-sentential use of *this* and the type of transition it signals will be illustrated.

Sample 58

1. Peral (1995) claimed that causal statements have no parallels in the language of probability, and <u>this</u> has been made it difficult for statisticians to develop appropriate methodologies (p330).

(From Lazar, N. (2004). A short Survey on causal inference, with implications for context of learning studies of second language acquisition. . *Studies in Second Language Acquisition, 26(2), 329-347.*)

This extract presents intra-sentential centering. In the first span of the unit the salient entity is Peral but the *this* in the second clause does not refer to it. It picks out the noun clause as referent. It can be said that *this* signals a smooth shift of focus since the referent of *this* is given in the noun clause. In addition, *this* in the second span is the preferred center.

Similarly, in the following extract, too, *this* signals smooth-shift:

Sample 59

1. One semester may have been insufficient, and the number of contacts may have been too few for potential gains to be realized, although <u>this</u> seems unlikely, as the median number of reported hours per week was 18.

(From Segalowitz, N. and Freed, B. (2004) Context, Contact, and cognition in oral frequency acquisition. *Studies in Second Language Acquisition, 26* (1), 173, 199.)

"One semester" is the subject and it is the salient entity in the first sentence. However, it is not the salient entity in the second clause. The salient entity in the second clause is "the number of contacts". Therefore, there is a rough-shift between the first and the second clause. In the third clause, *this* directs the attention to the second clause itself which is not the salient entity in the second clause. As a result, there is a smooth shift between the second and third units.

4.4.3 Accessibility of referents in sister nodes

Until here, the role of *this* in discourse is studied from different aspects. However, to have more a comprehensive view of the use of *this* in and between discourse units, a node analysis is also required because node analysis takes discourse markers in terms of the hierarchy between discourse units. It is seen that the referent on the left node is not accessible to *this*. While composing trees, one of Webber's ways- attach as right most daughter (simply attach)- is followed. In this way, each new node is attached to right node. For Webber, nodes can be a clause or a unit. However, in this study, each node signals a unit in discourse.

The following sample is given to illustrate in all data *this* only access the referent on the right node.

Sample 60
  a. Frequency is usually regarded as a factor that may make form salient to the learner (Bardovi-Harlig, 1987).

  b. However, evidence suggests that despite their frequency in the input, learners of Spanish fail to acquire these forms (Fernandez-Garcia, 1999; Geeslin, 2003 Rogers, 1987).

  c. This may be explained, in part, by relatively low communicative value of these forms (Harley, 1998; VanPatten, 1996) (p.85).

(From McDonough, K (2005). Identifying the impact of negative feedback and learner's responses on ESL Question Development. *Studies in Second Language Acquisition, 27*(1), 79-103.)
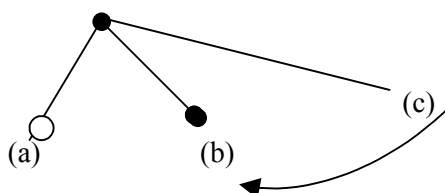
Figure 28. Addition of nodes by Attachment

The tree structure above presents that unit (c) access to the referent in (b) but not in unit (a). This lead to conclusion that *this* refers to the referent on the right node and so the left node is accessible for *this*.

4.5 PROPOSITION AS REFERENT OF *THAT*

4.5.1 The proposition in the previous utterance as referent of *that*

In 16 of 32 tokens, *that* refers to the proposition in the previous utterances. To give an example,

---

Sample 61

1. It might be objected here that no ordinary speaker would use a sentence such as (8) if she really wanted to make her audience believe that *p.*
2. Making intentions explicit in this way would be self-defeating, giving the audience the feeling of being manipulated
3. That may be so, but it is not really an objection (p.842-843).

(From Pagin, P. (2004). Is assertion social? *Journal of Pragmatics, 36*(3), 833-859.)

In this sample, the referent of *that* is the proposition in the second sentence. In other words, *that* substitutes for the idea "making intentions explicit in this way would be self-defeating, giving the audience the feeling of being manipulated".

Similarly, *that* in the following sample also refers back to the proposition in the second sentence.

Sample 62

1. However, because German phonology does not allow voiced final stops, and because the German word for 'goad' is gut, it seems fairer to conclude from this evidence that both Hauptmann and the author of the ransom notes were Germans not well-educated in writing English, rather than concluding that Hauptmann, and no one else, must have written the ransom notes.
2. The issue can only be resolved by first deciding that German immigrants with comparative education comprise the relevant reference set, and then making sure that a corpus exists that allows the appropriate comparison between Hauptmann's idiolect and that of other Germans.
3. That did not happen when Hauptmann was tried (p.461).

(From Lawrence, M.S. and Peter. M.T. (2004). Author identification in American Court. *Applied Linguistics, 25*(4), 448-465.)

As it is seen above, the referent of *that* is the proposition that "the issue can only be resolved" by following several steps but "*that* was not resolved when Hauptmann was tried".

4.5.2 The proposition in the clause of the previous utterance as referent of *that*

In four of 32 tokens, *that* refers to a subordinate clause. This is exemplified in the following sample.

Sample 63

1. If so, then the suggestion is clearly inadequate, for I can utter something which doesn't mean anything at all, but in such a way as to convey the impression to my audience that I make the utterance with the overriding intention of saying something true.

2. <u>That</u> clearly isn't making an assertion, and I shall not interpret Dummett to that effect (p.844).

(From Pagin, P. (2004). Is assertion social? *Journal of Pragmatics*, *36*(3), 833-859.)

The *that* in this sample picks up the proposition in the second coordinated clause as referent.

Similarly, *that* also refers to the second clause of the previous utterance. This is illustrated in the following sample.

Sample 64

1. In doing this, Mai did not 'lead' her students, or impose her ideas on those whom- she saw as 'grown-ups' but **she still fulfilled the responsibility of a teacher who is socially expected to educate students.**

2. More than <u>that</u>, Mai was a 'facilitator' in a more extensive way, not just ways. This can make the West think of the East as having no such Western qualities.

(From Phan, L. H. (2004). University classrooms in Vietnam: contesting the stereotypes. *ELT Journal, 58* (1), 50-65.)

In this sample, *that* refers to the second clause, which is "she still fulfilled the responsibility of a teacher who is socially expected to educate students".

4.5.3 The proposition in the utterance before the previous one as referent of *that*

In four of 32 tokens, it is seen that *that* may refer to the proposition, the object of the preposition in the utterance before the previous one. In the following, this will be exemplified**.**

In the above, *that* does not refer to the previous utterance; that is, it does not refer to "this appears to be Tanaka's claim" in the second utterance. It refers to the object of the preposition' in the utterance before the previous one (in the second utterance). In other words, *that* picks up "an input to further inferencing" as referent.

Likewise, in the below, *that* does not refer to the second clause "this is not surprising" but to the proposition in the first clause.

In these two samples, *that* presents the writer's comment about the statement before the previous utterance. Therefore, it can be said that *that* can pick up the entity as referent that is non-central, which will also be a subject of discussion in the part on centering theory.

All these samples indicate that, in most cases, *that* refers to the proposition either in the previous utterance or to the one before the previous utterance. In addition, they demonstrate that most of the time *that* does not refer to the VP before the previous utterance. It picks up as referent the proposition in the previous utterance.

4.6 LINGUISTIC STRUCTURES THAT *THAT* SELECTS AS REFERENT

4.6.1 Inter-sentential usages of *that*

4.6.1.1 The noun clause as referent of *that*

It is seen that in three of 32 tokens, *that* refers to the noun clause in the previous unit. In the following, this will be illustrated.

> Sample 67
>
> 1. This means that in real-life we do not have any real alternatives to the approaches reported attrition literature.
> 2. However, that does not mean that it is impossible for us to explore the way attrition might work in a lexical network (p.138).
>
> (From Meara, P. (2004). Modeling Vocabulary Loss. *Applied Linguistics, 25*(2), 137-155.)

The *that* in the second unit picks up the noun clause in the first unit as referent.

Likewise, the *that* in the following sample refers to the noun clause in the second unit.

> Sample 68
>
> 1. Lest I should be misunderstood here, please note what it is that I am *not* claiming.
> 2. I am not saying that **there are no native speakers of English any more**—-if by native speakers we mean persons who were born and brought up in monolingual households with no contact with other languages.
> 3. Indeed, that would be an absurd thing to say (p.112).
>
> (From Rajagopalan, K. (2004). The concept of 'World English' and its implications for ELT. *ELT Journal,* 58(2), 111-125.)

That refers to the proposition in the noun clause of the previous utterance.

4.6.2 Intra-sentential usages of *that*

4.6.2.1. The NP as referent of *that*

In the second unit of the following sample, *that* picks up the NP in the prepositional phrase. It substitutes the NP and means "the work has been done on Metaphors in the last two decades".

> Sample 69
> 1. We are going to set aside 'conceptual metaphors' which we feel are not relevant to our argument, and focus on 'linguistic metaphors'.
> 2. Despite the work done on Metaphors in the last two decades, as Cameron and Low (1999: 77) point out, little of that has reached applied linguistics (p.49).
>
> (From Grant, L. and Bauer, L. (2004). Criteria for re-defining Idioms: Are we barking up the Wrong Tree? *Applied Linguistics, 25* (1), 38-61.)

4.6.2.2 The proposition in the first clause as referent of *that*

In four of 32 tokens**,** *that* may refer to the proposition in the previous clause. This is illustrated in the following sample.

> Sample 70
> 1. The author points out that the ozone hole will definitely grow larger in the coming years, but I strongly disagree with that.
>
> (From Howard, W. (2004). Lexical frames and reported speech. *ELT Journal, 58*(3), 247-257.)

As it is seen in the data above, there are two clauses that are connected by the coordinating conjunction. As referent, t*hat* picks up the proposition in the noun clause. In other words, *that* is 'the ozone hole will definitely grow larger in the coming years'.

That may also refer to the proposition in the first clause. This is exemplified in the following data.

> Sample 71
> 1. I could promise to pay you a million pounds if *p* tums out to be false, but that although it may justifiably induce in you the belief that *p* is the case, is yet something different from asserting it (p.838).
>
> (From Pagin, P. (2004). Is assertion social? *Journal of Pragmatics, 36*(3), 833-859.)

In this sample, *that* means "if *p* turns out to be false, I could promise to pay you a million" and the proposition in this whole clause, for the writer, "is yet something different from asserting it".

When the tokens on intra-sentential usages of *that* are taken into consideration, it can be said that the frequent syntactic category *that* selects is the proposition in the previous clause. This also corresponds to the uses of *that*

in inter-sentential position. In other words, similar to *that* intra-sentential position, inter-sentential *that* picks up the proposition in the previous utterance as referent.

4.7 THE RHETORICAL RELATIONS IN WHICH *THAT* IS USED

4.7.1 *That* in list relations

According to Marcu (2000), a list relation is a multinuclear relation whose elements can be listed, but are not in a comparison or contrast relation. It usually exhibits some sort of parallel structure between the units involved in the relation. Three of 32 tokens are retrieved for list relation. In the following, data are provided to illustrate list relation and the contribution of *that* to this relation.

Sample 72
1.   Another very common non-factive reporting verb is 'claim', as in (12) The author claims that the ozone hole is permanent.
2.   What is 'claimed' must be 'said'?
3.   Beyond that, what feature must be added?
4.   Drawing on their intuitions, students might be asked to compare sentence (12) with (13):
     (13) My friend claims that London is in England.
5.   Students tend to find (12), but not (13), acceptable (p.252).

(From Howard W. (2004). Lexical frames and reported speech. *ELT Journal*, 58(3), 247-257.)

Units (2) and (3) are in list relation since both of them present what must be done in order to identify the verb 'claim'. The first step is to say what is claimed and the second is to present what feature must be added to use the verb 'claim'. By using *that*, the writer refers to the statement "What is 'claimed' must be 'said'". *That* and the preposition 'beyond' signal that the following part of the unit give additional information to the second unit. Therefore, both units list what must be done to identify the features of the reporting verb 'claim'. In the following, the RST diagram is provided to present the list relation.

List

What is 'claimed   Beyond _that_, what feature must be added.

must be said'?

(2)   (3)
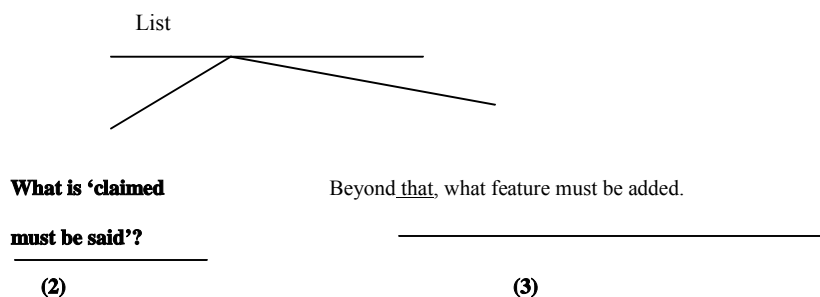
Figure 29. RST diagram of sample 72

4.7.2 *That* in addition relations

It may be thought that the units in the following samples are in a list relation.
However, when the units are in the list relation, they must not be contrastive or
contrary to each other. Therefore, the following sample will be analyzed in terms
of the additional relation since they present additional statement to the previous unit.
Besides, the additional statement in the second unit is contrary to the previous
statement. The units in the RST diagram are in an additional relation. The writer
touches upon the increases in the number of the instances of false starts, repetition,
hedging and hesitation devices but in the second statement, s/he adds that this increase
is lower than expected. That is, the second unit contrasts with the first one.

Sample 73
1. Although it is difficult to come to any firm conclusions based on the small number of texts
   analyzed here, the results do seem to indicate that the most recent textbooks have begun to
   incorporate more of the discourse features found in authentic data
2. The instances of false starts, repetition, latching, hesitation devices, and back-channeling
   have all increased when compared with the previous textbook data, and the average lexical
   density has dropped to a figure very similar to that found in the authentic service
   encounters.
3. Having said _that_, the number of instances of false starts, repetition, pauses, and hesitation
   devices are still well below those expected (p.370).

(From Gilmore, A. (2004). A comparison of textbook and authentic interactions. *ELT Journal*, 58(4),
363-375.)
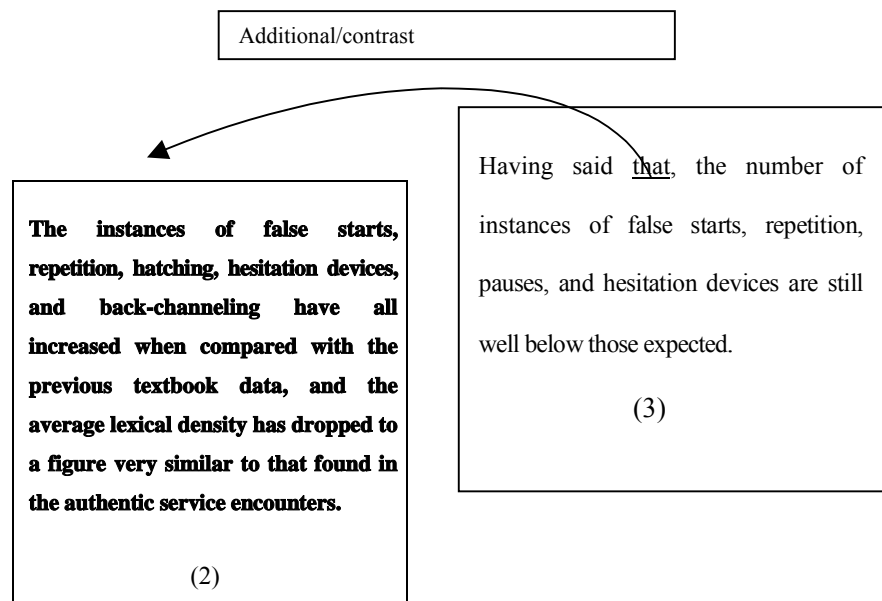
Figure 30. RST diagram of sample 73

4.7.3 *That* in contrast relations

Marcu handles contrast relation under three categories and these are contrast, concession and antithesis. When these three categories are taken into consideration, it is seen that *that* is used in the units which are in antithesis and contrast relations. In eight of 32 tokens, the units are in contrast relation. In the following, samples are given to illustrate the cases where *that* is used for antithesis and contrast relations.

Sample 74

1. The problem for researchers is that it is impossible to get inside people's heads and observe how their vocabularies are organized, and how this organization interacts with vocabulary loss.
2. This means that in real-life we do not have any real alternatives to the approaches reported attrition literature.
3. However, that does not mean that it is impossible for us to explore the way attrition might work in a lexical network (p.138).

(From Meara, P. (2004). Modeling Vocabulary Loss. *Applied Linguistics, 25*(2), 137-155.)
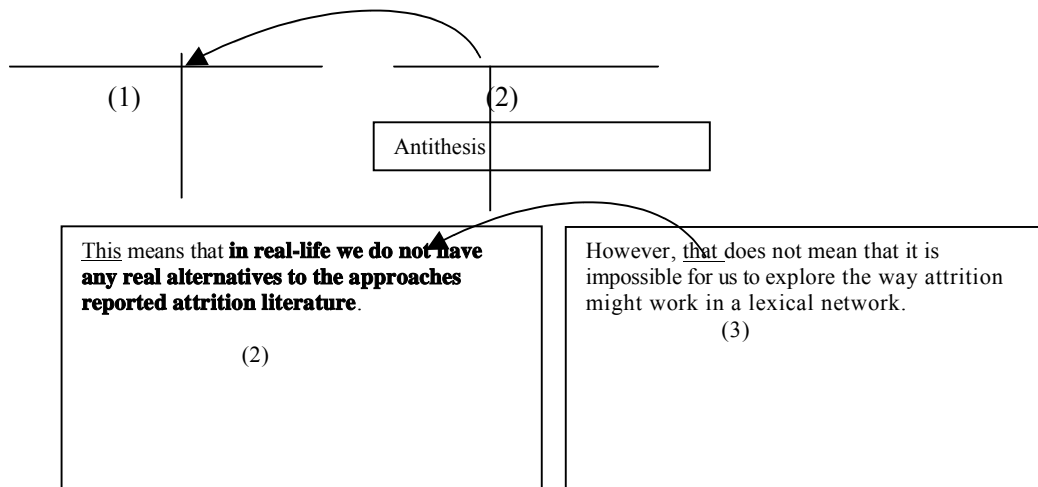
Figure 31. RST diagram of sample 74

The third unit is the antithesis of the second unit since unit (2) presents the statement that in real life it is impossible to explore the way attrition work due to the fact that there are not any real approaches. However, the statement in the third unit is opposite to that statement for it says that it is possible to explore the way attrition work through a lexical network.

Having presented an antithesis relation, the following sample will illustrate a contrast relation.
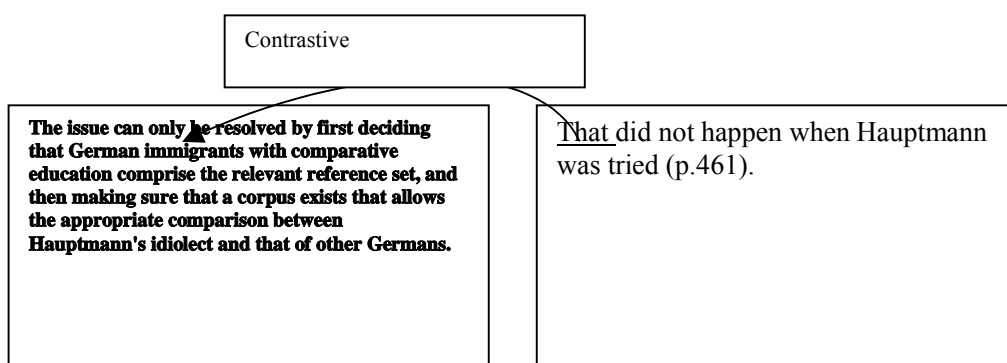
Figure 32. RST diagram of contrast relation

The first unit in the RST diagram presents how the case can be solved but the second unit puts forward that the proposed way is not followed when Hauptmann is tried. Therefore, it can be said that these units are in the contrast relation.

When these samples are taken into consideration, *that* is used in the unit which expresses a contrast or antithesis to the idea stated in the other unit. It picks up the proposition in the other unit as referent, and so it contributes to the contrast and antithesis relation.

4.7.4 *That* in topic-comment relations

According to Marcu (2000), in a topic comment-relation, a general statement or topic of discussion is introduced, after which a specific remark is made on the statement or topic. The difference between topic comment and evaluation relation is that the intended effect of topic comment is to present a specific remark on the statement or topic, whereas the intended effect of evaluation is to assess the situation presented in the unit on a scale of good to bad. When both rhetorical relations are taken into consideration, *that* is used in topic comment relation in 12 of 32tokens. In other words, the units with *that* generally present the writer's remark on the statement in the nucleus. Indeed, this remark contrasts with the statement in the nucleus as in the following data:

Sample 75

1. **What I do may make me legally responsible for deceiving you into believing that *p*,** but <u>that</u> is still something different from saying that *p* is the case (p.838).

(From Pagin, P. (2004). Is assertion social? *Journal of Pragmatics, 36*(3), 833-859.)

A statement is provided in the first unit and then the writer's comment on the statement is presented in the second unit. In other words, the writer states that "deceiving you into believing p" is different from "saying that p is the case". At first glance, when the coordinating conjunction 'but' and the adjective 'different' are observed, they lead one to see the units in contrast relation. In fact, they are in topic-comment relation for the second unit presents the writer's comment on the statement though the writer's comment is opposite to the first statement.

In the following, another sample is given to illustrate the topic-comment relation and its role in presenting contrasting statement.

Sample 76

1. **We view input as essential to learning and side with those who argue for a role involving aspects such as frequency.** Although we are not convinced that <u>that</u> is a sufficient explanation for all aspects of SLA (p.2).

(From Gass, S. M. and Torres, M.J.A. (2005). Attention when? *Studies in Second Language Acquisition*, 27 (1), 1-31.)

The second unit presents the writer's comment about viewing input and its frequency in learning context. When the second unit is taken into consideration, the writer finds the idea that input and its frequency are essential but not comprehensive.

However, in the following sample, topic-comment relation is seen between units without the writer's contrasting statement.

Sample 77

1. I am not saying that **there are no native speakers of English any more**—-if by native speakers we mean persons who were born and brought up in monolingual households with no contact with other languages.
2. Indeed, <u>that</u> would be an absurd thing to say (p.112)

(From Kanavilli, R. (2004). The concept of 'World English' and its implications for ELT. *ELT Journal, 58*(2), 111-125.)

The second unit in the sample presents the writer's comment if s/he said that there are no native speakers of English. For the writer, such statement would be absurd. As it is seen, the second unit presents the comment of the writer on the statement in the nucleus- unit.

When all these samples are taken into consideration, it can be proposed that *that* is used in the units which present different rhetorical relations such as topic-comment, additional, list and antithesis relations. In some cases, it is seen

that the satellite in which *that* is used also presents a statement contradictory to the one in the nucleus. However, these samples draw attention to the point that in the satellite, *that* is not the only discourse marker that presents a statement contradictory or antithetical to another one in the nucleus. Such cue phrases as 'but' and 'although' also present a contradictory meaning in coordination with *that*.

4.7.5 *That* in condition relations

In a condition relation, for Marcu (2000) truth of the proposition associated with the nucleus is a consequence of the fulfillment of the condition in the satellite. The satellite presents a situation that is not realized. In six of 32 tokens, *that* is used in condition relation. In the following, samples are provided to show the condition relation and the contribution of *that* to it.

Sample 78

1. B might be currently activated.
2. If <u>that</u> is the case, then changing B to A will leave it deactivated, and there will be no overall change to the number of activated words in the network (p.146).

(From Meara, P. (2004). Modeling Vocabulary Loss. *Applied Linguistics, 25*(2). 137-155.)
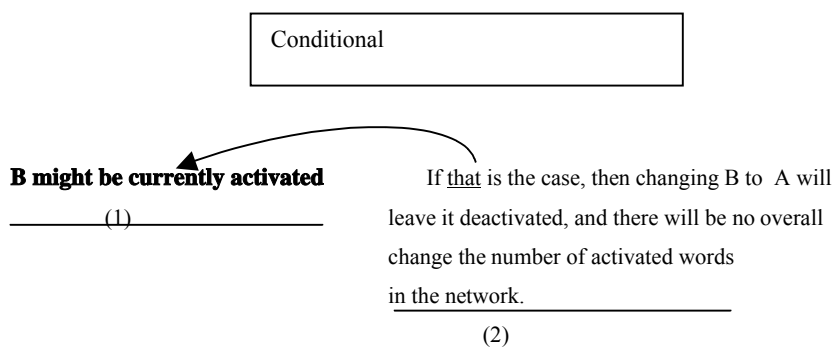
Figure 33. RST diagram of sample78

The first unit presents a condition (B might be currently activated) and the satellite in the second unit states that if the condition in the first unit and 'B's

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changing to A' are accomplished, the possible consequence will be that there will be no overall change to the number of activated words in the network. In this conditional relation, *that* in the second unit refers to the proposition in the first unit and an inter-structural relation is established between them.

Similarly, in the following sample, the truth of the proposition of the statement in the nucleus is the consequence of the fulfillment of the condition in the satellite. In other words, if the condition in the nucleus occurs, the consequence presented in the satellite will become a fact or true. This means that the condition in the satellite is not hypothetical and it might become real.

Sample 79

1. Thus, one might expect there to be many cases in which linguists testify without much controversy.
2. Indeed, <u>that</u> seems to be the case, judging from the robust and growing literature generated by linguists who have participated in the system.

(From Lawrence, M.S. and Peter. M.T. (2004) Author identification in American Court. *Applied Linguistics*, *25* (4), 448-465.)
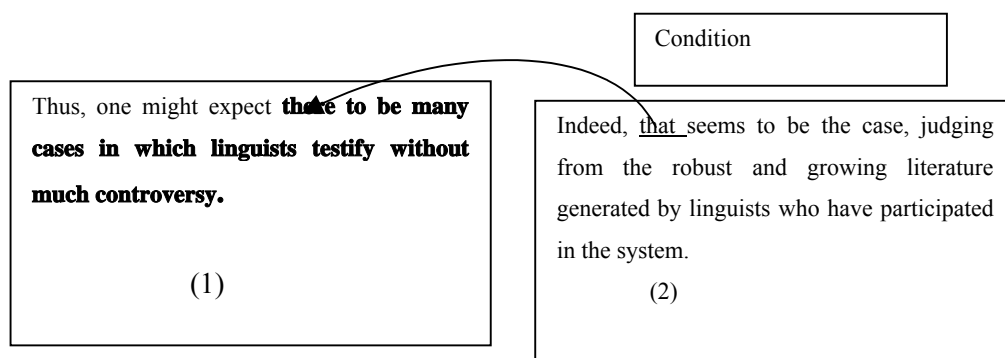
Figure 34. RST diagram of sample 79

In the first unit, it is claimed that linguists testify many cases without much controversy and the second unit presents that this statement might be true when the literature generated by linguists who have participated in the system is taken into consideration.

When the samples are conditional relation are taken into consideration; it can be said that the units are not in hypothetical relation since the satellites do

not present counter-factual information. The statements in the units seem to be true if the conditions are met.

4.8 *THAT* IN TERMS OF THE TYPES OF TRANSITION IN CENTERING THEORY

4.8.1 Inter-sentential centering
4.8.1.1 Smooth-shift

When the samples on *that are* analyzed, it is seen that *that* signals smooth-shift in 29 tokens. Therefore, it can be the preferred center. This is exemplified in the following sample:

Sample 80

1. Making intentions explicit in this way would be self-defeating, giving the audience the feeling of being manipulated
    -   *Cf: [Making intentions explicit]*
2. That may be so, but it is not really an objection (p.842-843).
    -   *Cp: [that] (that; Making intentions explicit in this way would be self-defeating, giving the audience the feeling of being manipulated)*
    -   *(Smooth-shift)*

(From Pagin, P. (2004). Is assertion social? *Journal of Pragmatics, 36*(3), 833-859.)

In this sample, forward-looking center in the first unit is "making intention" but in the second unit the salient entity is not picked out as referent by *that*. In fact, *that* makes the first unit itself as referent. Therefore, it signals smooth-shift.

In the following sample, *that* presents smooth-shift.

Sample 81

1. Rather, you think that asserting is a subspecies of committing oneself.
    -   *Cf: [you; asserting]*
2. But if that is so, then it must be possible to state the specific characteristics of the subspecies in a direct (predicative) way, as opposed (p.853).
    -   *Cp: [that] [that; asserting is a subspecies of committing oneself.*
    -   *(smooth-shift)*

(From Pagin, P. (2004). Is assertion social? *Journal of Pragmatics, 36*, 833-859.)

As it is seen, the forward looking center in the first unit can be "you" or "asserting" since they are in subject position. Therefore, they are salient entities. However, there is a smooth shift because *that* in the second unit does not refer to these nouns. It

signals that the preferred center in the second unit is not these nouns but the first unit itself.

When these samples are taken into consideration, it can be said that *that* directs the attention to the preferred center in the previous unit. It signals that the preferred center is not the highly salient entity(ies), but the previous unit itself. Consequently, it signals smooth-shift.

4.8.2 Intra-sentential use of *that*

4.8.2.1. Smooth-shift

Similar to the inter-sentential use of *that*, its intra-sentential use also signals smooth-shift. This is illustrated in the following data.

Sample 82

1. I may sign a contract making me responsible for all the costs incurred if *p* should turn not to hold, but <u>that</u> again is not yet claiming that it is true (p.838).

(From Pagin, P. (2004). Is assertion social? *Journal of Pragmatics, 36*(3), 833-859.)

This extract presents that the salient entity in the first clause can be "I" or "contract" in the first clause. There is a rough shift between the first and second clauses because one of these entities is not the backward-looking center in the following clause. The salient entity in the second clause can be "all the costs" or "p". In the third clause, *that* does not pick up any of the salient entities as referent and refers both to the first and second clauses. Therefore, there is smooth-shift.

Similar to previous sample, in the following data also signals smooth-shift.

Sample 83

1. Real computing organisms, of course, have fixed description languages (or, equivalently, must choose from a fixed and finite set of description languages), and don't have arbitrary access to alternative forms of representation <u>that's</u> what makes complexity computable (p.230).

(From Lee, C.S. and McAngus, T. (2004). Towards an auditory account of speech rhythm: application of a model of the auditory 'primal sketch' to two multi-language corpora. *Cognition, 93*, 225-254.)

In this sample, the salient entity in the first clause is "real computing organism" and in the second clause, the backward-looking center is the salient entity. Here, there is centering continuation and it seems to be like a chain. However, the salient entity in the last clause is not the one in the first clause. The preferred center is *that*. *That* directs the attention both to the first and second clauses. Therefore, *that* signals a smooth shift of focus from "real computing organism" to the propositions in the two sentences.

In all the samples on intra-sentential use of *that*, it is seen that *that* signals smooth-shift. However, in four of 32 data, *that* signals rough-shift. This is illustrated in the following sample.

Sample 84

1. The higher lexical density found in the course book data is more consistent with written texts than spoken texts, and this is not particularly surprising, since <u>that</u> is essentially what it is (p.367).

(From Gilmore, A. (2004). A comparison of textbook and authentic interactions. *ELT Journal*, *58*(4), 363-374.)

As it is seen in this sample repeated as 66 and 81 the higher lexical density is the salient entity in the first clause. In the following clause, *this* picks up the previous clause as referent but not "the higher lexical density". Thus, there is a smooth-shift. In the second clause, the forward-looking center is "*this*" since there is no salient entity. However, in the last clause, *that* does not refer to the second clause but to the first clause. In the light of these, it can be said that *that* signals rough shift. In some cases, it may direct an addresser to focus not on the previous unit but on the unit before the previous one.

All the intra-sentential uses of *that* present *that* as preferred center and indicate that in most cases *that* signals a smooth-shift.

4.8.3 Accessibility of referents in left or right nodes

In some tokens, it is observed that *that* refers to the entity in the right node. In the following samples, the nodes in each node can be a clause or a unit. For instance:

Sample 85

    a1   In doing this, Mai did not 'lead' her students, or impose her ideas on those whom- she saw as 'grown-ups', (a2) but she still fulfilled the responsibility of a teacher who is socially expected to educate students.
    b   More than <u>that,</u> Mai was a 'facilitator' in a more extensive way, not just ways.

(From Phan, L.H., (2004). University classrooms in Vietnam: contesting the stereotypes. *ELT Journal,* 58 (1), 50-65.)
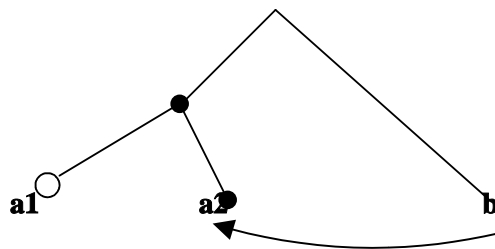
Figure 35. Addition of nodes by attachment

As it is seen in the tree, unit (b) refers to the proposition in unit (a2), which is in the right node. It does no access to (a1) for the referent, which is in the left node.

    However, in some samples, it is seen that *that* can also access to the referent in the left node. The   following sample illustrates the accessibility of *that* to the referent in the left node.

Sample 86

    a.   However, when implicit reference is made to such an image, **(a1)** it can act as an input   to further inferencing.

    b.   This, in fact, appears to be Tanaka's claim.
    c.   What is important is that an attention-grabbing device is just exactly <u>that</u>. (p.729)

(From Crook, J. (2004). On overt communication in advertising. *Journal of Pragmatics*, *36*, 715-738.)
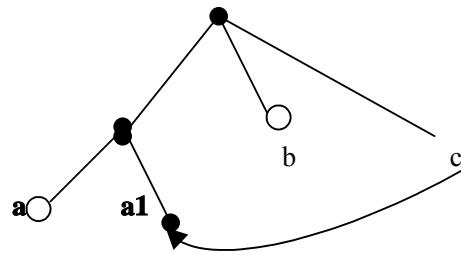
Figure 36. Addition of nodes by attachment

As it is seen in the tree, the unit (c) picks out the referent not on the right node but the left node. However, when (a1) is taken into consideration, (a2) is more right that (a1).

Similarly, in the following data, *that* also refers to the referent on the left node.

Sample 87

(a) The higher lexical density found in the course book data is more consistent with written texts than spoken texts, and (b) this is not particularly surprising, since (c) <u>that </u>is essentially what it is.

(From Gilmore, A. (2004). A comparison of textbook and authentic interactions. *ELT Journa*l, *58*(4), 363-374)
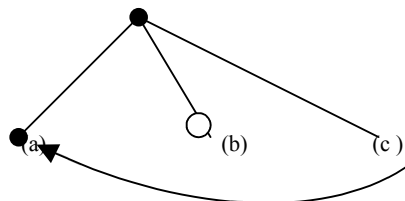
Figure 37. Addition of nodes by attachment

The unit (c) refers to the proposition in the unit (a) but not the unit (b). Therefore, it can be said that the unit (a) on the left node provides the referent for the that in the unit (c)

CHAPTER V

A CONTRASTIVE ANALYSIS OF *THIS* AND *THAT*

5.0 Presentation

In this chapter, a contrastive analysis of *this* and *that* will be provided. First, a contrastive analysis of *this* and *that* in terms of the proposition they select as referent is presented. Second, they are contrasted taking into account the linguistic structures as referent. Next, a contrastive analysis of these deictic expressions in terms of rhetorical relations is provided. Lastly, the difference between them in terms of the types of transitions and the nodes they refer to in Centering theory is dealt with.

5.1. In terms of the proposition as referent

When the tokens on the proposition as referent of *this* and *that* are taken into consideration, it is seen that both take the proposition as referent. However, the extents of the accessibility of these deictic expressions to the proposition as referent seem to show variation. The difference between the two deictic expressions is shown in the following tables:

Table 4 Referents of *this*

This	Frequency	Percentage
The previous whole sentence	39	60,0
The previous successive utterances	8	12,3
The whole paragraph	2	3,1
Discourse segment	2	3,1
The same clause or part of the previous clause	14	21,5
Total	65	100

Table 5 Referents of *that*

That	Frequency	Percentage
The previous utterance	16	57,1
The unit before the previous utterance	4	14,3
The same clause or part of the previous clause	8	28,6
Total	28	100

In other words, in 65 of 166 tokens, it is seen that the referents of *this* can be the proposition in the previous utterance(s), in the whole paragraph and discourse segment(s), while in 28 of 32 tokens *that* can refer only to the proposition in the previous or before the previous utterance. This means that *that* does not seem to refer to the proposition in the previous successive utterances, discourse segment(s) or text unit(s) and to select the paragraph as referent.

As it is stated, *this* is observed to pick up only the referent (entity) or the proposition in the previous utterance(s) and so to refer to the entity in focus. Therefore, it may be said that *this* signals the continuity of the entity from one segment to another one. However, *that,* in some cases, can refer to an entity present in the utterance before the previous one. In other words, *that* can retain the entity that has been mentioned previously but it is not in focus. This is exemplified in the following sample.

Sample 88

1. The higher lexical density found in the course book data is more consistent with written texts than spoken texts, and <u>this</u> is not particularly surprising, since <u>that</u> is essentially what it is (p.367).

(From Gilmore, A. (2004). A comparison of textbook and authentic interactions. *ELT Journal*, *58*(4), 363-374)

In this unit *this* refers to the proposition in the first clause and presents the writer's view on it. Therefore, the second clause which includes *this* shifts the focus from the idea that "higher lexical density found in the course book data is more consistent with written texts than spoken texts" to the writer's topic comment or interpretation of the statement. However, the *that* in the subordinate clause refers to the first clause but not to the second one. The writer uses *that* to retain the focus presented in the first clause since it picks up the proposition in the first utterance as

referent but not in the second one. Another point is that *this* signals continuity of the topic and it does not retain the entity in the utterance before the previous one. As it is shown in the data, *that*, may retain such entity. Therefore, in such case, *this* would not be used since it does not retain the entity as *that* does.

This leads to another difference between *this* and *that*. That is, while *this* is seen to establish both local coherence between units which are in rhetorical relations and global coherence between discourse segment(s) which are in rhetorical relations. However, *that* may establish only local coherence. It is not detected to refer to discourse segment(s) or a paragraph; thus, it can be said that it may not construct global coherence.

Then, it can be concluded that *that* might not be used in the cases where *this* might construct global coherence. In other words, *that* may not be used in cases where *this* can pick up discourse segment(s) or the whole paragraph as referent. To illustrate, in data 62, the writer presents the theoretical background of the study and his/her experience that lead his/her to study. S/he states, "<u>This</u> then was the background to my attempt to introduce here a project-based, collaborative approach to the learning of English." By using *this*, the writer constructs global coherence and so connects the previous discourse segment with the following one as if s/he is giving the justification of the study. *That* would not be used instead of *this* here because, as can be observed in the data analysis, *that* is not used to construct global coherence and to access the discourse segment as referent. To illustrate this better, in the following sample the writer may not write 'all that', instead of 'all this' since the distributional pattern *that* indicates that it may not take the previous discourse segment(s) as referent. Therefore, it cannot construct global coherence.

Sample 89

Occam meets Hayes
3. All <u>this</u> raises the question: are human concept learners significance testers?
4. The question of whether even *experimental psychologists* ought to be significance testers has quietly become controversial among statisticians in recent years (Dixon, 1993; Loftus, 1991) (p.217).

(From Feldman, J. (2004). How surprising is a simple pattern? Quantifying "Eureka!" *Cognition, 93,* 99-224.)

5.2 In terms of linguistic structures as referent

In terms of the linguistic structures *this* and *that* pick out as referent, another difference between them is detected. The following tables will help to show the difference:

Table 6 The frequency and percentage of linguistic constituents as referent of *this*

This	Frequency	Percentage
Verb phrase	25	24,8
Infinitival complement	5	5,0
Direct Object	14	13,9
Object of the preposition	18	17,8
Noun Phrase	6	5,9
Noun Clause	28	27,7
Subject Complement	4	4,0
Adjective Complement	1	1,0
Total	101	100

Table 7 The frequency and percentage of linguistic constituents as referent of *that*

That	Frequency	Percentage
Noun Phrase	1	25,0
Noun Clause	3	75,0
Total	4	100

It is seen that the distributional pattern of *this* is that in 65 of 166 tokens *this* refers to the proposition, and in 101 tokens, to the constituents of a VP. In fact, it refers to the VP or its components such as the direct object, infinitive complement, complementizer or prepositional phrase. When the uses of *that* are taken into consideration, it is observed that it can refer to the proposition in the previous utterance or clause and not to the VP. Thus, in all cases, *that* is seen to refer to the proposition. The following sample presents the difference between *this* and *that* in terms of their structural referents.

Sample 90

1. The second type of problem is illustrated in (2):

   a. The author points out that the ozone hole will definitely grow larger in the coming years, but I strongly disagree with *that*.

   b. Main demonstrated in his article that homelessness is not caused by capitalism, but Kozol explains that this is not right (p.248).

(From Howard W. (2004). Lexical frames and reported speech. *ELT Journal, 58*(3), 247- 257.)

As it is seen above, in the first sentence *that* refers to the noun clause and it substitutes the proposition "that the ozone hole will definitely grow larger in the coming years". In addition, the writer states that s/he does not agree with this idea. In the following utterance, it is seen that *this* refers to the VP in the noun clause. This is also illustrated in the following sample.

Sample 91

1. Greg does not respond to the question, but describes what he perceives as being 'right off the-'.

2. Ton reiterates and thereby confirms the reading Greg has provided, even without Tony's expansion of 'right off the-' to 'right off the scale', both know that <u>this</u> is the state of airs.

3. Already before <u>that</u>, their vocal expressions ending in a loudness and pitch exceeding the normal range constitute their 'gloss' that the graph was off of what ought to appear (p.1051).

(From Roth, W-M. (2004). Perceptual gestalts in workplace communication. *Journal of Pragmatics*, *36*, 1037-1069.)

In the second utterance *this* refers to the object of the preposition "even without Tony's expansion of 'right off the-' to 'right off the scale'", whereas *that* picks up the proposition in the second utterance as referent. The reason that leads to derive such a conclusion is that "before that" indicates that the writer lists or presents the sequential event and the second utterance presents one consequence action.

As a result, it can be argued that *that* is selected to refer to the proposition whereas *this* to the VP in the previous unit. Consequently, *that* would not be used in the cases where the antecedent is the VP. However, it cannot be said that *this* is not used in cases where the referent is the proposition since it can refer to the proposition. Then, if they are sometimes used interchangeably in this

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function, there seems to be a factor that leads the addresser to prefer one deictic expression instead of the other when s/he refers to the proposition. This factor might be related to the rhetorical relations. In the following part, how the rhetorical relations guide the selection of one deictic expression instead of the other one will be dealt with.

5.3. In terms of rhetorical relations

When the rhetorical relations in which *this* and *that* are used are analyzed, it can be seen that *this* is used with specific rhetorical relations such as evaluation (evidence, explanation-argumentative and reason relations), explanation (justification, evaluation, interpretation, conclusion and comment), cause (cause-result, cause or consequence), background (*background*, circumstance), hypothetical, elaboration, manner-means (manner, means) and textual organization. Likewise, *that* is detected to be used with some rhetorical relations such as list, addition, contrast, topic-comment or condition relations. The frequency and percentage of the use of *this* and *that* in rhetorical relations is presented in the following tables:

Table 8 The frequency and percentage table of *this* for rhetorical relations

This	Frequency	Percentage
Explanation	28	16,9
Interpretation	23	13,9
Circumstance	14	8,4
Background	3	1,8
Hypothetical	10	6,0
Evidence	4	2,4
Reason	10	6,0
Evaluation	14	8,4
Elaboration	6	3,6
Concession	2	1,2
Result	27	16,3
Means	5	3,0
Addition	2	1,2
Textual Organization	4	2,4
Sequence	4	2,4
Justification	8	4,8
Summarization	2	1,2
Total	166	100

Table 9 The frequency and percentage table of *that* for rhetorical relations

That	Frequency	Percentage
List	3	9,4
Antithesis	1	3,1
Contrast	8	25,0
Condition	6	18,8
Addition	2	6,3
Topic-Comment	12	37,5
Total	32	100

In the light of the frequencies in these tables, it can be said that *this* and *that* are distributed to different rhetorical relations. Therefore, this might lead an addresser to select one deictic expression instead of the other one according to the rhetorical relations in textual discourse. The presence of the addition relation in both tables should not confuse the reader because they are different in semantic terms: while *this* in addition relation is used to signal a continuation of the entity, *that* in the same relation is used in a contrastive sense. In the following, RST diagram is provided to further illustrate the difference in the distributional pattern of *this* and *that* in rhetorical relations.

```
Sample 92

2.  When my students don't behave properly, 1'11 **tell them what proper behaviour is**....
 3.  Ah, I remember one class they often had private talk .I was quite easy when they had group
work, 'no problem', but when someone in the class spoke, others should listen. Yeah, these
students, they didn't listen and in such a situation, I normally interfere. I told them gently that
when someone spoke, you should listen to him or her and you! Should show that you knew how to
listen. I used English to tell them that 'if you want to be a good speaker, be a good listener first'.
Normally I only educate my students when they don't behave properly.  If not, I won't say anything
because they're all grown-ups. I mean I don't give them moral lessons but I do tell them how to
behave when an incident occur as I 've just mentioned... When they behave badly I 'm willing to
tell them that they're wrong and they should do this or that.  For example, they should know
how to listen to other people because listening is a way of support
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circumstance

In doing this, Mai did not 'lead' her students, or impose her ideas on   those whom- she saw as 'grown-ups',
but she still fulfilled the responsibility of a teacher who is socially expected to educate students.

2

Listing

More than that, Mai was a **'facilitator' in a more extensive**
way, not just ways.

3

Cause-result

This can make the West think of the East as having no such
Western qualities.

4

Figure 38. RST diagram of sample 92

In the RST diagram, the second unit presents a circumstance relation since the situation presented in the satellite provides the context in which the situation presented in the nucleus should be interpreted. In other words, it helps the reader to interpret Mai's action as the writer intends it. The *that* in the third segment refers to the proposition in the second clause ("she still fulfilled the responsibility of a teacher who is socially expected to educate students"). In addition, the phrase "more than that" in the third unit signals that the writer will list or give additional qualification of Mai. When the rest of the unit is read, it is clearly seen that the sentence means that besides educating students socially, Mai was a "'facilitator' in a more extensive way, not just ways". The third and fourth units are in a cause and result relation and *this* is used in this relation. That is, Mai's being facilitative in more extensive way may make the West think of the East as having no such Western qualities. All these draw attention to the point that *this* seems to be distributed to circumstance and cause- result relations whereas *that* does not seem to

occur in such relations. In other words, in the second sentence *that* would not be used as 'in doing that' or in the fourth sentence it would not be used instead of *this* since *that* is detected to be used in additional relation. To conclude, *that* is not distributed to the rhetorical relations *this* is used or *this* to the rhetorical relations *that* is used.

The fact that *this* and *that* are used in specific rhetorical relations seems to be an important factor that leads the addresser to choose one deictic expression instead of the other according to the rhetorical relations s/he is forming. In other words, it can be said that the addresser may use *this* in the rhetorical relations such as evaluation, interpretation, background or cause relations. However, *that* may not be used in these rhetorical relations; it can be used only in the list, additional, contrast or topic-comment and conditional relations. In the light of the distributional pattern of *this* and *that*, it can be said that the addresser might select one deictic expression instead of the other according to the rhetorical relations between the units.

When the rhetorical relations in which *this* is used are taken into consideration, it is observed that a satellite with *this* presents explanation, cause or personal view of the writer on the nucleus. The intended effect of all these relations is to lead the reader to recognize the relation in question and to interpret or comprehend the nucleus better by presenting further explanation. However, the rhetorical relations to which *that* is distributed are seen to be different from those of *this* and to be the list, contrast and topic-comment relations. Though the rhetorical relations with *that* are different from each other, it is observed that they have one common point; that is, in some of these relations, the satellite with *that* presents a contradictory statement or antithesis to another statement in the nucleus. Taking into consideration this point, it can be stated that while the satellite with *that* presents contradiction or antithesis, the satellite with *this* introduces further explanation on the statement in the nucleus.

The following diagram illustrates this difference between *this* and *that*.

Sample 93

1. The problem for researchers is that it is impossible to get inside people's heads and observe how their vocabularies are organized, and how this organization interacts with vocabulary loss.
2. <u>This</u> means that in real-life we do not have any real alternatives to the approaches reported attrition literature.
3. However, <u>that</u> does not mean that it is impossible for us to explore the way attrition might work in a lexical network.

(From Meara, P. (2004). Modelling Vocabualry Loss. *Applied Linguistics, 25*(2), 137-155.)

interpretation

The problem for researchers is that **it is impossible to get inside people's heads and observe how their vocabularies are organized, and how this organization interacts with vocabulary loss**.

(1)

This means that in real-life we do not have any real alternatives to the approaches reported attrition literature.

(2)

Antithesis

that **in real-life we do not have any real alternatives to the approaches reported attrition literature**

(2)

However, that does not mean that it is impossible for us to explore the way attrition might work in a lexical network.
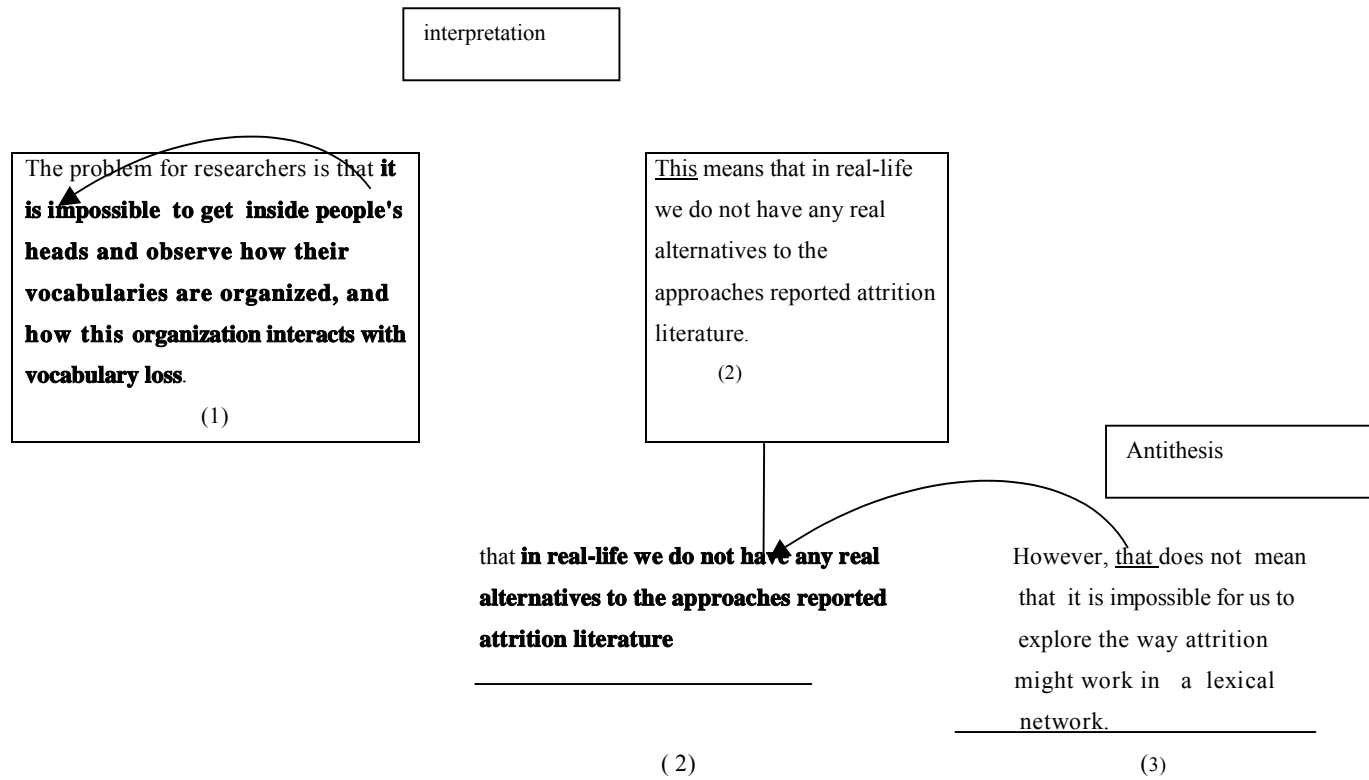
(3)

Figure 39. RST diagram of sample 93

As it is seen in this RST diagram, the first unit presents one research problem and then the second unit with *this* interprets the problem in the framework of the writer's study and so makes further explanation on the problem (this means that…). The third unit with *that* presents antithesis to the interpretation of the writer(that does not mean …). Thus, *that* may not be used instead of *this* in the second unit (as "<u>that</u> means that") since the first and second units are in the interpretation relation. Actually, *that* is seen to be distributed to rhetorical relations which present antithesis or contrastive statement to the nucleus. However, when the second unit is taken into consideration, it is seen that there is no contradictory statement. Therefore, *that* may not be used. Furthermore, when the use of *that* in the fourth unit is taken into consideration, it can be said that *this* cannot be used instead of *that* since the units (3) and (4) are in the antithesis relation and not in the evaluation relation. Due to the fact that *this* is detected to be distributed in the evaluation rhetorical relation, it may not be used in the antithesis relation. As a result, rhetorical relations appear to have a crucial role in the selection of one deictic expression instead of the other. As it is seen above, the antithesis or contrast relation may lead one to select *that* instead of *this* while the interpretation relation or evaluation relation may lead him/her to select *this* instead of *that*.

Another difference detected between *this* and *that* in terms of rhetorical relation is that *this* is not seen to occur in the units which are in a textual organization. To illustrate,

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Sample 94
1. **As tentative as the Spanish requests were mainly realized in the imperfect, their tentativeness did not surpass those of the British, who employed only impersonally orientated head acts in this situation, thus neutralizing the agent and mitigating its impact on the addressee.**
2. <u>This</u> illustrated in bold below in the extracts from the corpus (p.17):

(From Reiter, M. R., Rainey, I., and Fulcher, G. A comparative Study of Certainty and Conventional Indirectness: Evidence from British English and Peninsular Spanish. *Applied Linguistics, 26*(1), 1-31.)

As it is seen above, the second unit links the following unit with the previous one. Here, *this* refers to the proposition in the previous unit and so the second satellite function like a bridge and connects different parts through inter-relational structures. However, the point must be emphasized is that *this* is not seen to function alone to construct textual organization and there are other elements which help *this* to establish textual organization, such as the linguistic structure "below" and the rhetorical relational units. Another point is that the use of *that* in textual organization is not detected in the phrase "<u>that</u> illustrated in below". Thus, *that* does not occur in textual organization relation. All these lead to the suggestion that the addresser selects *this* instead of *that* when the units are in a textual organization.

In the following sample, although *this* and *that* seem to be used in the same rhetorical relations, in fact, they are used differently from each other.

Sample 95

1. They considered <u>this</u> a stage of development and noted that it is transcended because of ongoing influx of language, which in the terms adopted here would translate into the learning of an increasing amount of vocabulary.

2. <u>This</u> in turn would support the acquisition of more grammar (i.e., tense-aspect markers, grammatical relation markers, and other corresponding syntactic structures).

(From Clements, J. C. (2003) The tense- Aspect system in pidgins and naturalistically learned L2. *Studies in Second Language Learning*, *25*, 245-281.)

Sample 96

1. B might be currently activated.
2. If <u>that</u> is the case, then changing B to A will leave it deactivated, and there will be no overall change to the number of activated words in the network (p.146).

(From Meara, P. (2004). Modelling Vocabualry Loss. *Applied Linguistics*, *25*(2), 137-155.)

At first glance, it can be observed that the units in the samples are in a hypothetical relation and so *this* and *that* can be used interchangeably. However, these samples do not present the same rhetorical relation. In fact, it is really difficult to categorize these samples under the rhetorical structure theory since

the proposed relations do not meet the use of *this* and *that* in such case. If it is to be categorized in one rhetorical relation, it can be said that the first data is in hypothetical relation since the writer presents non-factual information about the statement presented in the nucleus. In addition, the linguistic structure 'would' make the sentence counter-factual. However, when the same unit is analyzed, it is seen that there is a sense of certainty in the speaker's utterance, which the speaker overshadows with the hypothetical structure. In this regard, s/he seems to hedge. Whether the statement is hedging or hypothetical, it is completely different from the next sample. In the next sample, a conditional relation is seen between the units. In the writer's meaning the event can come true only if the condition in the nucleus is met. There is no hypothetical relation since there is no counter-factual information.

Similarly, when the following samples are read, it can be said that *this* and *that* are used in the units which are in a topic comment.

Sample 97

1. The higher lexical density found in the course book data is more consistent with written texts than spoken texts, and <u>this</u> is not particularly surprising (p.367).

(From Gilmore, A. (2004). A comparison of textbook and authentic interactions. *ELT Journal*, *58*(4), 363-374.)

Sample 98

1. I may sign a contract making me responsible for all the costs incurred if *p* should turn not to hold, but <u>that</u> again is not yet claiming that it is true (p.838).

(From Pagin, P. (2004). Is assertion social? *Journal of Pragmatics, 36*, 833-859.)

The samples present a different rhetorical relation. That is, in the first data, the units present an evaluation relation. The satellite presents the evaluation of the writer on the statement in the nucleus and the writer's evaluation must be gradable on the scale from bad to good. In sample (98), *this* is presented by the word 'particular'. On the other hand, the units in the second data present topic-comment relation. The writer presents his/her personal view on the statement in the nucleus. When the tokens on *that* are taken into consideration, it is observed that the writer's topic-comment relation in

which *that* is used seems to be contradictory to the statement in the nucleus. Therefore, in the distribution of *this* and *that* to the rhetorical relations concerning personal view, one point should be taken into consideration. If an addresser evaluates the statement in the nucleus with the gradable terms, *this* may be used; however, if the addresser presents his/her personal view on the statement in the nucleus and if this statement is in contrast to the statement in the nucleus, *that* can be used.

All these lead to the supposition that *this* and *that* are distributed to different rhetorical relations and that rhetorical relations may be triggering the selection of *this* or *that*.

5.4 In terms of the types of transitions in Centering Theory

In terms of the types of transitions in Centering theory, *this* and *that* are seen to signal smooth-shift between units and to be the preferred center. A salient entity for *this* can be proposition, a VP, constituents of the VP or the complementizer of the VP. Therefore, it can be proposed that forward looking center can be the proposition, the VP or the constituents of the VP. However, in most of the tokens, the salient entity for *that* might be the previous unit itself or the clause in it.

In terms of the types of transitions each deictic expression signals, the following results are derived:

Table 10 The frequency and percentage of *this* for types of transitions

This	Frequency	Percentage
Smooth-shift	160	96,4
Centering Continuation	6	3,6
Total	166	100

Table 11 The frequency and percentage of *that* for types of transitions

That	Frequency	Percentage
Smooth-shift	29	90,6
Rough-shift	3	9,4
Total	32	100

As seen, the difference between *this* and *that* seems to be that *this* signals centering continuation (while it mostly represents smooth-shift) whereas *that* does not. To illustrate,

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Sample 99

    1.   Finally, follow-up testing was not possible in this particular study.
- *Cf: [follow-up testing]*

    2.   <u>This</u> will be important in future studies as we attempt to determine the role of and interrelationship between input and interaction (p.31).
- *Cb: [this; follow-up testing]*

- *(Continue)*

(From Gass, S. M. and Torres, M.J.A. (2005). Attention when? *Studies in Second Language Acquisition*, *27*(1), 1-31.)

As it is seen in the sample, *this* is the backward looking center since it picks up the forward-looking center as referent. However, in the above, *that* would not be used. The reason for this might be that *this* can refer to the entity in focus but *that* cannot. When the data on *that* are taken into consideration, it is observed that there are not any tokens in which *that* refers to the entity in focus.

In one case, it is seen that *that* signals rough-shift while *this* does not. This is exemplified in the following sample:

Samples 100

    1.   The higher lexical density found in the course book data is more consistent with written texts than spoken texts, and this is not particularly surprising, since <u>that</u> is essentially what it is (p.367).

(From Gilmore, A. (2004). A comparison of textbook and authentic interactions. *ELT Journal*, *58* (4), 363-374.)

In this sample in the last unit, the preferred center is *that* and it directs the attention to the first clause but not to the second one. This might be an evidence for the previous data in that *that* is not seen to refer to the entity in focus. In addition, taking into consideration the collected tokens, *this* is not seen in such cases. In this respect, it can be suggested that *that* signals smooth and rough shifts.

In terms of the selection of one deictic expression instead of the other, all these samples draw attention to one point. That is, when an addresser directs the attention to the entity in focus, *this* can be used because it signals centering

continuation and smooth-shift. On the other hand, when the addresser directs the attention to the entity that is not in focus, *that* can be used.

CHAPTER VI

DISCUSSION AND CONCLUSION

6.0 Presentation

In this chapter, the literature on *this* and *that* is handled in the light of the results of this study. The aim of this chapter is to show to what extent the linguists' statements are affirmed in the study and in what respects their statements differ. Next, an overall conclusion to the study is presented. Finally, suggestions for further work are included.

6.1 Discussion

When the previous literature on *this* and *that* is taken into consideration, it is seen that the results of this study correspond to certain statements and, in some respects, enrich them while, in other respects, they contradict some of them. Lyons (1977) proposed that *this* or *that* may refer not only to linguistic entities such as a noun phrase, a whole clause or groups of clauses, but also to propositions. When the analysis on *this* and *that* are considered, Lyons' statement seems to be, to some extent, true because *this* picks out these entities as referent. However, there are other linguistic entities that *this* can refer to. It is seen that in most cases, *this* refers to a verb phrase or the constituents of the VP such as a noun phrase, infinitive complement, complementizer (i.e. noun clause) or prepositional phrase. Also, *this* is observed to pick out the proposition in the previous unit or previous successive units or discourse segment as referent. Meanwhile, when the uses of *that* are taken into consideration, it can be observed that *that* refers to the proposition in a previous utterance or clause in it and it does not refer to the proposition of successive utterances or discourse segment

(s). The cases where *that* can refer to the VP and its components are very few. Thus, in almost all cases, *that* is seen to refer to the proposition.

As it is stated above, according to Lyons *this* or *that* refer to such linguistic entities as a noun clause or groups of clauses. However, Webber (1991) questions the idea that every sequence of clauses in the discourse seems to be accessible by deictic references. For Webber, those segments on the right nodes are in focus and can yield to referents of deictic pronouns. When the data are analyzed, it is seen that a clause or unit that is on the right node is accessible by *this* and *tha*t. But in some cases, it is seen that the unit or the clause(s) on the left node is (are) the referent of *that*.

On the other hand, Hofmann (1989) explores the accessibility of the pronouns and deictic expressions to an antecedent in a previous paragraph. He proposes that such deictic expressions as *this* and *that* have the capacity of referring to an antecedent into a previous paragraph. He observes that deictic elements cannot reach an antecedent that is embedded in the preceding paragraph. This means that *this* and *that* cannot refer to the sub-ideas in the previous paragraph. Hofmann, however, adds that they may access the antecedent when it is the topic of the preceding paragraph. When Hoffman's idea is taken into consideration, it is seen that *this* picks up the paragraph as referent but it does not refer to sub-ideas in the previous paragraph. It can take the whole paragraph as referent. This might correspond to Levinson (1983)'s statement that *this* or *that* may function as topic markers to relate the marked utterance to some specific topic raised in the prior discourse. When these linguists' statements are considered, it can be observed that there are some points in the data that contradict their statements. It is seen that *this* is used to link the topic of the preceding paragraph with the forthcoming one but *that* is not used in this function. In fact, *that* does not access the antecedent in the previous paragraph. Therefore, Levinson and Hoffmann's statements are valid for *this* but not for *that*.

There are also some ideas on the factors that determine the selection of one deictic expression instead of the other. For Lyons (1977) and Levinson (1983), the conditions that govern their selection are quite complex but Lyons and Levinson do not specify these conditions. In the data analysis, several factors

are seen to guide the selection of *this* and *that*. However, Lyons and Levinson proposed only one factor that governs their selection, subjectivity. That is, when the addresser dissociates him/herself from the text/the event s/he is referring to or feels emotional distance from or closeness to it, this affects his selection of one deictic expression instead of the other. Levinson elaborates on this point by stating that if the addresser feels closeness to the entity/the text, s/he prefers *this*; however, if s/he feels distance to the entity, s/he selects *that* instead of *this*. This may be the case but since this study has analyzed the uses of *this* and *that* in academic texts, in which writers show very little subjectivity, studying the subjective factors that may affect their selection is beyond the scope of this study. However, in some cases, it is seen that when the writer questions the reliability of one's idea or reject the validity or importance of an argument, s/he prefers to use *that* instead of *this*. This case is also touched upon by McCarthy, who defines it as 'other attributed *use* of *that*'. However, in some other cases, it is seen that though the writer sees the weak points in one's study or questionnaire, s/he selects *this* instead of *that*. He also uses *this* instead of *that* when s/he cites other linguists' statements and presents his/her personal view on them. Therefore, it can be suggested that in academic texts most of the time *this* is used but when the writer presents self-detachment from the argument or the entity, he uses *that* instead of *this*.

Celce-Murcia (1997) also touches upon the conditions that leads the addresser to select *this* instead of *that*. She proposed that when the addresser refers to a past event, s/he chooses *that*. However, in the data analysis, such use of *that* is not detected.

As it is seen, the linguists present two factors that guide the selection of *this* instead of *that*. However, in the data analysis, it is observed that there are three factors: linguistic structures, rhetorical relations and centering between units. As it is stated above, if the antecedent is the VP or the constituents of the VP, *this* is seen to be preferred instead of *that*, and if the proposition is the referent *that* is chosen. Likewise, if the referent is a textual unit, discourse segment or a paragraph, *this* is seen to be selected instead of *that*. However, not only linguistic structures but also rhetorical relations are observed to play a crucial role in the selection. That is, *this* is seen to be used with such specific

rhetorical relations as evidence, explanation-argumentative, evaluation, interpretation, consequence and textual organization whereas *that* with list, addition, contrast, topic-comment or condition relations. Another factor that guides their selection is the centering transitions. It is observed that both deictic expressions can be preferred centers and they can make their referent the center of the discourse. Thus, both of them are seen to be used, in most cases, to signal smooth-shift. However, some cases are detected in which they **can** present different types of transitions proposed by centering theory. In this regard, *that* refers to a non-central entity while *this* does not. In addition, *this* is used to signal centering continuation while *that* does not. All these prove Levinson and Lyons' statement that the selection of one deictic expression instead of the other is quite complex.

On the other hand, some linguists propose that *this* and *that* can be used interchangeably when they refer to the entity in activated status (Gundel, Hedberg and Zacharski (1993) and Strauss(2002)). To some extent, they are right because *this* and *that* are seen to be used for the entities that are in activated status. However, when observed in the light of the rhetorical structure theory, it can be suggested that they are used interchangeably for the entities. The rhetorical relations between units are observed to be closely related to the choice of *this* or *that*.

Related to the function of *this* and *that* in discourse organization, Levinson points out that while *this* refers to the forthcoming portion in discourse, *that* refers to the previous portion. This is not detected in the data. Both *that* and *this* refer to the previous portion. In some cases, *this* is used to link previous and forthcoming units for establishing textual organization. However, *this* is not the only marker that functions in this way; there are also other markers which help *this* to establish textual organization, such as the linguistic structure "below" and the rhetorical relational units. Furthermore, some linguists proposed that *this* and *that* construct local coherence between units (Passonneau (1993) and Levinson (1983)). In the data analysis, this idea is seen to be valid. However, as suggested above, *this* is also seen to construct global coherence by connecting discourse segments or units which are in rhetorical relations.

The results of the study also correspond to McCarthy (1995)'s statement on the attentional state of *this* and *that*. For McCarthy, *this* signals a shift of focus from one entity to another one, while *that* refers "across from the current focus to entities on foci that are non-current, non-central". The accessibility to the referent in the left node can also explain what McCarthy means by "across from the current focus to entities on foci that are non-current, non-central." That is, the fact that *that* can access to the entity in the left node is the same as McCarthy's statement on *that.* When McCarthy's statement on *that* and left node analysis are considered, it is seen that there are some cases in which *that* is seen to refer to the entity that is non-central but in the focus stack. It is seen that the referent of *that* in such case is not (in) the previous unit but in the one before the previous utterance. Related to the use of *that*, Passonneau states that certain uses of *that* perform "non-center retention". It means that the demonstrative deictic expression brings a new entity into local focus and its function, for Passonneau, is to maintain reference to an entity that is not current or imminent local center. McCarthy's idea that *that* refers 'across from the current focus to entities on foci that are non-current and non-central' and Passonneau's idea of 'non-center retention', which are confirmed in the data analysis of this study, seem to be similar definitions of the function of *that*.

In the data analysis, it is also seen that, the distributional pattern of *this* and *that* is to signal a smooth-shift of the focus from the forward-looking center to the preferred center. This preferred center can be the VP, the proposition or the constituents of the VP, which have not been handled as forward-looking center (Cf) by Centering theory as explicated in Grosz and Sidner (1986) and Grosz, Joshi and Weinstein (1995). This study proposes that the concept of the forward-looking center of the centering theory should be enriched to include propositions and VPs.

All the statements about the attentional use of *that* lead to the suggestion that in terms of local coherence, *this* and *that* signal smooth-shift. However, when the units are analyzed in the light of Rhetorical Structure Theory, it is seen that they combine the units that are in a structural relation. In other words, by linking the units in a structural relation, they construct local coherence and signal smooth-shift. However, it can be thought that though *this* and *that* signal smooth-

shift between units in terms of local coherence, they signal centering continuation when they are taken into consideration in terms of Cristea, Ide and Romany (1998, p.1)'s idea, who state, "inter-unit reference is possible only if the two units are in a structural relation to one another". This means that though *this* and *that* signal smooth-shift, if the units are in rhetorical relations, there is centering continuation. Thus, there is local coherence.

When Blakemore (1992) and Schiffrin (1987)'s definitions on discourse markers are handled, two common points emerge from this analysis. The first one is that discourse markers do not have content meaning but procedural meaning; and the second one is that they establish global and local coherence by linking discourse segments and units. When the tokens are taken into consideration, *this* and *that* are seen to have procedural meaning. In addition, they construct local coherence by connecting the units in rhetorical relations. They are also seen to construct global coherence by linking discourse segment(s) in rhetorical relations. Therefore, they indicate how the writer integrates or will integrate the following part within discourse. However, Schiffrin, Hölker (1991) and Brinton (1996) state that if discourse markers are omitted in the units, there will be no change in the structure of the sentence. When this proposition is taken into consideration, it can be said that *this* and *that* are not discourse markers since if they are omitted in the units, the sentence will lose its meaning and the structure of the sentence will be destroyed.

Then, when the definition of Mann and Thomson (1988), Sanders et al. (1992) and Knott and Dale (1994) of 'cue phrases' as "discourse relations" that are sometimes "made explicit by the use of discourse markers" are considered, it can be said that *this* and *that* can be taken as 'cue phrases' because they contribute to the rhetorical relations between units. Litman and Hirschberg (1990 and 1999) clarify the role of cue phrases and state that they assist in the resolution of anaphora by the presence of a structural boundary or a relationship between parts of discourse and they instruct the addresser how to interpret units or discourse segments according to the rhetorical relation in which they are used. When the tokens on *this* and *that* are considered, they assist anaphoric resolutions by picking out linguistic structures or propositions as referent and contribute to the rhetorical relations in which they are used. Moreover, *this* and

that instruct the addresser where to focus and how to interpret the units. Therefore, it can be said that they function as cue phrases rather than discourse markers.

6.2 Conclusion

In the above study, *this* and *that* are seen to pick out a proposition in discourse as referent. However, the extent of the accessibility of these expressions to the proposition is observed to show variation. That is, while *this* picks out the proposition in the previous utterance(s), the whole paragraph, or discourse segment(s) as referent, *that* refers to the proposition in the previous or before the previous utterance.

In terms of linguistic structures, it is detected that *this* and *that* can refer to different structures in discourse. *This* picks out a VP or the constituent of the VP such as a noun phrase, a noun phrase in prepositional phrase and complementizer. When the linguistic structures *that* can refer to as referents are considered, it is seen that *that* refers to the proposition in the previous utterance or clause. In addition, *that* is seen to refer to the constituents of the VP but not the VP itself. Therefore, it can be said that in almost all cases, *that* is used to refer to a proposition.

From the study of *this* and *that* with respect to rhetorical relations, it can be proposed that they are distributed to different rhetorical relations. In other words, while *this* can be used in such rhetorical relations as explanation, cause, background, hypothetical, elaboration, manner-means, textual organization and addition, *that* can be used in list, addition, contrast, topic-comment and condition relations. In the tokens, it is seen that both deictic expressions are used in the addition relation. However, an important difference is detected between the two uses: while in addition relation *this* signals a continuation of the entity, *that* is used in contrastive sense.

In terms of the types of transition *this* and *that* signal, it is observed that both *this* and *that* signal smooth-shift. That is, in most cases, the salient entity for *this* is seen to be the VP, the constituents of the VP or the proposition, whereas the salient entity for *that* is the proposition in the previous utterance. Thus, it can be said that in some cases, they do not refer to the forward-looking center which

is the noun phrase, and so both of them are the preferred center. In other words, this preferred center can be the VP, the proposition or the constituents of the VP but Grosz and Sidner (1986) and Grosz, Joshi and Weinstein (1995) have not handled this as forward-looking center (Cf) in Centering theory. This study proposes that the concept of the forward-looking center of the centering theory should be enriched to include propositions and VPs.

This and *that* are seen to signal different types of transitions. *This* is used to signal centering continuation and thus it can be the backward-looking center since it is co-referential with the forward looking center. However, *that* does not signal centering continuation. In some cases, it can signal rough-shift by picking out the proposition before the previous utterance as referent but *this* is not used in such cases.

Related to which nodes- left or right- provides the referent for *this* and *that*, it is seen that *this* can access the referent on the right node. However, *that* is seen to access the referent either on the left or right node.

In the light of these findings, it can said that *this* and *that* construct local coherence by connecting the units in rhetorical relations within discourse but *this* may also be used to establish global coherence by connecting discourse segments(s) or larger chunks in rhetorical relations in discourse.

Another conclusion derived from the study is that *this* and *that* seem to be cue phrases which direct an addressee when processing the text and guide the interpretation of the units. This means that they are procedural in nature and direct the addressee to relate a proposition to an earlier one in the unit or discourse. Therefore, *this* and *that* can be taken as cue phrases rather than discourse markers.

When the factors that lead an addresser to choose one deictic expression instead of the other are taken into consideration, it can be said that their selection is guided by the extent of their accessibility to the referent, the linguistic structures they pick out as referent, the rhetorical relations in which they are used and the accessibility to the nodes within the discourse. If the writer refers to a proposition in the previous discourse segment(s) or in the successive utterance(s), *this* is seen to be preferred instead of *that.* This indicates that when the addresser connects the proposition within discourse segment(s), *this* is

preferred instead of *that* since *this* also constructs global coherence while *that* does not.

As stated above, the linguistic structures may also influence the addresser to select one deictic expression instead of the other. That is, when the addresser refers to a VP or its constituents *this* is preferred. However, when the addresser picks out the proposition before the previous utterance as referent, *that* is chosen instead of *this*.

However, if the addresser refers to the proposition in the previous utterance, both *this* and *that* can be used. At this point, it can be said that the rhetorical relations between the units or the spans are observed to direct the addresser to select one deictic expression instead of the other. In other words, when the addresser presents explanation, cause or reason, consequence or personal view, *this* is preferred. However, the addresser selects *that* instead of *this* to present list, contrast and topic-comment relations. Furthermore, when the addresser presents a statement contradictory to the one in the nucleus, *that* is seen to be selected instead of *this*. *This* is not used to state a contradictory statement. *This* is also seen to clarify or to complete the meaning of the statement in the nucleus. Another factor that may guide the selection of *this* instead of *that* is that the units in which *this* is used are in textual organization; that is, they lead the addresser to connect the following units to the previous ones. In this case, it can be suggested that the addresser does not use *that* for textual organization.

The other rhetorical relations where we observe the selection of *this* instead of *that* are hypothetical and condition relations. If the addresser presents non-factual information about the statement in the nucleus or does not want to seem to be sure, *this* is used instead of *that*. However, when the addresser deals with an event that will come true if one condition in the nucleus is met, *that* is used.

The topic–comment and evaluation relations are other rhetorical relations that may lead the addresser to select *this* instead of *that*. When the addresser presents his or her view on the statement in the nucleus or if the statement is gradable on the scale from bad to good, *this* is preferred rather than *that*. However, if the unit presents the addresser's personal view on the statement in

the nucleus (in most cases the addresser's view is in contrast to the statement in the nucleus) the addresser selects *that* rather than *this*.

These show that *this* is used with subject matter relations whose intended effect is to lead the reader to recognize or perceive the statement in the nucleus. In other words, when the addresser directs the addressee to recognize or perceive the statement in the nucleus, *this* is used. However, when the addresser approaches the statement in focus in a critical way or questions its validity, *that* is preferred instead of *this*.

To sum up, the selection of one deictic expression instead of the other seems to be guided by the extent of the accessibility of *this* and *that* to the referents in discourse, the linguistic structures they pick out as referent, the rhetorical relations in which they are used, and the place of the entity on the nodes.

6.3 Suggestions for further research

During the study, it is seen that other studies can be conducted to analyze the uses of *this* and *that*. One of the studies can be to observe the uses of *this* and *that* by collecting data from different genres and comparing their usages. Another study may be done in the light of the propositions of the Vein Theory by analyzing *this* and that in terms of the relationship between structural relations and global coherence. The ambiguity of the referents of *this* and *that* may be another subject for research. Such a research may be conducted by giving the participants several ambiguous utterances which include *this* and *that* and by seeing how they resolve the ambiguity. A further study can be to investigate how an addresser presents his/her ideology through *this* and *that* in journalistic language. Lastly, the minimal use of *this* and *that* (especially, *that*) in academic written discourse may also be a challenging subject for research. Finally, material designers in English Language Teaching (ELT) can conduct a study in order to find the possible reasons why there is a minimal use of *this* and *that* in academic written discourse. Such a study would also be useful for those researchers who are interested in classroom research. Studies could be conducted on how and why learners use them and then could present strategies for the appropriate use of *this* and *that* in academic writings.

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APPENDICES

APPENDIX A

Rhetorical Relations List

Mononuclear (satellite)	Mononuclear (nucleus)	Multinuclear
Analogy		Analogy
Antithesis		Contrast
Attribution		
Attribution-n		
Background		
	Cause	Cause-Result
Circumstance		
Comparison		Comparison
Comment		
		Comment-Topic
Concession		
Conclusion		Conclusion
Condition		
Consequence-s	Consequence-n	Consequence
Contingency		
		Contrast
Definition		
		Disjunction
Elaboration-additional		
Elaboration-set-member		
Elaboration-part-whole		
Elaboration-process-step		
Elaboration-object-attribute		
Elaboration-general-specific		
Enablement		
Evaluation-s	Evaluation-n	Evaluation
Evidence		
Example		
Explanation-argumentative		
Hypothetical		
Interpretation-s	Interpretation-n	Interpretation
		Inverted-Sequence
		List
Manner		
Means		
Otherwise		Otherwise
Preference		
Problem-solution-s	Problem-solution-n	Problem-Solution

		Proportion
Purpose		
Question-answer-s	Question-answer-n	Question-Answer
Reason		Reason
Restatement		
	Result	Cause-Result
Rhetorical-question		
		Same-unit
		Sequence
Statement-response-s	Statement-response-n	Statement-Response
Summary-s	Summary-n	
	Temporal-before	
Temporal-same-time	Temporal-same-time	Temporal-Same-Time
	Temporal-after	
		Textual organization
		Topic-Comment
Topic-drift		Topic- Drift
Topic-shift		Topic-Shift