

ICAME 37
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Towards Non-Native Metalanguage Standards in MA theses:
an Empirical Comparison of
German, (South) African and Chinese Corpora

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1995

Corpus of EAfE
(ICE-EA)
1.4 M words



2000

Lampeter
Corpus of Early
Modern English
Tracts
1.1 M words

English-German
Translation Corpus in
Internet Grammar
3.6 M words



2005

Corpus of
Cameroon
English
2.5 M words

	Mean	C Symmetry	Skewness
Singletons	5,305.67	0.000746	
Survivors	1,715.46	1.000186	
μ	1,715.46	1.000186	-0.00017
σ	154.74	154.74	-0.00017
ρ	0.00	0.00	0.000142 $\rho = 0.000142$
γ	1.00	1.00	0.000142 $\gamma = 0.000142$
δ	1,310.00	0.00110	0.000142 $\delta = 0.000142$
Marriages	695.30	0.29217	
μ	695.30	0.29217	-0.00017
σ	179.23	179.23	-0.00017
ρ	0.00	-0.00	0.000142 $\rho = 0.000142$
γ	0.00	-0.00	0.000142 $\gamma = 0.000142$
δ	20.00	0.00010	0.000142 $\delta = 0.000142$
Survivors + Marriages	20.00	0.00010	-0.00017
Doubletons +	4,070.00	0.00174	
Subpopulations			
μ	4,070.00	0.00174	-0.00017
σ	171.49	171.49	-0.00017
ρ	0.00	0.00	0.000142 $\rho = 0.000142$
γ	0.00	0.00	0.000142 $\gamma = 0.000142$
δ	20.00	0.00010	0.000142 $\delta = 0.000142$
Subpopulations			
μ	4,070.00	0.00174	-0.00017
σ	171.49	171.49	-0.00017
ρ	0.00	0.00	0.000142 $\rho = 0.000142$
γ	0.00	0.00	0.000142 $\gamma = 0.000142$
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δ	20.00	0.00010	0.000142 $\delta = 0.000142$
Subpopulations			
μ	4,070.00	0.00174	-0.00017
σ	171.49	17	



SPACE Corpus
(Specialized and
popular
academic
English)
6.8 M words

2010



ChemCorpus
(German
University
Student
Writing
in English)
6.5 M words

ZAMA Corpus
(South African/
Stellenbosch
MA theses)
6 M words

2015

Corpus of
Cameroon
Academic Writing
2.6 M words

CIAO
(Corpus of
Italian
Academic
Organization)
3 M words

ChAcE Corpus
(Chinese
Academic
English)
10 M words

TwitCollect
UK-US; Cm-Ng; Gz

1 Introduction

1.1 Research Team: project in progress

China: Jessica Küchler/Dheskali, Sven Albrecht, Guo Ya, Zhang Xinlei

Cameroon: Daniel Nkemleke, Gabriela Cosmina Djele, Jenniver Zschocke

Chemnitz: Jessica & Vincenzo Dheskali, et al.

1.2 Combination of research methodologies

- corpus-linguistic comparisons
- (socio-linguistic/attitude) on-line questionnaires
- eye-tracking (for text processing of crucial features)

1.3 Wider context of empirical corpus research on usage standards

1.4 MA theses as 2nd/1st original/research texts with individual and disciplinary conventions

1.5 Academic writing “across cultures” (EU, Asia, Africa?)

popular web definition by James Spradley:

“Culture is the acquired knowledge people use to interpret experience and generate behavior.”

Where does “cultural variation” (in metadiscourse) come from in early academic knowledge presentation?

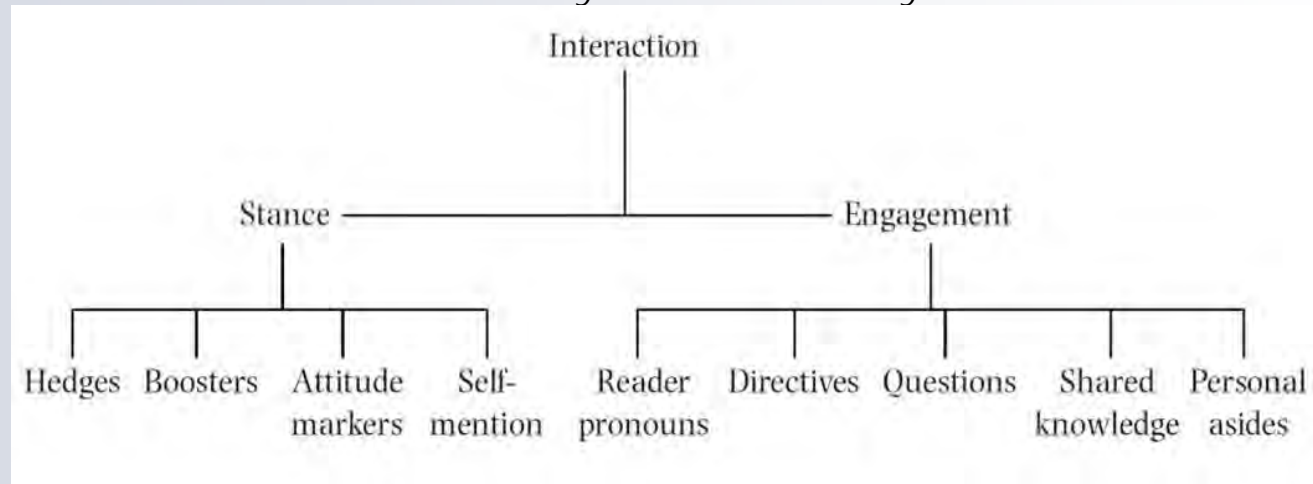
academics’ “socialization/acculturation” as

- gender?
- mother-tongue culture?
- national culture?
- institutional acculturation in the discipline/department

2 Concepts

2.1 Metalinguage

- **metalinguage=metadiscourse** (Hyland 2005a): writer-reader interaction; linguistic devices that assist writers to organize propositions and present them so that will be easily understood by readers/convince readers



types of reader-writer interaction (Hyland 2005b: 177)

- **academic writing in advanced language/*lingua franca* learning (MA)**
- international (Swales/Feak 2012) and national? (Siepmann et al. 2011) textbooks for teaching?

2.2 Metalinguage features discussed here

coherence: cohesion

structuring devises (e.g. conjuncts *and, but, then, because*)

author commitment/stance: hedges – boosters

modal auxiliaries/2 (only epistemic!)

author-reader interaction: personal pronouns (*I/we – you*)

2.3 From usage standards to functional standards

different from eWAVE 235 features in L1 and L2 varieties (incl. HK, Singapore)

Hong Kong English

Hong Kong English is the variety of English spoken as a second language by 187,281 people (quoted from the latest population by-census in 2006) in the Hong Kong Special Administrative Region. Hong Kong is basically a monoethnic society with over 95 percent of its total population being Chinese. Cantonese is spoken as a first language and has long been viewed as the language of solidarity and community ties. However, the use of English is increasingly common in certain socially conditioned contexts from the 1980s and 1990s onwards. There are a large number of Filipino domestic helpers in Hong Kong, who speak English with their employers, which makes it necessary to use English in the home. In fact, the 2006 By-Census shows that the percentage of the population claiming to speak English as either their usual language or as an additional language rose from 38.1% in 1996, to 43% in 2001, to 44.7% in 2006. Now that English is being increasingly put in contact with the languages of the indigenous populations in domestic environments, it appears true enough to suggest that Hong Kong English is a variety with its own norms and its own local speech community.

Showing 1 to 5 of 5 entries (filtered from 235 total entries)

← Previous

1

Next →



No.	Feature	Value
<input type="text" value="Search"/>	<input type="text" value="modal"/>	<input type="text" value="Search"/>
121	Double modals	D - attested absence of feature
123	Present tense forms of modals used where StE has past tense forms	A - feature is pervasive or obligatory
125	New quasi-modals: core modal meanings	D - attested absence of feature
126	New quasi-modals: aspectual meanings	D - attested absence of feature
127	Non-standard use of modals for politeness reasons	A - feature is pervasive or obligatory

2.4 Genres in academic discourses

research "output"

- research article
- book reviews
- project proposals
- conference presentations

instructional disc./e-learning

- ppt presentations
 - lectures
 - student presentations
- textbooks
 - Wikis
 - www pages (HTML, php)

discipline-specific
culture-specific

science "journalism"

- popular science articles
- popular blogs (David Crystal)
- popular science films (Horizon)
- popular science books
- science slam

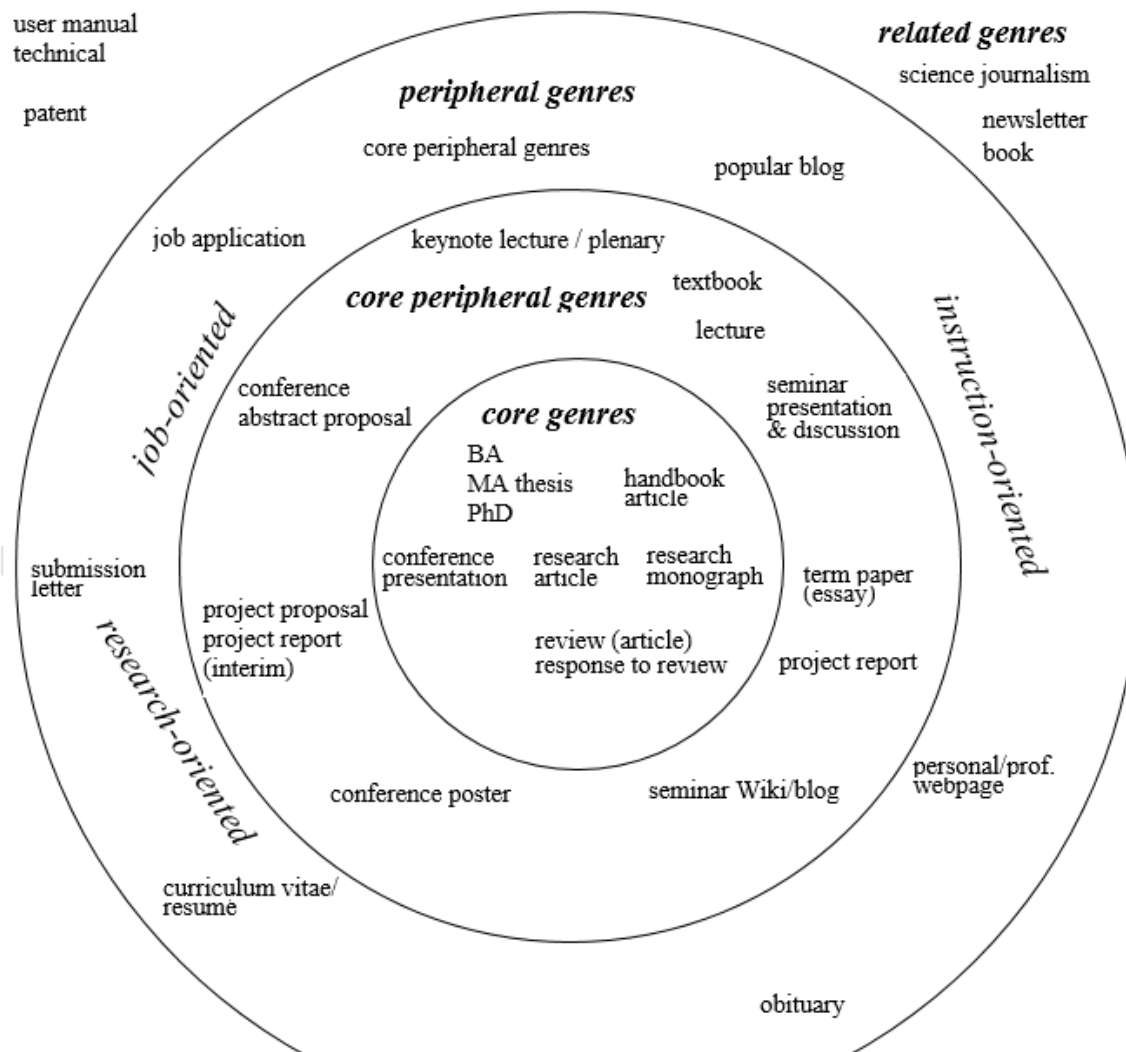
student "literacy": norm-developing

- fieldwork notes, reports
- essays / term papers
- MA/BA/PhD thesis
- seminar presentations, disc.

"Novice Academic English"

author-specific
culture-specific

2.5 Prototype approach to genres in academic writing



Schmied, J. (2015: 11)

3 Data

3.1 Compatible stratified corpora (2004-16ff)

	ChemCorpus	ChAcE Corpus		Africa		total
<i>country</i>	Germany	China		South Africa	Cameroon	
		mainland	HK			
<i>university-stratification</i>	Chemnitz	+	+	Stellenbosch	Yaoundé	
<i>discipline-stratification</i>	- (English)	- (English)	+	+	- (English)	
<i>BA theses</i>	80 + 80					
<i>MA theses</i>	40 + 40	304	100?	150	120	1000
<i>PhD theses</i>		106				
<i>other: term paper +</i>	100 + 100	(SYSU 50)				
total	?	?	?	?	?	

3.2 Compilation and processing

3.2.1 Repositories (cf. CLARIN)

Problems:

- select
- download
- transform



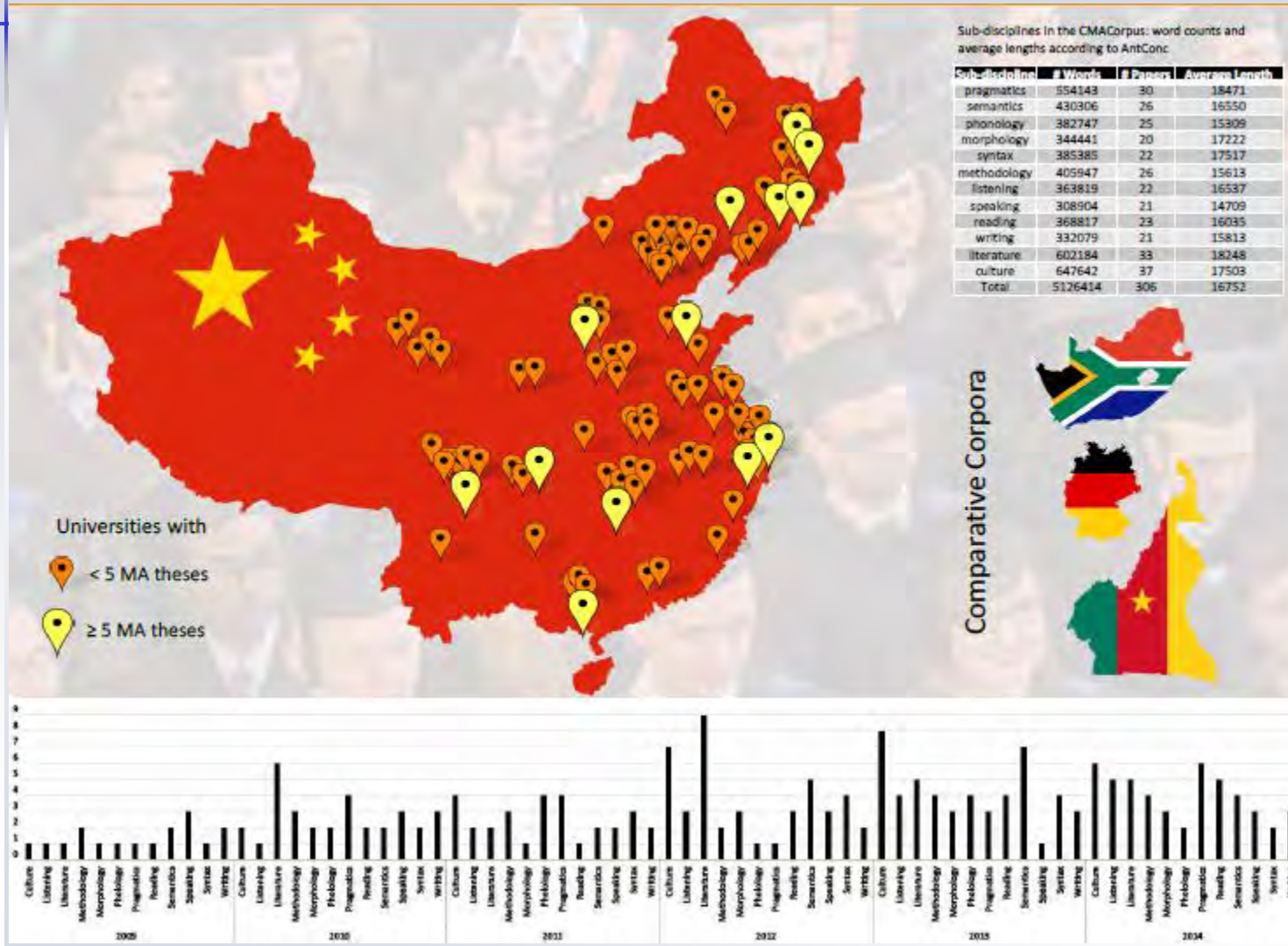
Hong Kong Institutional Repositories



About HKIR

All Fields ▾ Find Advanced

3.2.2 ChAcE(MA)Corpus set-up by university, sub-discipline and year



2.3.3 ChemCorpus set-up by genre and specialisation

genre	specialisation	number of texts	average length	total words
<i>term paper BA</i>	language/linguistics	100	4,200	0.5 Mill.
	culture/literature	100	4,700	0.5 Mill.
<i>project report</i>	(cultural)	120	4,000	0.5 Mill.
<i>BA thesis</i>	language/linguistics	80	12,000	1 Mill.
	culture/literature	80	16,000	1 Mill.
<i>term paper MA</i>	language/linguistics	80	5,700	0.5 Mill.
	culture/literature	80	6,600	0.5 Mill.
<i>MA thesis</i>	language/linguistics	40	25,000	1 Mill.
	culture/literature	40	25,000	1 Mill.
total		720		6.5 Mill.

3.2.4 Corpus texts coding scheme and spreadsheet (ZAMA)

Text	MT	gender	year	dept	DisTyp	words	types	ttr
BZ05AF	A	f	2005	BZ	5NS	35239	4030	11,44
BZ05AM	A	m	2005	BZ	5NS	29077	4004	13,77
BZ06AF	A	f	2006	BZ	5NS	14514	2795	19,26
BZ06GM	G	m	2006	BZ	5NS	28438	4244	14,92
BZ06XM	X	m	2006	BZ	5NS	16416	2801	17,06
BZ07IF	I	f	2007	BZ	5NS	13733	2624	19,11
C05EM	E	m	2005	C	5NS	23413	2393	10,22
C07AM	A	m	2007	C	5NS	20985	2809	13,39
C08CM	C	m	2008	C	5NS	29102	2737	9,40
C08EM	E	m	2008	C	5NS	4373	796	18,20
C09XF	X	f	2009	C	5NS	36100	3802	10,53
C12AM	A	m	2012	C	5NS	18991	2753	14,50
CE04EM	E	m	2004	CE	6EG	49398	3315	6,71
CE10X2M	X	m	2010	CE	6EG	40857	3247	7,95
CE10XM	X	m	2010	CE	6EG	39670	2814	7,09
CE11EM	E	m	2011	CE	6EG	45300	3211	7,09
CE11IF	I	f	2011	CE	6EG	61380	3255	5,30
CE12AM	A	m	2012	CE	6EG	23865	2248	9,42
CS06EF	E	f	2006	CS	1Hu	33604	2820	8,39
CS07AF	A	f	2007	CS	1Hu	57442	4638	8,07
CS09XF	X	f	2009	CS	1Hu	27729	3126	11,27
CS11RM	R	m	2011	CS	1Hu	24962	3336	13,36

3.2.4 Corpus texts in departments and discipline types (ZAMA)

dept.	texts	DisTyp	DisType	texts2	words
BotZo	6	5NS	Humanities (Hu)	27	1417544
Chem	6	5NS	Interdisc. (ID)	26	1000643
CivE	6	6EG	Law (Lw)	18	1146390
CurrS	6	1Hu	SocialS (SS)	20	723460
EngLit	7	1Hu	NaturalS (NS)	39	1115830
Econ	7	2ID	Engineer (EG)	20	637334
EiEng	8	6EG			
Geo	6	2ID	total	150	6041201
Genet	6	5NS			
Hist	8	1Hu			
Journ	6	2ID			
Ling	7	2ID			
LawI	6	3Lw			
LawM	6	3Lw			
LawP	6	3Lw			
MecE	6	6EG			
MedPh	6	5NS			
MedS	6	5NS			
Pol	6	1Hu			
Phys	9	5NS			
Psych	6	4SS			
SocAn	8	4SS			
Sport	6	4SS			
21	150				

4 Metalinguage Features: definitions and previous comparisons

4.1 Coherence

4.1.1 Indicators: cohesive devices

formal:

conjunctions: *but, while*

adverbs: *first, then, finally*

functional:

sentence adverbials, e.g. clause-initial adverb **ly,*

function

listing/enumerative/additive

adversative/contrastive/concessive

sequential/temporal/transitional

causal/resultative/inferential

prototype

and

but

then

because

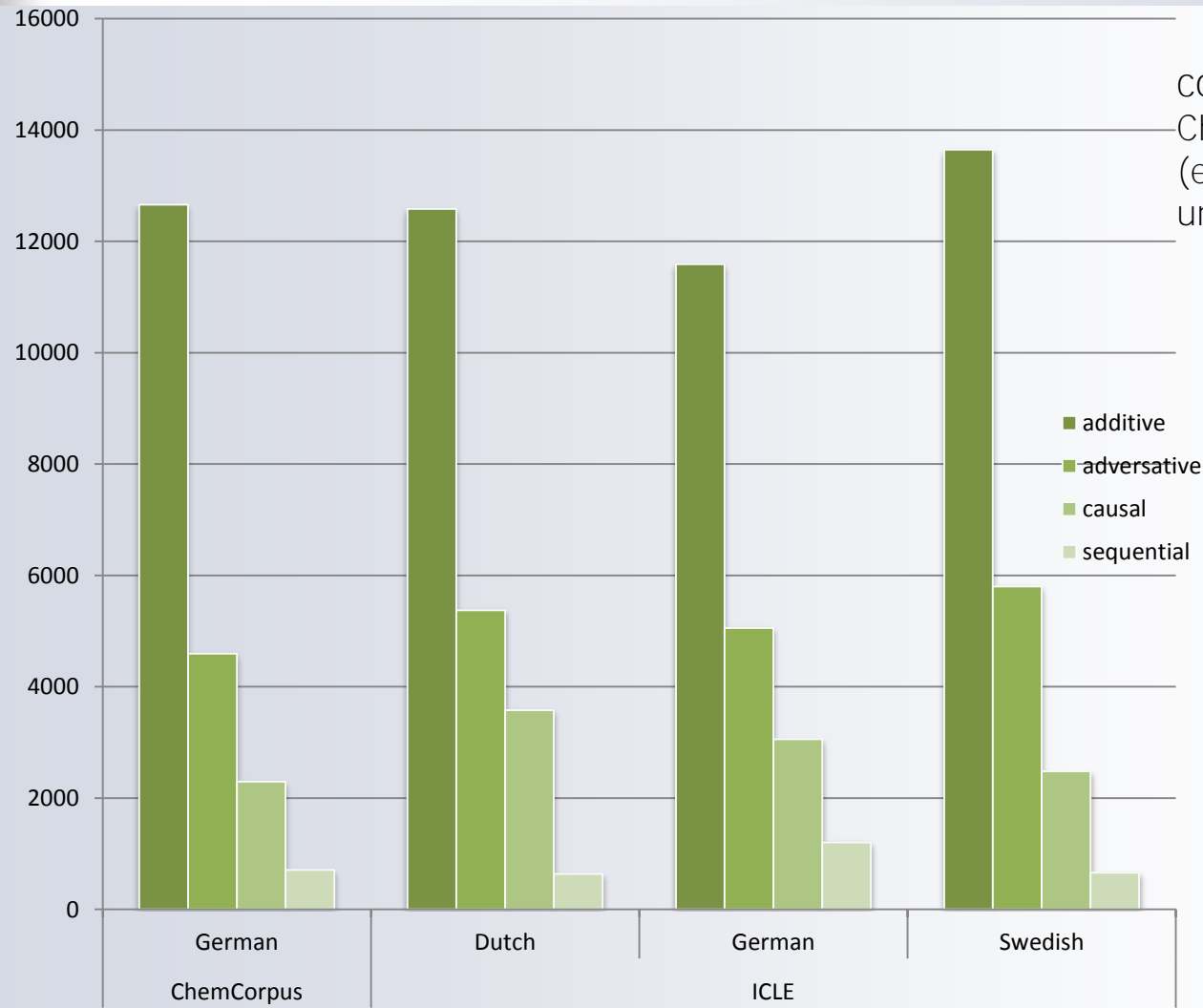
corpuslinguistic comparison by frequency, type,
specificity/complexity and text-/sociolinguistic distribution

4.1.2 AntConc concordance (KWIC) of *unfortunately* in BA term papers in the ChemCorpus

author - reader interaction = contrary to what one might expect, hope

Concordance	Concordance Plot	File View	Clusters	Collocates	Word List	Keyword List
Hit	KWIC					
1	n the general South African elections this year. Unfortunately, there exists hardly any empirical work on 'born-					
2	ers about the ethnic share of the population do, unfortunately, not exist. <fig> Figure 1 Share of South African					
3	frican because in all honesty that is what I am. Unfortunately, the legacy of apartheid as such instilled race a					
4	position towards this 'New South Africa'? I-ee: Unfortunately, it's been said so often it's lost its meaning. A					
5	n awareness. Working further on this issue goes, unfortunately, beyond the scope of this work, however, further					
6	one, but on several paragraphs of the Agreement. Unfortunately, in most researches, the changes that the GFA has					
7	The statistic provided in Tim Pat Coogan's work unfortunately only reaches until the year 1993, however, a diff					
8	phey, 2003, p. 75). Although most classrooms are unfortunately not designed after proved principles of learning					
9	schools' and teachers' readiness to participate unfortunately remained rare. Once having receive					
10	. The incomplete questionnaires - of which there unfortunately were quite a lot, both among the paper and online					
11	g inclusion of student opinions and perceptions. Unfortunately, this, on the one hand, intricate and complex but					
12	corpus including the Tweets regarded to the PL (unfortunately no differentiation between personal and official					
13	requent abbreviations in the PL Twitter corpora. Unfortunately, the AntConc toolkit does not work smoothly in co					
14	tion of Twitter Corpora Abbreviations </tab> Unfortunately, some abbreviations from Table 8 could not be cle					
15	anation could be that v is even shorter than vs. Unfortunately, in the frame of the present thesis no clear evid					
16	slation: But this LTI-like abbreviation mania is unfortunately quite convenient for Twitter) (Twitter, 2013).					
17	ions. Otherwise, this thesis would be redundant. Unfortunately, within the frame of the PL Twitter analysis it w					
18	h. Regarding another filtering option, it is unfortunately not possible to separate official Tweets, which a					
19	e some problems regarding these scales. First, I unfortunately could not find a current probability scale. It is					
20	er words serves to distinguish between speakers. Unfortunately, films often create a misleading impression of th					
21	ent, thus I decided to use older books which are unfortunately part of a series. Furthermore, despite the fact t					
22	Mystic River which was released in 2001. Unfortunately, all five novels by Stephen J. Cannell are part o					
23	r he also became producer, mainly of CBS series. Unfortunately, Straw wrote and published just one novel that ca					
24	crime related words which is generally accepted. Unfortunately their is no such word list. It is conceivable tha					

4.1.3 Conjuncts by function in European learner corpora (Albrecht 2013: 36, figure 11)



comparable?:
ChemCorp = academic?
(e.g. references, quotes;
untimed=edited)

4.2 Modal auxiliaries

4.2.1 Terminology: stance > hedging/boosting > modality > auxiliaries/2

stance definitions:

- “personal feelings, attitudes, value judgments, or assessments” (Biber et al. 1999: 966)
- “subjective” evaluation on the basis of own knowledge, experience, etc.
- context-dependency
 - academic culture in the discourse community determines how stance is expressed!

author stance and engagement are crucial variables in academic interaction

“Mood is a category of grammar, modality a category of meaning.”

(Huddleston/Pullum 2002: 172)

“Epistemic is subjective, has a strength and is comparable with probability, but it differs from it [deontic] in that it involves inference.”

She must have left yesterday.

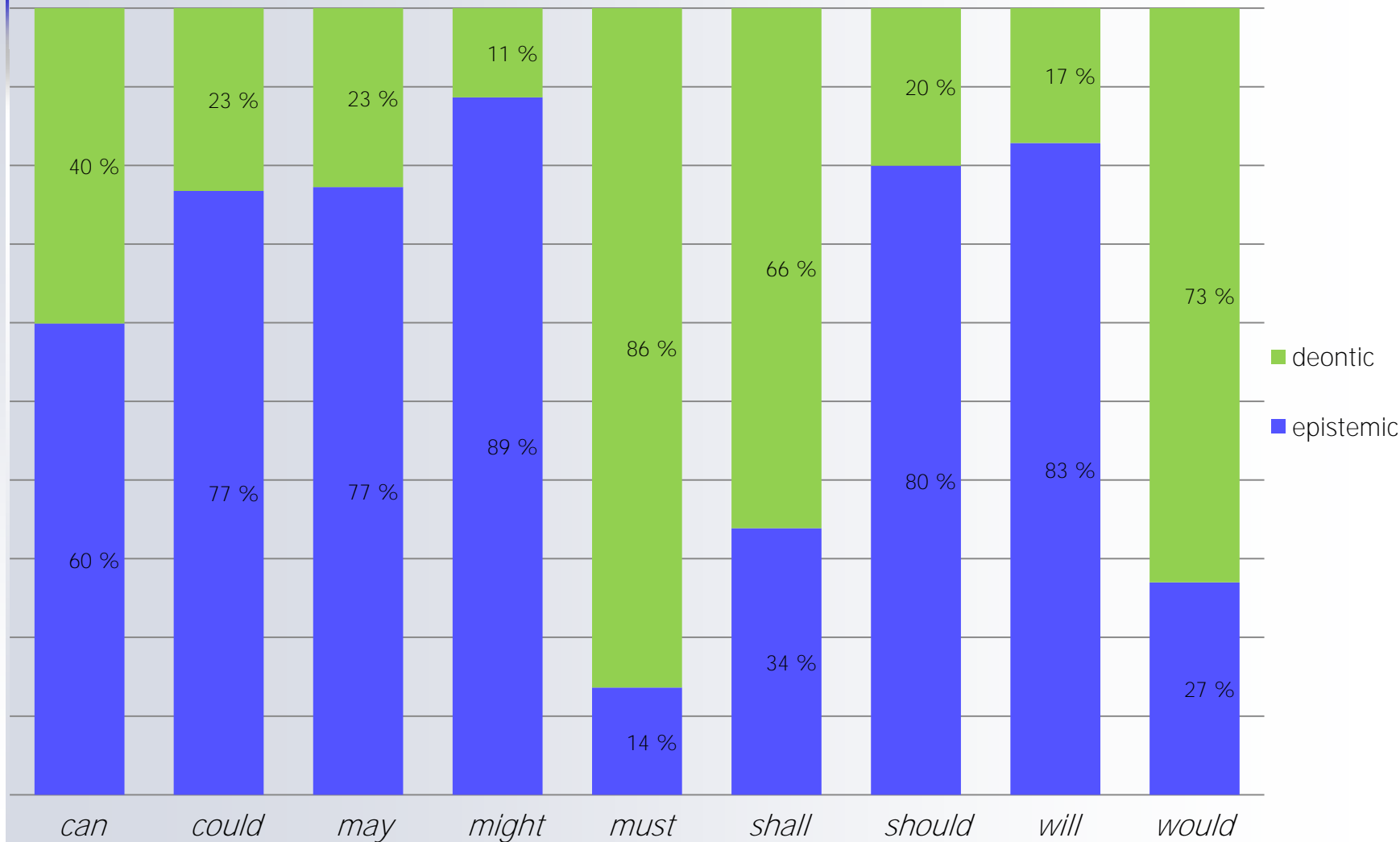
“Deontic is usually subjective, indicating what the speaker considers ‘right’ whether morally or as a matter of expediency.”

One should always tell the truth.

We should buy now while the market is depressed.

(Huddleston/Pullum 2002: 186)

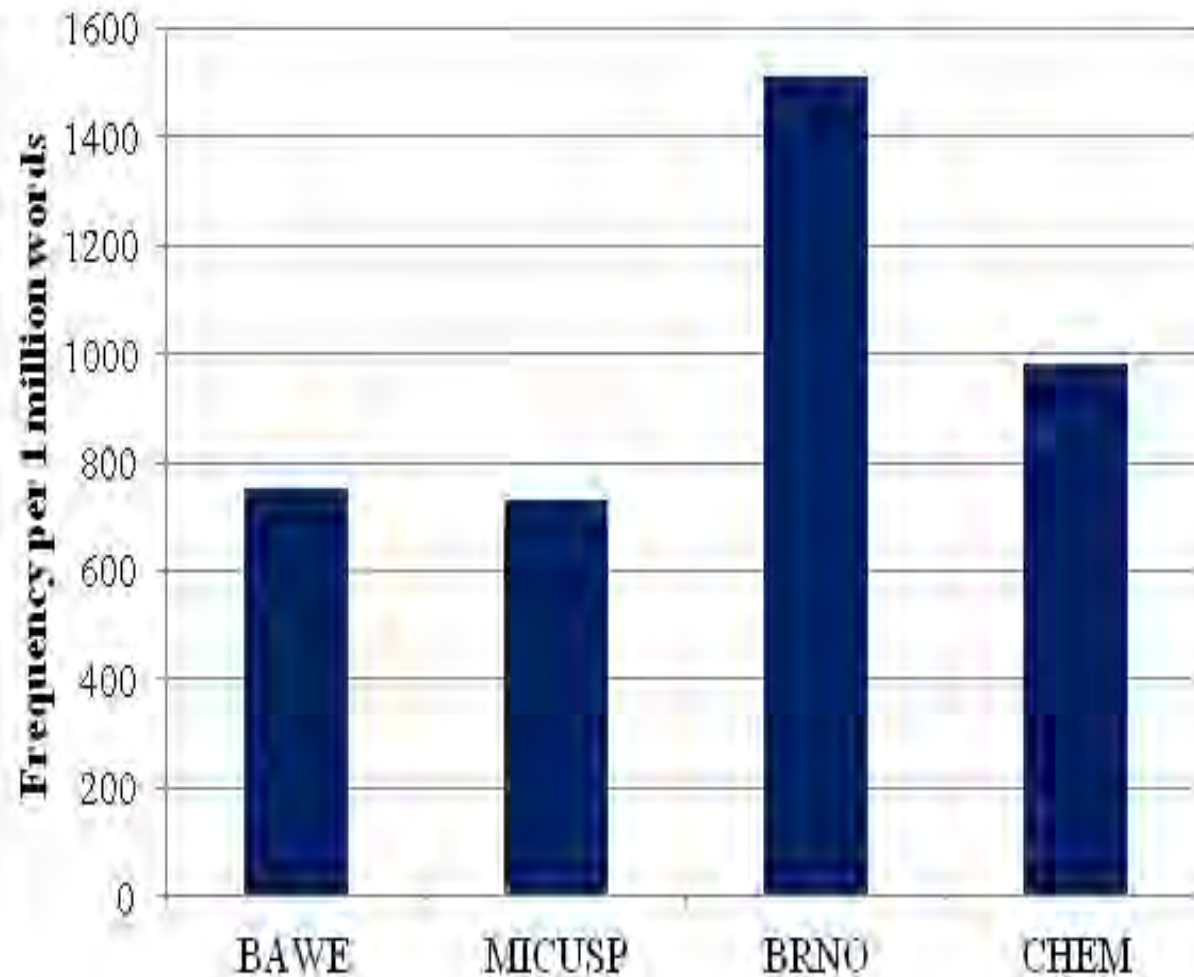
4.2.2 Deontic and epistemic modal auxiliaries in ICE-EA



4.2.3 Hedges/boosters per 1 million words in the BrnoCorpus and ChemCorpus (Bräuer 2013: 49, table 17)

	Brno (CR)	Chemnitz	p-value
Amplifier	2,105.07	1,932.36	
Booster	1,713.69	1,303.09	
<i>considerably</i>	30.40	102.79	< 0.001
<i>highly</i>	136.79	134.76	> 0.05
<i>strongly</i>	34.20	76.52	$0.001 \leq p < 0.01$
<i>tremendously</i>	1.90	7.99	> 0.05
<i>very</i>	1,510.40	981.03	$0.01 \leq p < 0.05$
Maximizer	391.38	629.27	
<i>absolutely</i>	58.90	31.98	< 0.001
<i>clearly</i>	148.19	462.53	< 0.001
<i>extremely</i>	74.10	57.10	$0.01 \leq p < 0.05$
<i>fully</i>	83.59	63.96	$0.001 \leq p < 0.01$
<i>thoroughly</i>	26.60	13.70	> 0.05
Downtoner	609.86	785.74	
Approximator	317.28	404.29	
<i>almost</i>	237.49	340.33	> 0.05
<i>nearly</i>	72.20	36.55	$0.001 \leq p < 0.01$
<i>virtually</i>	7.60	27.41	< 0.05
Diminisher	199.49	229.55	
<i>a bit</i>	76.00	15.99	< 0.001
<i>slightly</i>	93.09	143.90	> 0.05
<i>somewhat</i>	24.70	41.11	> 0.05
<i>to some extent</i>	5.70	28.55	> 0.05
Minimizer	93.09	151.89	
<i>barely</i>	7.60	11.42	> 0.05
<i>hardly</i>	76.00	132.48	> 0.05
<i>scarcely</i>	9.50	7.99	> 0.05
Total	2,714.93	2,718.10	

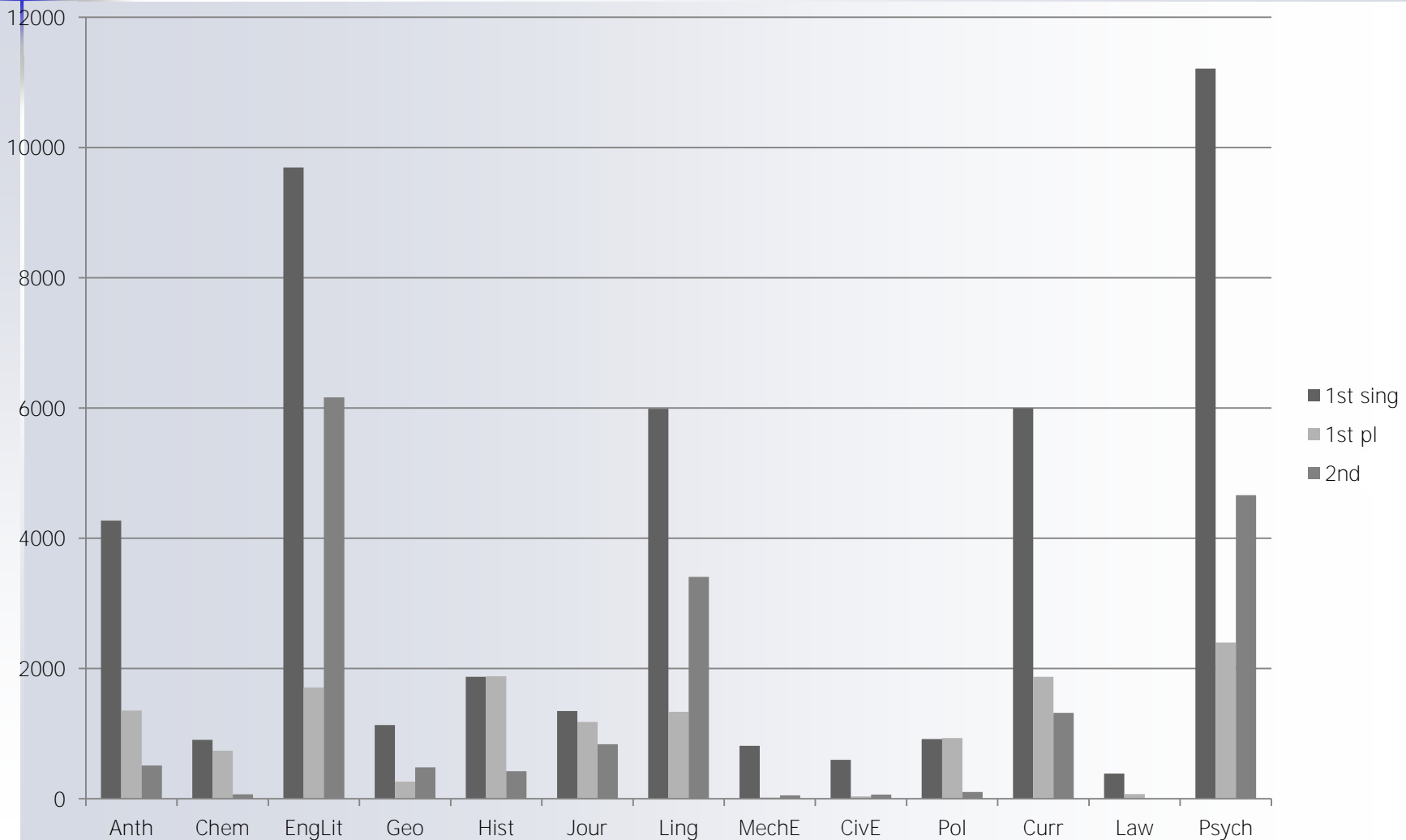
4.2.4 Relative frequencies of *very* in BAWE, MICUSP, the BrnoCorpus and ChemCorpus (Bräuer 2013: 63, figure 3)



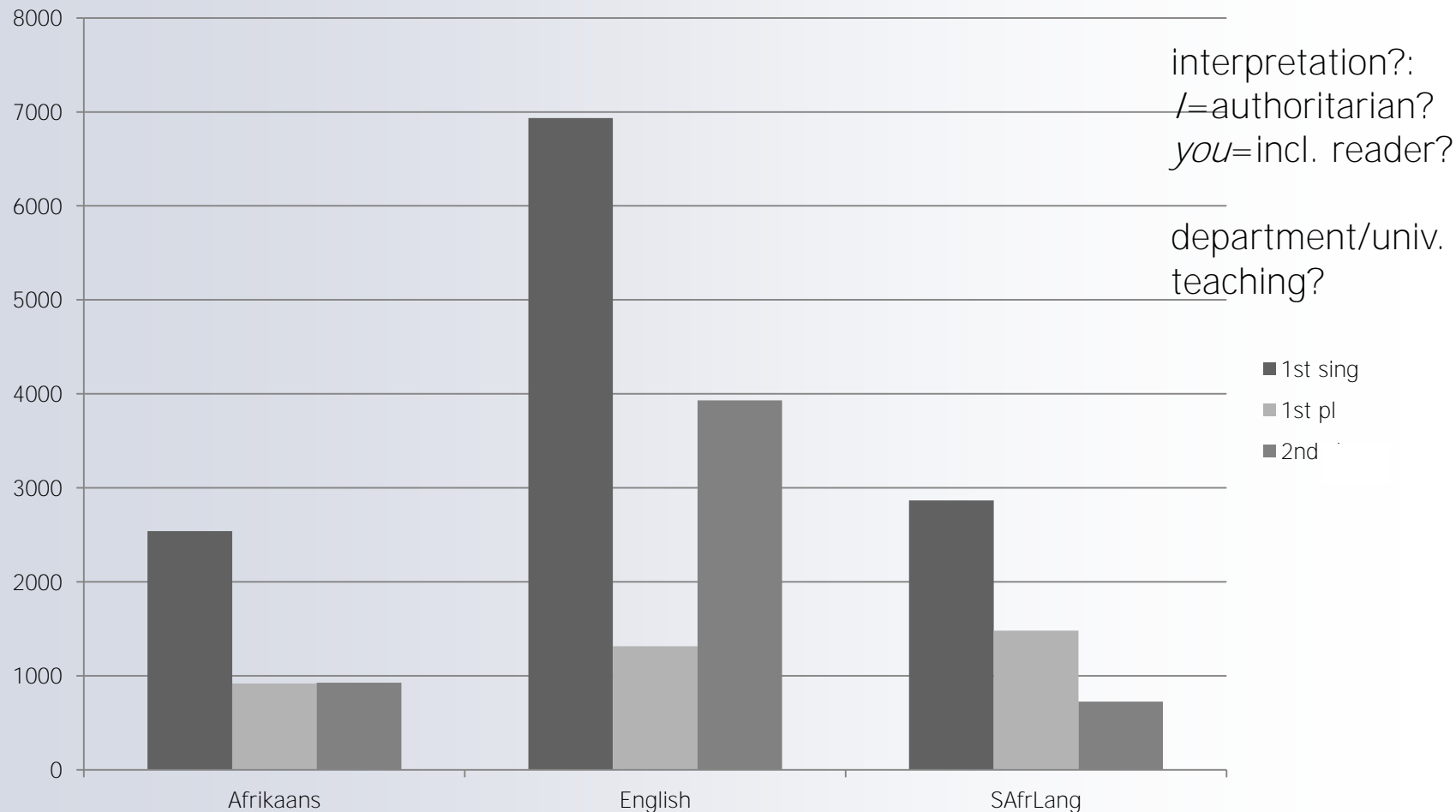
learner-related?
simple vs. specific –
explicit

4.3 Personal Pronouns in ZAMA (Schmied 2013)

4.3.1 Variation in personal pronoun usage (/1 M words) by department



4.3.2 Variation in personal pronoun usage (/1 M words) by mother tongue (names)



5 Preliminary results

5.1 Conjuncts 5.1.1 Resultative *as a result* (in ChAcEMA)

Concordance Hits 708

Hit KWIC

1 be and prejudice, he cannot improve the cultural learning effectively. As a result, it is sincerely hoped that
2 , explain and comment on these behaviors based on their own culture. As a result, unconsciously, their own be
3 ntial power or ability in the learner that may be developed step by step as a result of internal change through l
4 who are strongly influenced by the English language tend to use it. As a result, whenever it is uttered it
5 cation of the basic verbs that indicate the desired action directly. As a result, Chinese finds imperative
6 of the major languages in the world, reflecting two main cultures. As a result of the reform and open doo
7 in apricot forest) to pay tribute to the distinguished doctors, and as a result, “杏林” (apricot forest) ha
8 taught to construct an inferential mode in listening comprehension. As a result, we propose that the theori
9 vide as an input to the hearer's inferential comprehension process. As a result, verbal communication can
10 the students lack inferential knowledge in their listening practice. As a result, we suggest that the theorie
11 prehension but inferential questions were very difficult for them. As a result, we put forward an infer
12 y special -- but winning as a black American is a knockout.” 36 As a result of her literary and artist
13 n who wrote The Pleasure of Enchantmen. 60 Moreover, perhaps as a result of the burgeoning field of At
14 ts presence within the narrative serves incessantly to disrupt authority. As a result, Beloved makes overt the o
15 d it hard to continue the topic, which would make the class mechanical as a result. b) Teachers must be awa
16 experience, that they cannot be adequately taught in a classroom. As a result, little attention was direc
17 xperiment class they had in fact two more classes than control class. As a result data showed in the inve
18 c message or the iconic message can't avoid ambiguity and subjectivity as a result of over-emphasis on the co
19 ategy will be traced out in the direction of conversational implicature as a result of flouting the four conv
20 informative as is required". The deliberate withholding of information as a result of flouting of this sub-maxim

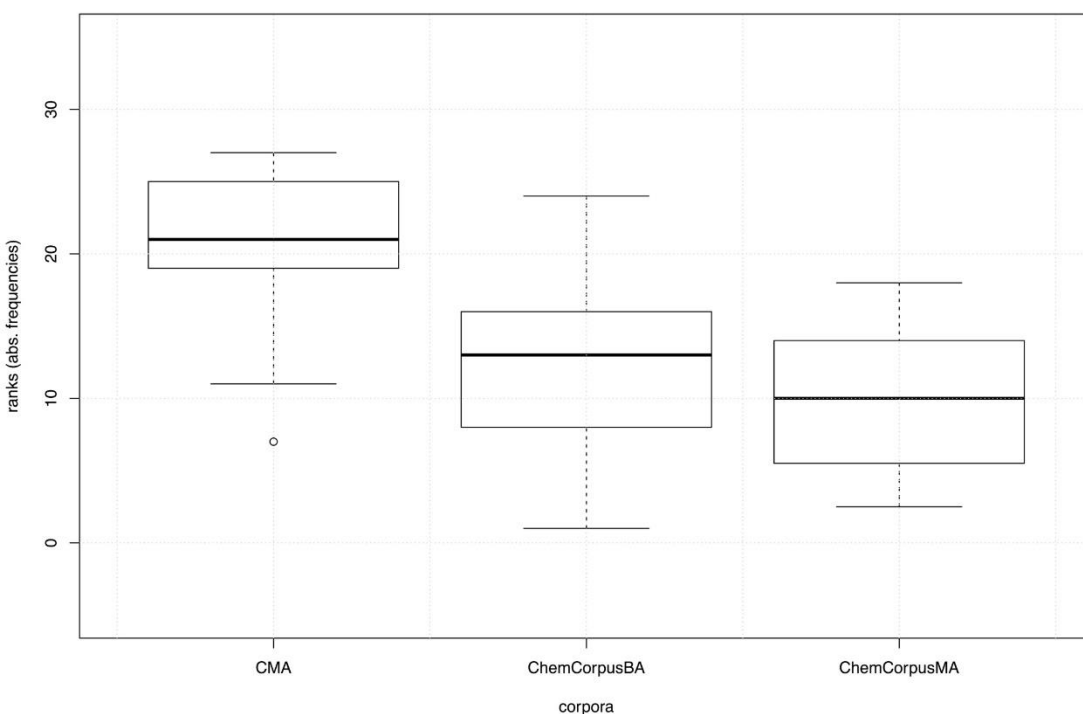
5.1.2 Frequency of semantic conjunct classes in ChAcEMA vs. ChemCorp

conjunct type	ChAcEMA (total frequency)	ChAcEMA (per 1M)	ChemCorpBA (total frequency)	ChemCorpBA (per 1M)	ChemCorpMA (total frequency)	ChemCorpMA (per 1M)
Listing/enumerative	21090	4149	3275	4551	1772	3337
Listing/additive	17223	3388	3711	5157	2584	4867
Summative	797	156	268	372	233	438
Appositive	10508	2067	9580	13315 <i>that is</i>	1275	2401
Resultative/inferential	27423	5395	3131	4351	2287	4307
Contrastive/concessive	16768	3299	4376	6082	2900	5462
Transitional	1516	298	216	300	152	286
Total	95325	18756	24557	34132	11203	21101
Average	13617	2679	3508	4876	1600	3014

5.1.3 Frequency of resultative/inferential conjuncts in ChAcEMA vs. ChemCorp

conjunct	ChAcEMA (total frequency)	ChAcEMA (per 1M)	ChemCorpBA (total frequency)	ChemCorpBA (per 1M)	ChemCorpMA (total frequency)	ChemCorpMA (per 1M)
<i>(and) so</i>	10660	2097	646	897	439	826
<i>accordingly</i>	327	64	43	59	48	90
<i>as a result</i>	708	139	70	97	51	96
<i>consequently</i>	356	70	173	240	111	209
<i>for this reason</i>	75	14	24	33	9	16
<i>hence</i>	700	137	229	318	162	305
<i>in this case</i>	235	46	89	123	69	129
<i>in this respect</i>	47	9	58	80	10	18
<i>in this way</i>	659	129	19	26	19	35
<i>of course</i>	408	80	111	154	65	122
<i>so that</i>	1066	209	86	119	39	73
<i>then</i>	4685	921	282	391	206	388
<i>therefore</i>	4229	832	747	1038	397	747
<i>thus</i>	3268	643	554	770	662	1246
TOTAL	27423	5395	3131	4351	2287	4307

5.1.4 Conjuncts (enumerative) quantitative: ChemCorp vs. ChAcEMA



detailed data distribution not good for hard tests, so (courtesy M. Hofmann):

- frequencies transformed into ranks (Sheskin 2011)
- assumptions: gvlma (=Global Validation of Linear Models Assumptions; Peña & Slate 2006)
- Kruskal-Wallis test (non-parametric equivalent to ANOVA):
 $\chi^2 = 7.86$, $df = 2$, $p = 0.02$
- **Dunn's** posthoc test (incl. adjustment of p-values in multiple comparisons according to Holms (1979)) :

corpus	Z statistic	p-value
ChemBA – ChemMA:	0.653504	(0.26)
ChemBA – ChAcEMA:	-2.034776	(0.04)?
ChemMA – ChAcEMA:	-2.688280	(0.01)

5.2.1 Modal auxiliaries qualitative: *may* (in ChAcEMA)

AntConc 3.2.4w (Windows) 2011

File Global Settings Tool Preferences About

Corpus Files

Concordance Concordance Plot File View Clusters Collocates Word List Keyword List

Hit KWIC File

1 private ESL schools in the city of Shanghai alone. At first blush, it may appear admirable that China has so wholeheartedly made such a concerted effort to a CMAC05CU_28.txt

2 valuable to learn. If one adapts to the other partner excessively, he may fail to transmit his or even lose it gradually. If CMAC05CU_28.txt

3 tioners can empathically identify with clients whose life experiences may be vastly differ CMAC05CU_28.txt

4 nd for mutual understanding between China and the outside world. It may be possible CMAC05CU_28.txt

5 n communication between people from different cultures. Communication may break down because of CMAC05CU_28.txt

6 k down because of cultural differences, although the language used may be faultless. As Miller (1974) points out, CMAC05CU_28.txt

7 of foreign norms, values, and expectations which, in varying degrees, may alter the domestic cultures and socialization processes. Sui-Nam Lee (1988), an CMAC05CU_28.txt

8 e level of an operation that also demands financial investment and may have economic consequences (structure). That this type of language pe CMAC05CU_28.txt

9 s that to a large extent, what these Chinese students are not good at may be not English, but Chinese; the culture they need grasp imperatively is Chinese na CMAC05CU_28.txt

10 l context of China. The potential power or ability in the learner that may be developed step by step as a result of internal change through learning language CMAC05CU_28.txt

11 helpful in promoting cultural teaching for the students. Teachers may ask themselves questions such as, who am I? What is the relation among Chinese cult CMAC05CU_28.txt

12 ers should tend to balance cultural tension in EFLT. For example, they may provide the pedagogical strategies of cultural empathy in moderate degree; encourag CMAC05CU_28.txt

13 from the pragmatic approach. People who are learning English may seek identical translation from native language to English, devoid of the CMAC05CU_31.txt

14 glish, devoid of the awareness of cultural differences, which may hinder or ruin the cross-cultural communication. It should be paid enough atten CMAC05CU_31.txt

15 by saying watch you head; suggesting by saying you may try it later. and Expressive, for example, thanking by saying thanks so CMAC05CU_31.txt

16 terally and there is no indirection. They both exemplify what may be called impliciture since part of what is meant is communicated CMAC05CU_31.txt

17 f and maximize cost to self. When apologizing, the apologizer may offer some conditions conform to this maxim to ensure the pardon of the hearer. (3 CMAC05CU_31.txt

18 ou remind me later to bring the book for you on Monday? Otherwise it may slip out of my mind. (1) Attention Getter/Alerter (address term, etc.): CMAC05CU_31.txt

19 ore or after Head Act) CMAC05CU_31.txt

20 al Modifications. While Internal Modifications in the 13 Head Acts may mitigate the requests, Supportive Moves affect the context they are embed CMAC05CU_31.txt

21 r explicitly expresses negative emotional attitudes.) The speaker may wish to increase CMAC05CU_31.txt

22 infringes on the requestee's freedom from imposition. The recipient may feel that the CMAC05CU_31.txt

23 er freedom of action or even a power play. As for the requester, s/he may hesitate CMAC05CU_31.txt

24 erences in which Chinese and English deal with requests. This in turn may help impro CMAC05CU_31.txt

25 the situation, thus giving coherence to the findings, which may be difficult CMAC05CU_31.txt

26 b like this to convey a request as Chinese does since they may burden CMAC05CU_31.txt

27 ements but they are not impolite as the English translation may suggest. Such forms in Chinese show a close relationship between the requester an CMAC05CU_31.txt

28 h sincerity or insistence when the speaker is afraid that the request may not be realized. So, in a way, it is persuasion form the speaker to ensure that the CMAC05CU_31.txt

29 which might be fulfilled form the requester's point of view, which may also be subjunctive. Therefore, it is sometimes an effective way of making CMAC05CU_31.txt

30 social power, or the imposition upon the hearer is big. The request may first appear as hint. For example: CMAC05CU_31.txt

31 t happens between two intimate friends of family members, it may sound quite unnatural and even sarcastic. Please is frequently employed CMAC05CU_31.txt

Search Term ☒ Words ☒ Case ☐ Regexp ☐ Advanced 5942 Search Window Size 85

Start Stop Sort

Kwic Sort

☒ Level 1 1R ☒ Level 2 2R ☒ Level 3 3R

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double hedging

hedging/tentativeness

double hedging

5.2.2 Modal auxiliaries qualitative: *might* (in ChAcEMA)

AntConc 3.2.4w (Windows) 2011

File Global Settings Tool Preferences About

Corpus Files

Concordance Concordance Plot File View Clusters Collocates Word List Keyword List

H#	KWIC	File
1	As a result, it is sincerely hoped that the research might provide Chinese English 5 teachers some implications on cultural teaching and he	CMAC05CU_28.txt
2	Through developing these basic skills, the communicator might be able to overcome ethnocentric tendencies, and become more sensitive to the needs, va:	CMAC05CU_28.txt
3	8 unreasonable. Obviously, ethnocentric people or group might cause the failure of communication, even the conflict of cultures (Jia, 1997:111).	CMAC05CU_28.txt
4	ion of all the things in western culture. While in theory this might seem viable, it is rather impossible to achieve in today's context. It is an obvio	CMAC05CU_28.txt
5	Realization, and what the characteristics of those universals might be. Concerning requests, one of the most significant findings of CCSARP was that all :	CMAC05CU_31.txt
6	terances are both nonliteral and indirect. For example, one might utter 'I love the sound of your voice' to tell someone nonliterally (ironically) t	CMAC05CU_31.txt
7	this way. Impersonal: 'It is a bad idea to get it cleaned up. The speaker is not sure about the possibility of realiz	CMAC05CU_31.txt
8	as in English, that the requester expresses a wish which might be fulfilled from the requester's point of view, which may also be 'subjunctive'. Therefore	CMAC05CU_31.txt
9	their space. Therefore, these automatically assume that there might be some social distance or awkwardness in the situation. (4) Off-Record (Indirect) To p	CMAC05CU_31.txt
10	on providing possible strategies and principles the translator might adopt in actual practice. Moreover, since the process of translation is actually	CMAC05CU_36.txt
11	obviously the best policy in this circumstance. So it might be proper to translate the sentence into 'I only know the most basic moves.' When th:	CMAC05CU_36.txt
12	hese expectations of relevance amount to, and how they might contribute to an empirically plausible account of comprehension. A detailed elab:	CMAC05LI_21.txt
13	tively. For example, when I saw the train arriving, I might look at my watch, searching from my knowledge of the train timetable, and der:	CMAC05LI_21.txt
14	assumptions. For example, the sight of my train arriving late might confirm my impression that the service is deteriorating, or make me alter my pla	CMAC05LI_21.txt
15	of degree. There is no shortage of potential inputs which might have at least some relevance for us, but we cannot attend to them all. Relevance theory cl:	CMAC05LI_21.txt
16	ght, intending you to notice and make the conclusion that I might like another drink. Inferential communication is not just a matter of intending to a:	CMAC05LI_21.txt
17	cognition to a basic layer of information that the audience might have picked up anyway. In other cases, the communicator's behavior doesn't provide	CMAC05LI_21.txt
18	nd specify strategies such as 'lunch together', but might start from an activity which enables the communicators to actually build a trust relationsh:	CMAC05LI_21.txt
19	necessary to convince teachers that learning strategies might be effective for their students as well as for themselves. Teachers require adequate ex:	CMAC05LI_21.txt
20	ividuals we had value, irrespective of what the future might hold for us. The women of the black community, whether aunt, grandmother, or neighbors,	CMAC05LI_28.txt
21	did it again and then again! It went on that way and might have stayed that way, but one evening, after supper, after Sethe, he came downstairs, sat in	CMAC05LI_28.txt
22	rocker and didn't want to be there! It went on that way and might have stayed that way, except one evening, after supper, after Sethe, he came downstairs and l:	CMAC05LI_28.txt
23	wo: An Analysis of Beloved there! It went on that way and might have stayed that way except one evening, after supper, after Sethe, he lay on a pallet in the st	CMAC05LI_28.txt
24	ty slavery. 'The best thing she was, was her children. Whites might dirty her all right, but not her best thing, her beautiful, magical best thing-----the part	CMAC05LI_28.txt
25	periences, a history that even African American communities might have begun to forget, or might not want to remember.' 193 As critic Wahneema	CMAC05LI_28.txt
26	an American communities might have begun to forget, or might not want to remember.' 193 As critic Wahneema Lubiano said about her Beloved:	CMAC05LI_28.txt
27	'a fictional account of the interior life of a former slave might be more historically 'real' than actual documents, which were often written from th	CMAC05LI_28.txt
28	outs memories that correspond to those that Sethe's mother might have had of her passage from Africa to America. By Chapter 26, Beloved and Sethe ha	CMAC05LI_28.txt
29	udience. Slave narrators had to hold back memories which might alienate their white readers. 253 Different from traditional slave narrative, Morriso	CMAC05LI_28.txt
30	ges teachers to find out their own teaching problems that they might not be aware of before, to help teachers to look for a new way in the process of devel:	CMAC05ME_19.txt
31	is with the notion of feasibility. Systematic potential might allow for a sentence like 'the mouse the cat the dog the man the woman marr:	CMAC05ME_21.txt

Search Term ☒ Words ☐ Case ☐ Regexp Concordance Hits 1193 Search Window Size 105

Start Stop Sort

Kwic Sort

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5.2.2 Modal auxiliaries qualitative: *might* (in ChAcEMA)

AntConc 3.2.4w (Windows) 2011

File Global Settings Tool Preferences About

Corpus Files

Concordance Concordance Plot File View Clusters Collocates Word List Keyword List

H#	KWIC	File
1	As a result it is sincerely hoped that the research might provide Chinese English teachers some implications on cultural teaching and he	CMAC05CU_28.txt
2	Through developing these basic skills, the communicators might be able to overcome ethnocentric tendencies, and become more sensitive to the needs, va	CMAC05CU_28.txt
3	8 unreasonable. Obviously, ethnocentric people or group might cause the failure of communication, even the conflict of cultures (Jia, 1997:111).	CMAC05CU_28.txt
4	ion of all the things in western culture. While in theory this might seem viable, it is rather impossible to achieve in today's context. It is an obvio	CMAC05CU_28.txt
5	Realization, and what the characteristics of those universals might be. Concerning requests, one of the most significant findings of CCSARP was that all	CMAC05CU_31.txt
6	terances are both nonliteral and indirect. For example, one might utter 'I love the sound of your voice' to tell someone nonliterally (ironically) t	CMAC05CU_31.txt
7	this way. Impersonal: 'It is a good idea to get it cleaned up.' So, it might not be a bad idea to get it cleaned up. The speaker is not sure about the possibility of realiz	CMAC05CU_31.txt
8	as in English, that the requester expresses a wish which might be fulfilled from the requester's point of view, which may also be 'subjunctive'. Therefor	CMAC05CU_31.txt
9	their space. Therefore, these automatically assume that there might be some social distance or awkwardness in the situation. (4) Off-Record (Indirect) To p	CMAC05CU_31.txt
10	on providing possible strategies and principles the translator might adopt in such position. Moreover, since the process of translation is actually	CMAC05CU_36.txt
11	obviously the best policy in this circumstance. So it might be proper to translate the sentence into 'I only know the most basic moves.' When th	CMAC05CU_36.txt
12	these expectations of relevance amount to, and how they might contribute to an empirically plausible account of comprehension. A detailed elab	CMAC05LI_21.txt
13	tively. For example, when I saw the train arriving, I might look at my watch, searching from my knowledge of the train timetable, and der	CMAC05LI_21.txt
14	assumptions. For example, the sight of my train arriving late might confirm my impression that the service is deteriorating, or make me alter my pla	CMAC05LI_21.txt
15	of degree. There is no shortage of potential inputs which might have at least some relevance for us, but we cannot attend to them all. Relevance theory cl	CMAC05LI_21.txt
16	ght, intending you to notice and make the conclusion that I might like another drink. Inferential communication is not just a matter of intending to a	CMAC05LI_21.txt
17	cognition to a basic layer of information that the audience might have picked up anyway. In other cases, the communicator's behavior doesn't provide	CMAC05LI_21.txt
18	nd specify strategies such as 'lunch together', but might start from an activity which enables the communicators to actually build a trust relationsh	CMAC05LI_21.txt
19	necessary to convince teachers that learning strategies might be effective for their students as well as for themselves. Teachers require adequate ex	CMAC05LI_21.txt
20	ividuals we had value, irrespective of what the future might hold for us. The women of the black community, whether aunt, grandmother, or neighbors,	CMAC05LI_21.txt
21	did it again and then again! It went on that way and might have stayed that way, but one evening, after supper, after Sethe, he came downstairs, sat in	CMAC05LI_21.txt
22	rocker and didn't want to be there! It went on that way and might have stayed that way, except one evening, after supper, after Sethe, he came downstairs and l	CMAC05LI_21.txt
23	wo: An Analysis of Beloved there! It went on that way and might have stayed that way except one evening, after supper, after Sethe, he lay on a pallet in the st	CMAC05LI_21.txt
24	ty slavery. 'The best thing she was, was her children. Whites might dirty her all right, but not her best thing, her beautiful, magical best thing-----the part	CMAC05LI_21.txt
25	periences, a history that even African American communities might have begun to forget, or might not want to remember.' 193 As critic Wahneema	CMAC05LI_21.txt
26	an American communities might have begun to forget, or might not want to remember.' 193 As critic Wahneema Lubiano said about her Beloved:	CMAC05LI_21.txt
27	'a fictional account of the interior life of a former slave might be more historically 'real' than actual documents, which were often written from th	CMAC05LI_21.txt
28	outs memories that correspond to those that Sethe's mother might have had of her passage from Africa to America. By Chapter 26, Beloved and Sethe hav	CMAC05LI_21.txt
29	udience. Slave narrators had to hold back memories which might alienate their white readers. 253 Different from traditional slave narrative, Morris	CMAC05LI_21.txt
30	ges teachers to find out their own teaching problems that they might not be aware of before, to help teachers to look for a new way in the process of devel	CMAC05ME_19.txt
31	is with the notion of feasibility. Systematic potential might allow for a sentence like 'the mouse the cat the dog the man the woman marr	CMAC05ME_21.txt

Search Term ☒ Words ☐ Case ☐ Regexp Concordance Hits 1193 Search Window Size 105

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Kwic Sort

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5.2.2 Modal auxiliaries qualitative: *might* (in ChAcEMA)

AntConc 3.2.4w (Windows) 2011

File Global Settings Tool Preferences About

Corpus Files

Concordance Concordance Plot File View Clusters Collocates Word List Keyword List

Search Term ☒ Words ☐ Case ☐ Regexp Concordance Hits Search Window Size

might 1193 105

Start Stop Sort

Kwic Sort

☒ Level 1 1R ☒ Level 2 2R ☒ Level 3 3R

Total No. 304

Files Processed

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hedging/ tentativeness

hedging/ tentativeness

As a result it is sincerely hoped that the research might provide Chinese English teachers some implications on cultural teaching and he

Through developing these basic skills, the communicators might be able to overcome ethnocentric tendencies, and become more sensitive to the needs, va:

unreasonable. Obviously, ethnocentric people or group might cause the failure of communication, even the conflict of cultures (Jia, 1997:111).

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Realization, and what the characteristics of those universals might be. Concerning requests, one of the most significant findings of CCSARP was that all :

terances are both nonliteral and indirect. For example, one might utter 'I love the sound of your voice' to tell someone nonliterally (ironically) t

this way. Impersonal: 'I would like to see you.' So, it might not be a bad idea to get it cleaned up. The speaker

as in English, that the requester expresses a wish which might be fulfilled from the requester's point of

their space. Therefore, these automatically assume that there might be some social distance or awkwardness in the

on providing possible strategies and principles the translator might adopt in such position. Moreover, since the process of translation is actually

obviously the best policy in this circumstance. So it might be proper to translate the sentence into 'I only know the most basic moves.' When th:

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of degree. There is no shortage of potential inputs which might have at least some relevance for us, but we cannot attend to them all. Relevance theory cl:

ght, intending you to notice and make the conclusion that I might like another drink. Inferential communication is not just a matter of intending to a:

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nd specify strategies such as 'lunch together', but might start from an activity which enables the communicators to actually build a trust relationsh:

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ividuals we had value, irrespective of what the future might hold for us. The women of the black community, whether aunt, grandmother, or neighbors,

did it again and then again! It went on that way and might have stayed that way, but one evening, after supper, after Sethe, he came downstairs, sat in

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ty slavery. 'The best thing she was, was her children. Whites might dirty her all right, but not her best thing, her beautiful, magical best thing-----the part

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ges teachers to find out their own teaching problems that they might not be aware of before, to help teachers to look for a new way in the process of devel:

is with the notion of feasibility. Systematic potential might allow for a sentence like 'the mouse the cat the dog the man the woman marr:

5.2.3 Modal auxiliaries qualitative: *would* (in ChAcEMA)

AntConc 3.2.4w (Windows) 2011

File Global Settings Tool Preferences About

Corpus Files

Concordance Concordance Plot File View Clusters Collocates Word List Keyword List

H#	KWIC	File
72	and poets. Later, laurels began to represent honor, and people would call those who had achieved outstanding accomplishments Poet Laureates. Th	CMAC05CU_36.txt
73	ered Harpocrates, the God of Silence, a rose in case that he would distribute the indecent behavior. To Chinese people, �rose� reminds people only o	CMAC05CU_36.txt
74	condition, especially national culture because different cultures would give birth to different languages as they are carriers of the culture which they m	CMAC05CU_36.txt
75	imperial times deeply loved, and the scholars of ancient China would liken the so-called four gentlemen (namely plum, orchid, bamboo and 39 ch	CMAC05CU_36.txt
76	while in the English-speaking countries, chrysanthemum as a flower would be exclusively used in the funerals, therefore, resulting in a quite different impl	CMAC05CU_36.txt
77	his method is used in simile or metaphor translation, the target text would be quite fluent so the average target language readers have no difficulty to continue	CMAC05CU_36.txt
78	e heavily colored in the target language culture. Otherwise the version would sound strange and inaccurate. By substitution, we can make the version more	CMAC05CU_36.txt
79	d a special historical setting. Without further annotations, it would not make any sense to the English readers at all. The following is a cas	CMAC05CU_36.txt
80	nvey the meaning of it. Therefore, the strategy of explanation would be applied alternatively with annotations in translating cultural specialities. So	CMAC05CU_36.txt
81	language users to pair sentences with the contexts in which they would be appropriate.� (Stephen C. Levinson, 1983:24) This definition makes the	CMAC05LI_21.txt
82	d proposition, I will choose another stronger expression which would so commit me. Then, I may get the implication that I am not in the position	CMAC05LI_21.txt
83	chosen to utter (8) in preference. Yet, the expression of (9) would commit me to Mary�s passing. (9) Mary and Jane have passed the exam. Therefo	CMAC05LI_21.txt
84	er�s meaning. Chapter Three A Survey Study In this chapter, we would present a brief introduction of the way by which the proposed study is conducted	CMAC05LI_21.txt
85	In the second part, in order to make sure that the students would answer the questions seriously, all the data collection of the study was	CMAC05LI_21.txt
86	g comprehension and offer them efficient instructions. Then, we would use these theories of pragmatic inference to solve practical problems, i.e. to	CMAC05LI_21.txt
87	of this case. If the woman was hanging about the store, it would be possible that the woman had participated in the robbery. This can be	CMAC05LI_21.txt
88	er sweater. The woman assumes that when she asks for help, the man would surely give her help. Nevertheless, her assumption was wrong: the man refuses	CMAC05LI_21.txt
89	exception era of African American history, for the first time, blacks would have access to a range of economic, educational, and social opportunities that	CMAC05LI_21.txt
90	istorical and philosophical attention as their polar opposites, which would be wealthy, white, heterosexual men. Secondly, this attention to the marginalized	CMAC05LI_21.txt
91	that �West is best� and that all other cultures of the world would eventually adopt Western values which would, with the passage of time, becom	CMAC05LI_21.txt
92	res of the world would eventually adopt Western values which would , with the passage of time, become universal. There was a built-in cultural	CMAC05LI_21.txt
93	consciously exposes those narrative strategies, or the process, which would lead to totality, that would advocate an essence, a metaphysics, or a meta-na	CMAC05LI_21.txt
94	narrative strategies, or the process, which would lead to totality, that would advocate an essence, a metaphysics, or a meta-narrative. Finally, we can	CMAC05LI_21.txt
95	taumont to imposing the wrong tradition on her novels, Morrison would remark in a 1983 interview to Nellie McKay, �I am not like James Joyce; I am not li	CMAC05LI_21.txt
96	e had been caught as a fugitive. And she had made up her mind that they would not suffer the way that she had and it was better for them to die. And her moti	CMAC05LI_21.txt
97	k tooth�, Beloved looked at the tooth and thought, This is it. Next would be her arm, her hand, a toe. Pieces of her would drop maybe one at a time, maybe all	CMAC05LI_21.txt
98	ught, This is it. Next would be her arm, her hand, a toe. Pieces of her would drop maybe one at a time, maybe all at once. Or on one of those mornings before Denv	CMAC05LI_21.txt
99	Or on one of those mornings before Denver woke and after Sethe left she would fly apart. It is difficult keeping her head on her neck, her legs attached to her h	CMAC05LI_21.txt
100	s----death and the Middle Passage-----is the same. Her yearning would be the same, the love and yearning for that face that was going to smile at her.	CMAC05LI_21.txt
101	6Chapter Two: An Analysis of Beloved them deep and unselfish love. She would even sacrifice herself to save her children from the dirty slavery. �The best thing	CMAC05LI_21.txt
102	place her. �If that was the case, then there was no stopping now. She would get that milk to her baby girl if she had to swim.� 116 Back split, p	CMAC05LI_21.txt

Search Term ☒ Words ☒ Case ☐ Regex ☐ Concordance Hits 3731 Search Window Size 105

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5.2.3 Modal auxiliaries qualitative: *would* (in ChAcEMA)

AntConc 3.2.4w (Windows) 2011

File Global Settings Tool Preferences About

Corpus Files

Concordance Concordance Plot File View Clusters Collocates Word List Keyword List

H#	KWIC	File
72	and poets. Later, laurels began to represent honor, and people would call those who had achieved outstanding accomplishments Poet Laureates. Th	CMAC05CU_36.txt
73	ered Harpocrates, the God of Silence, a rose in case that he would distribute the indecent behavior. To Chinese people, arose reminds people only o	CMAC05CU_36.txt
74	condition, especially national culture because different cultures would give birth to different languages as they are carriers of the culture which they m	CMAC05CU_36.txt
75	imperial times deeply loved, and the scholars of ancient China would liken the so-called four gentlemen (namely plum, orchid, bamboo and 39 ch	CMAC05CU_36.txt
76	while in the English-speaking countries, chrysanthemum as a flower would be exclusively used in the funerals, therefore, resulting in a quite different impl	CMAC05CU_36.txt
77	his method is used in simile or metaphor translation, the target text would be quite fluent so the average target language readers have no difficulty to continue	CMAC05CU_36.txt
78	e heavily colored in the target language culture. Otherwise the version would sound strange and inaccurate. By substitution, we can make the version more	CMAC05CU_36.txt
79	d a special historical setting. Without further annotations, it would not make any sense to the English readers at all. The following is a cas	CMAC05CU_36.txt
80	nvey the meaning of it. Therefore, the strategy of explanation would be applied alternatively with annotations in translating cultural specialities. So	CMAC05CU_36.txt
81	language users to this sentences with the contexts in which they would be appropriate. (Stephen C. Levinson, 1983:24) This definition makes the	CMAC05LI_21.txt
82	d proposition, I will choose another stronger expression which would so commit me. Then, I may get the implication that I am not in the position	CMAC05LI_21.txt
83	chosen to utter it, in preference. Yet, the expression of the passage of time is appropriate. (9) Mary and Jane have passed the exam. Therefo	CMAC05LI_21.txt
84	eris meaning. Chapter Three A Survey Study In this chapter, we would present a brief introduction of the way by which the proposed study is conducted	CMAC05LI_21.txt
85	In the second part, in order to make sure that the students would take the questions seriously, all the data collection of the study was	CMAC05LI_21.txt
86	g comprehension and offer them efficient instructions. Then, we would use these theories of pragmatic inference to solve practical problems, i.e. to	CMAC05LI_21.txt
87	of this case. If the woman was hanging about the store, it would be possible that the woman had participated in the robbery. This can be	CMAC05LI_21.txt
88	er sweater. The woman assumes that when she asks for help, the man would surely give her help. Nevertheless, her assumption was wrong: the man refuses	CMAC05LI_21.txt
89	exceptional era of African American history, for the first time, blacks would have access to a range of economic, educational, and social opportunities that	CMAC05LI_21.txt
90	istorical and philosophical attention as their polar opposites, which would be wealthy, white, heterosexual men. Secondly, this attention to the marginalized	CMAC05LI_21.txt
91	that West is best and that all other cultures of the world would eventually adopt Western values which would, with the passage of time, become	CMAC05LI_21.txt
92	res of the world would eventually adopt Western values which would, with the passage of time, become universal. There was a built-in cultural	CMAC05LI_21.txt
93	consciously exposes those narrative strategies, or the process, which would lead to totality, that would advocate an essence, a metaphysics, or a meta-na	CMAC05LI_21.txt
94	narrative strategies, or the process, which would lead to totality, that would advocate an essence, a metaphysics, or a meta-narrative. Finally, we can	CMAC05LI_21.txt
95	taumont to imposing the wrong tradition on her novels. Morrison would remark in a 1983 interview to Nellie McKay, "I am not like James Joyce; I am not li	CMAC05LI_21.txt
96	e had been caught as a fugitive. And she had made up her mind that they would not suffer the way that she had and it was better for them to die. And her moti	CMAC05LI_21.txt
97	k toothâ, Beloved looked at the tooth and thought, This is it. Next would be her arm, her hand, a toe. Pieces of her would drop maybe one at a time, maybe all	CMAC05LI_21.txt
98	ught, This is it. Next would be her arm, her hand, a toe. Pieces of her would drop maybe one at a time, maybe all at once. Or on one of those mornings before Denvi	CMAC05LI_21.txt
99	Or on one of those mornings before Denver woke and after Sethe left she would fly apart. It is difficult keeping her head on her neck, her legs attached to her h	CMAC05LI_21.txt
100	s----death and the Middle Passage-----is the same. Her yearning would be the same, the love and yearning for that face that was going to smile at her.	CMAC05LI_21.txt
101	Chapter Two: An Analysis of Beloved them deep and unselfish love. She would even sacrifice herself to save her children from the dirty slavery. The best thing	CMAC05LI_21.txt
102	place her. If that was the case, then there was no stopping now. She would get that milk to her baby girl if she had to swim. 116 Back split, p	CMAC05LI_21.txt

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5.2.3 Modal auxiliaries qualitative: *would* (in ChAcEMA)

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Corpus Files

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CMAC05CU_31.txt
CMAC05CU_36.txt
CMAC05LI_21.txt
CMAC05LI_28.txt
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Concordance

Concordance Plot

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72

and poets. Later, laurels began to represent honor, and people would call those who had achieved outstanding accomplishments Poet Laureates. The

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ered Harpocrates, the God of Silence, a rose in case that he would distribute the indecent behavior. To Chinese people, rose reminds people only o

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condition, especially national culture because different cultures would give birth to different languages as they are carriers of the culture which they m

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imperial times deeply loved, and the scholars of ancient China would like the so-called four gentlemen (namely plum, orchid, bamboo and 39 ch

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while in the English-speaking countries, chrysanthemum as a flower would be exclusively used in the funerals, therefore, resulting in a quite different impl

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his method is used in simile or metaphor translation, the target text would be more appropriate. The target language readers have no difficulty to continue

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e heavily colored in the target language culture. Otherwise the version would be more appropriate. By substitution, we can make the version more

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d a special historical setting. Without further annotations, it would be more appropriate for the English readers at all. The following is a cas

CMAC05CU_36.txt

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nvey the meaning of it. Therefore, the strategy of explanation would be applied alternatively with annotations in translating cultural specialities. S

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language users to give sentences with the contexts in which they would be appropriate. (Stephen C. Levinson, 1983:24) This definition makes the

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82

d proposition. I will choose another stronger expression which would so commit me. Then, I may get the impression that I am not in the position

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chosen to utter it, in preference. Yet, the expression of I would so commit me is more appropriate. (9) Y. Y. Y. passed the exam. Therefo

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84

erás meaning. Chapter Three A Survey Study In this chapter, we would present a brief introduction to the study. The study is conducted

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In the second part, in order to make sure that the students would understand the study seriously, all the students would participate in the collection of the study was

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g comprehension and offer them efficient instructions. Then, we would use these theories of pragmatic inference to solve practical problems, i.e. to

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87

of this case. If the woman was hanging about the store, it would be possible that the woman had participated in the robbery. This can be

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88

er sweater. The woman assumes that when she asks for help, the man would surely help her. Her assumption was wrong: the man refuses

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exception era of African American history, for the first time, blacks would have access to education, national, and social opportunities that

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istorical and philosophical attention as their polar opposites, which would be wealthy, white. Secondly, this attention to the marginalized

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Chapter Two: An Analysis of Beloved them deep and unselfish love. She would even sacrifice herself to save her children from the dirty slavery. The best thing

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Search Term

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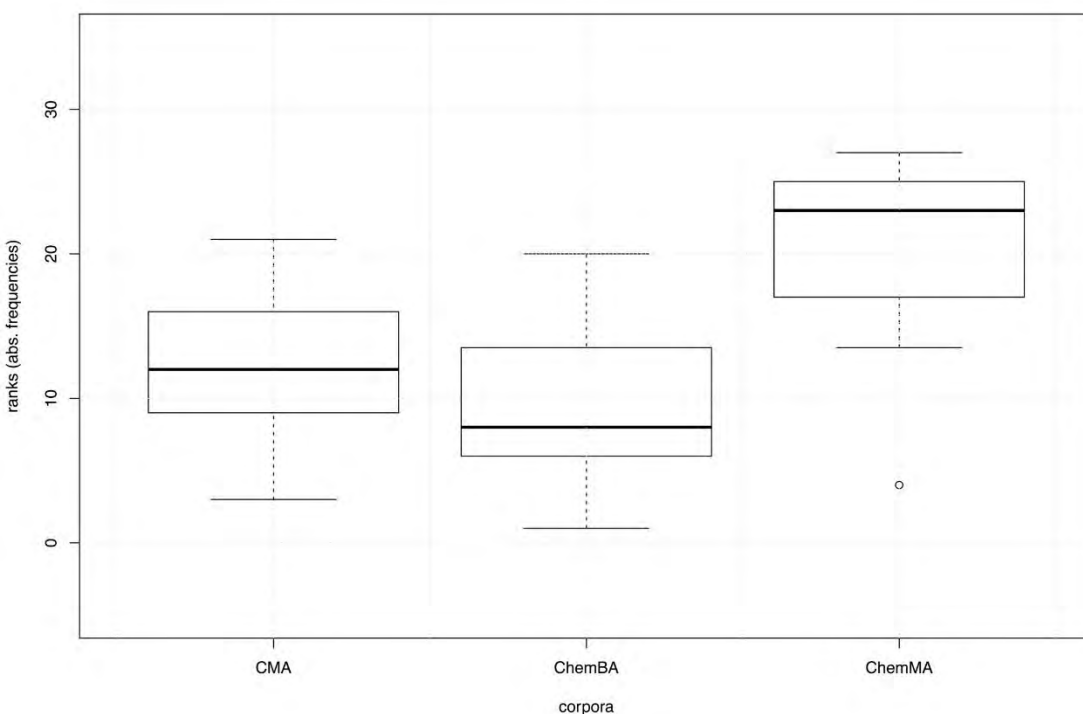
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5.2.4 Modal auxiliaries quantitative: ChemCorp vs. ChAcEMA

modal	ChAcEMA (absolute frequency)	ChAcEMA (per 1M)	ChemCorp BA (absolute frequency)	ChemCorp BA (per 1M)	ChemCorp MA (absolute frequency)	ChemCorp MA (per 1M)
can	2345	3259	1563	2943	23298	4584
could	1045	1452	591	1113	3978	782
may	648	900	675	1271	6065	1193
might	687	954	522	983	1195	235
must	232	322	96	180	2355	463
shall	275	382	23	43	240	47
should	626	870	369	695	8152	1604
will	1400	1945	1200	2260	10528	2071
would	1019	1416	807	1520	3821	751

5.2.4 Modal auxiliaries quantitative: ChemCorp vs. ChAcEMA



detailed data distribution not good for hard tests, so (courtesy M. Hofmann):

- frequencies transformed into ranks (Sheskin 2011)
- assumptions: gvlma (=Global Validation of Linear Models Assumptions; Peña & Slate 2006)
- Kruskal-Wallis test (non-parametric equivalent to ANOVA):
 $\chi^2 = 8.64$, $df = 2$, $p = 0.01$
- **Dunn's** posthoc test (incl. adjustment of p-values in multiple comparisons according to Holms (1979) :

corpus	Z statistic	p-value
ChemBA – ChemMA:	-2.821521	(0.007)
ChemBA – ChAcEMA:	-0.697955	(0.242)
ChemMA – ChAcEMA:	2.123566	(0.034)

6 Functional standards

6.1 New definition

non-native standards should be

- frequent
= in different genres, disciplines, educational levels, etc.
- international
= usage in universities in very different countries, e.g. China, Germany, (South) Africa, etc.
- functional
= justifiable in logical-semantic terms
- transparent
= intelligible as sense elements
- acceptable
= **no negative sociolinguistic connotations**, like “uneducated”
- processable
= “unnoticed”, without unintentional cognitive salience, awareness

→ combine corpus-, socio- and psycholinguistic methodologies, i.e.

- frequencies in a wide range of styles/usages,
- acceptability in one-line questionnaires,
- eye-tracking experiments with appropriate user-groups

*double hedging?
may perhaps
suggest ... might
might clearly*

6.2 Eye-tracking experiments

6.2.1 Research applications

widely used in L2 acquisition and L2 processing
(Roberts/Siyanova-Chanturia 2013)

application to African Englishes (van Rooy 2010):
distinguishing between error, innovation, new conventions
(*can be able to*)

measurements:

- total fixations
- regressions
- first fixation duration
- total gaze time

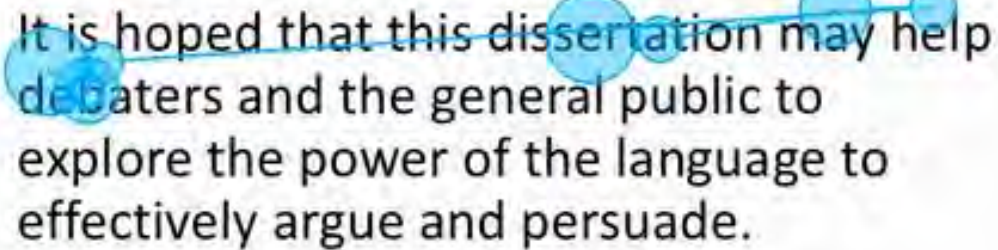
experiments: 2 groups of readers reading real ChE sentences:
13 hedging + modality (Chinese, German)
24 articles + modality (Chinese, Czech/Polish, German)

6.2.2 Eye-tracking: acceptable? vs. unacceptable? usage of *may*

It is hoped that this dissertation may help debaters and the general public to explore the power of the language to effectively argue and persuade.

It soon becomes obvious that the differences across Standard Englishes may be small.

6.2.2 Eye-tracking: acceptable? vs. unacceptable? usage of *may*

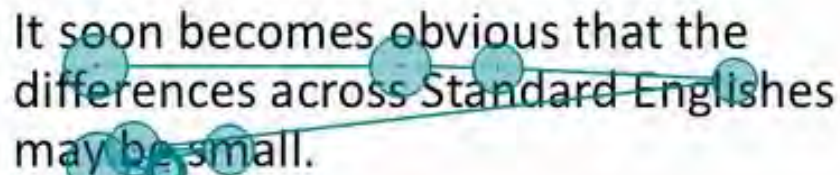


It is hoped that this dissertation may help debaters and the general public to explore the power of the language to effectively argue and persuade.

The eye-tracking visualization for this sentence shows a series of blue circles connected by a blue line, indicating the path of the reader's gaze. The path starts at the beginning of the sentence, moves across the top, and then follows the line of the sentence down to the end.

problems of interpretation:

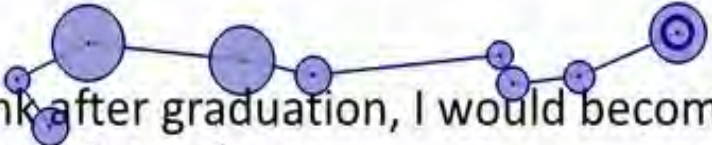
- acceptable if concentrated conscious/attention
- unacceptable if processing problem of form, not of meaning (disagreement)



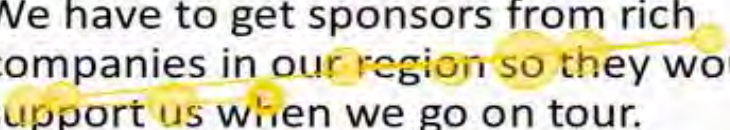
It soon becomes obvious that the differences across Standard Englishes may be small.

The eye-tracking visualization for this sentence shows a series of green circles connected by a green line, indicating the path of the reader's gaze. The path starts at the beginning of the sentence, moves across the top, and then follows the line of the sentence down to the end.


6.2.3 Eye-tracking: acceptable? vs. unacceptable usage of *would*



I think after graduation, I would become an English teacher.



We have to get sponsors from rich companies in our region so they would support us when we go on tour.



If I would've had enough money, I would've traveled around the world.

7 Conclusion

7.1 Limitations

- corpuslinguistic:
some features are difficult to search for,
esp. ambiguous forms and 0 articles (a special problem for
speakers on Slavonic languages and Chinese)
- on-line questionnaires:
getting enough respondents
socio-biographical data reliable?
- exe-tracking:
many other factors, incl. linguistic complexities and proficiency
influence reading

7 Conclusion

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- on-line questionnaires:
getting enough respondents
socio-biographical data reliable?
- exe-tracking:
many other factors, incl. linguistic complexities and proficiency influence reading

example: on-line questionnaire
on article choice by SYSU students
(Albrecht 2016: 44, Table 3.9

	[+definite] (target <i>the</i>)		[-definite] (target <i>a</i>)	
Engineering (n=22)	the	a	the	a
[+specific]	81%	17%	14%	86%
[-specific]	88%	10%	6%	93%

(a) Engineering

	[+definite] (target <i>the</i>)		[-definite] (target <i>a</i>)	
Humanities (n=15)	the	a	the	a
[+specific]	87%	8%	4%	95%
[-specific]	91%	8%	1%	94%

(b) Humanities

7.2 Further work

combination of research methodologies

but impossible to get the same users for writing, reading and answering questionnaire

expansion of ChemCorpus to make it more compatible

(incl. writer information like training and reader expectation like teaching)

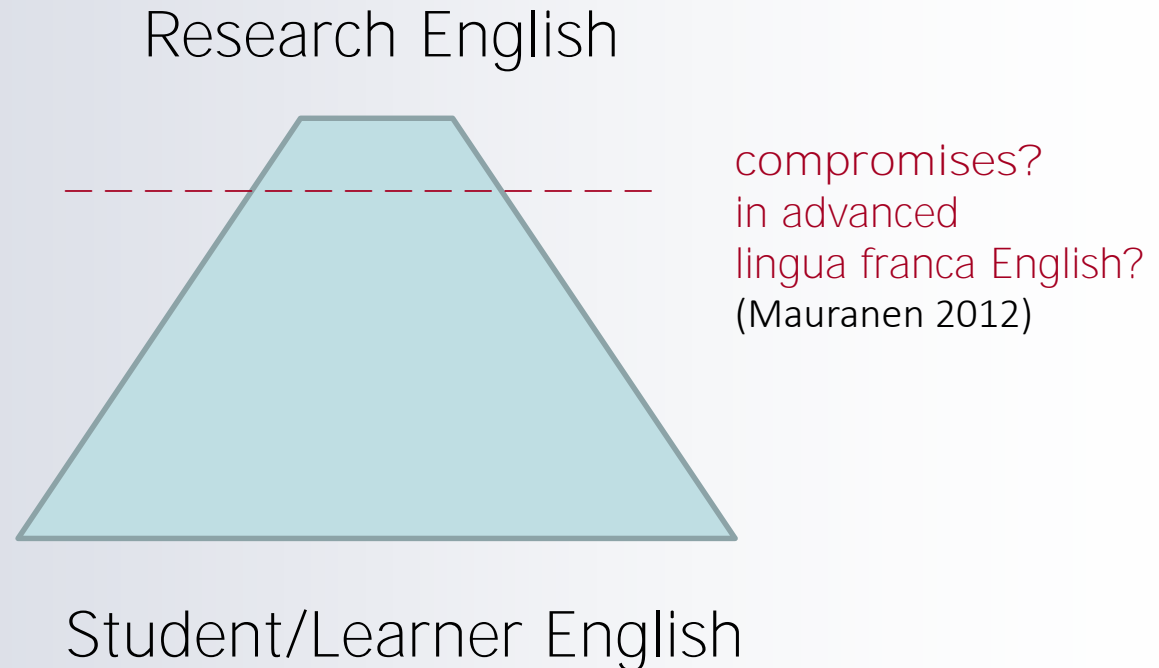
for certain usage analyses like semantic prosody or metaphors even

expansion of the ChAcE data-base:

tidy --> bigger

compilation - analysis - compilation - analysis - compilation -

7.3 General international “political discourse”: Convergence or Diversity?



Are conventions becoming more and more similar because of Anglo-American dominance (gate keepers and guidebook publications)?

How much convergence do we want in research English?

How much diversity/individual creativity do we accept in student English?

Which features do we want to reduce or increase (teaching)?

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