
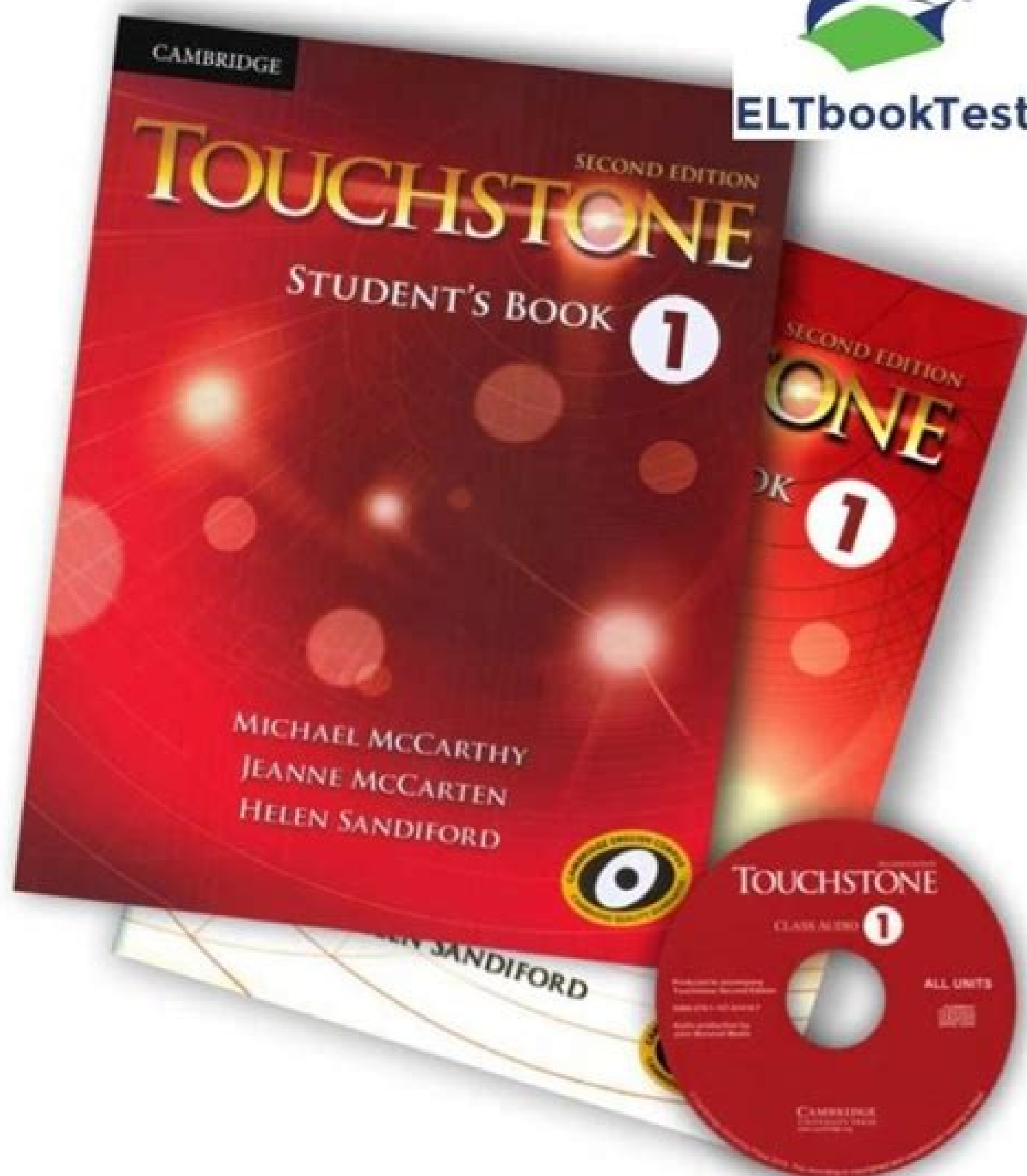


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7

Evaluating instances

Introduction

For the last four chapters, we have been studying concordances in one form or another. Each instance has been taken to be as important as any other, and has had to be accounted for. This is a valuable discipline, but only the very first step towards the automation of text study. In this chapter and the next, we begin to evaluate concordances and devise new kinds of information about language.

The starting point of this chapter is probably unexpected—it is that most actual examples are unrepresentative of the pattern of the word or phrase for which they are chosen.

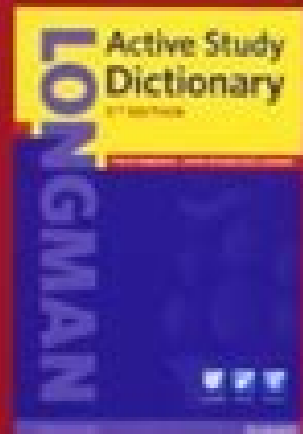
Such is the intricate nature of the ties between one segment of text and the surrounding text, and the relation between the text and the world and the intended outcomes of the communication, that the act of plucking a few words from any text is not likely to provide a freestanding instance of its constituent words, each acting typically.

The vast majority can be safely discarded when their statistical contribution to the concordance as a whole has been recorded. We need a lot of text so that there will always be a sufficient residue of useful examples, and also to provide criteria for discarding the others in the first place.

Throw away your evidence

The policy of discarding examples, and particularly examples which do not fit a description, is likely to have to struggle for popularity in linguistics. The Cult of the Counter-example is still very strong, in myth if not always in observance, and it is important for students of text to define a careful position in this regard, which will be quite different from that of students of sentences. For example, the computer corpora of the early sixties, Brown (Kilera and Francis 1967) and LOB (Holland and Johansson 1982), represent a transitional stage; they

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UFI 102 ENGLISH FOR COMMUNICATION 1
UNIT 4: SPEECH ACTS

(STUDENT'S COPY)

LANGUAGE FORMS AND FUNCTIONS

Form
Form is the structure of a grammar point and what it looks like.

Function
Function is when and how we use a grammar point.

Functions	Language Forms
To bid farewell	<ul style="list-style-type: none"> ◦ Goodbye. Please come again. ◦ See you soon.
To greet	<ul style="list-style-type: none"> ◦ Hi, Abu. ◦ Good morning, sir.
To introduce	<ul style="list-style-type: none"> ◦ Maria, meet my brother, Melvin. ◦ I would like to introduce you to my friend, Mei Lan.
To express hope	<ul style="list-style-type: none"> ◦ I hope you will do well in the test. ◦ I hope to see her again.
To invite	<ul style="list-style-type: none"> ◦ Please come to my house warming party. ◦ You're invited to my graduation party next Saturday.
To decline	<ul style="list-style-type: none"> ◦ I'm sorry, I'll be away on that day. ◦ I'm afraid I can't attend your party.
To express envy	<ul style="list-style-type: none"> ◦ I wish I can be as clever as you. ◦ I wish I have the kind of house he has.
To express preference	<ul style="list-style-type: none"> ◦ I would rather visit the museum than the park. ◦ I like noodles more than rice.
To express satisfaction	<ul style="list-style-type: none"> ◦ I'm glad you could do it. ◦ You have done a good job.
To express dissatisfaction	<ul style="list-style-type: none"> ◦ I'm not happy with the quality of my essay. ◦ The concert was not up to its mark.
To express disappointment	<ul style="list-style-type: none"> ◦ I thought I did well but the marks show otherwise. ◦ Oh my dear, what a let down.
To express relief	<ul style="list-style-type: none"> ◦ I'm so relieved that I'm not harmed by the robbers. ◦ Thank goodness, nothing serious had happened.
To express surprise	<ul style="list-style-type: none"> ◦ I can't believe that I'm the winner of this contest! ◦ What a surprise!
To express disgust	<ul style="list-style-type: none"> ◦ How disgusting! It looks awful. ◦ It's really horrible.
To admire	<ul style="list-style-type: none"> ◦ This is a beautiful handbag. ◦ What a wonderful portrait!
To compliment	<ul style="list-style-type: none"> ◦ You look handsome today. ◦ You have wonderful children.
To praise	<ul style="list-style-type: none"> ◦ You have done a good job. ◦ You have great taste in clothes.
To suggest	<ul style="list-style-type: none"> ◦ What about going for a movie? ◦ Perhaps we can buy her a present.
To advise	<ul style="list-style-type: none"> ◦ You should eat less junk food. ◦ You should see a doctor if you are sick.
To persuade	<ul style="list-style-type: none"> ◦ Try it, I'm sure you'll like the mullin. ◦ Please come with me.
To remind	<ul style="list-style-type: none"> ◦ Don't forget to turn off the lights. ◦ Remember to eat before taking the medicine.
To inform	<ul style="list-style-type: none"> ◦ Johan, the bus leaves at 5:00 p.m. ◦ Mother, I'll be away for a few days.

Corpus linguistics for education-A guide for research by Pascual Perez-Paredes: A Book Review. @inproceedings(Szudarski2017CorpusLF, title={Corpus Linguistics for Vocabulary: A Guide for Research}, author={Pawel Szudarski}, year={2017})Corpus linguistics is typically defined as the analysis of language using corpora (McEnery & Hardie, 2012). Introduction Chapter 1 What is corpus linguistics? Corpus linguistics plays a key role in researching, teaching, and learning vocabulary because it demonstrates how language is used authentically and in different contexts. Corpus Linguistics for Vocabulary provides a practical introduction to using corpus linguistics in vocabulary studies. This, in turn, enables instructors to teach language more efficiently... Chapter 2 Corpus analysis: tools and statistics Chapter 3 What is vocabulary: terminology, conceptualizations and research issues Chapter 4 Frequency and vocabulary Chapter 5 Corpora, phrasology and formulaic language Chapter 6 Corpora and teaching vocabulary Chapter 7 Corpora and learner vocabulary Chapter 8 Specialized corpora and vocabulary Chapter 9 Discourse, pragmatics and vocabulary Chapter 10 Summary and research projects Glossary Commentary on Tasks DOI link for Corpus Linguistics for VocabularyCorpus Linguistics for Vocabulary book Alruwaili, A. Using freely available corpus tools, the author provides a step-by-step guide on how corpora can be used to explore key vocabulary-related research questions and topics such as: The frequency of English words and how to choose which ones should be taught to learners;How spoken vocabulary differs from written vocabulary, and how academic vocabulary differs from general vocabulary;How vocabulary contributes to the structure of discourse, and the pragmatic functions it fulfils.Featuring case studies and tasks throughout, Corpus Linguistics for Vocabulary provides a clear and accessible guide and is essential reading for students and teachers wanting to understand, appreciate and conduct corpus-based research in vocabulary studies. Corpora, in turn, refer to large organized collections of authentic data (spoken, written, or both) stored electronically (Tognini-Bonelli, 2001). Journal of Language and Education, 7(1), 241-244. Corpus Linguistics for Vocabulary provides a practical introduction to using corpus linguistics in vocabulary studies. Book Reviews You do not currently have access to this article. (2021). Featuring case studies and tasks throughout, Corpus Linguistics for Vocabulary provides a clear and accessible guide and is essential reading for students and teachers wanting to understand, appreciate and conduct corpus-based research in vocabulary studies. Using freely available corpus tools, the author provides a step-by-step guide on how corpora can be used to explore key vocabulary-related research questions and topics such as: The frequency of English words and how to choose which ones should be taught to learners; How spoken vocabulary differs from written vocabulary, and how academic vocabulary differs from general vocabulary; How vocabulary contributes to the structure of discourse, and the pragmatic functions it fulfils.

05/05/2022 · The Word Frequency List of Chilean Spanish is a set of 102 frequency lists derived from the sub-corpora of the Corpus Dinámico del Castellano de Chile (Dynamic Corpus of Chilean Spanish, Codicach), a corpus of contemporary written Chilean Spanish developed by Sadowsky between 1997 and 2002; this corpus contained approximately 450 million words ... Singlish is the English-based creole or patois spoken colloquially in Singapore.English is one of Singapore's official languages, along with Malay (which is also the National Language), Mandarin, and Tamil. Although English is the lexifier language, Singlish has its unique slang and syntax, which are more pronounced in informal speech.It is usually a mixture of English, Mandarin, ... what definition: 1. used to ask for information about people or things; 2. used in questions that show you are... Learn more. Free Options: D2L. This easy-to-use platform will make it simple to recreate websites with built-in tools, however, there is no full publicly-facing option available. Cascade An accessible, MSU-branded website that is primarily used for MSU unit websites. Making content publicly available requires hosting space such as the LAMP stack (see below). The Journal of English for Academic Purposes provides a forum for the dissemination of information and views which enables practitioners of and researchers in EAP to keep current with developments in their field and to contribute to its continued updating.JEAP publishes articles, book reviews, conference reports, and academic exchanges concerning the linguistic, ... person definition: 1. a man, woman, or child; 2. used when describing someone's character; 3. If you do something or.... Learn more. The British National Corpus (BNC) is a 100 million word collection of samples of written and spoken language from a wide range of sources, designed to represent a wide cross-section of British English, both spoken and written, from the late twentieth century. Here are some of the most popular links to information about the BNC:

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