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# **Diplomová práce**

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**Polovětné gerundiální a *ing*-ové participiální vazby v psaném a  
mluveném odborném textu**

*Gerund and -ing participial clauses in written and spoken academic  
texts*

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## PODĚKOVÁNÍ

Ráda bych poděkovala vedoucí své diplomové práce, PhDr. Markétě Malé, PhD., za cenné rady, podporu, trpělivost a ochotu kdykoliv konzultovat vše potřebné.

Prohlášení:

Prohlašuji, že jsem tuto diplomovou práci vypracoval(a) samostatně a výhradně s použitím citovaných pramenů, literatury a dalších odborných zdrojů.

V Praze, dne 21. srpna 2013

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Klára Pajmová

**Abstrakt:**

Práce se zabývá studiem polovětných gerundiálních a *ing*-ových participiálních vazeb v psaném a mluveném odborném textu.

Teoretická část nejprve definuje akademický diskurs a nefinitní formy sloves. Gerundiální a *ing*-ové participiální konstrukce jsou potom blíže popsány, co se týče jejich forem a syntaktických funkcí. Tato část je podkladem pro následující výzkumnou část.

Data pro praktickou část byla získána ze dvou korpusů současné britské akademické angličtiny. Korpus BASE obsahuje akademické přednášky, rozdělené do čtyř různých žánrů. BAWE, který se skládá z odborných prací studentů, je navíc rozdělen podle pokročilosti studenta.

Výzkumná část se zabývá analýzou gerundiálních a *ing*-ových participiálních vazeb jen z oblasti „Arts and Humanities“. Zkoumá frekvenci *ing*-ových polovětných vazeb, jednotlivých sloves v těchto vazbách a kolokace těchto sloves. Detailní analýza se blíže zaměřuje na vzorek 100 polovětných konstrukcí z každého typu textu. Zkoumá je podrobně z hlediska vnitřní stavby polovětné konstrukce a z hlediska syntaktické funkce této vazby jako celku. Závěrečná část shrnuje výsledky výzkumu.

**Klíčová slova:**

akademický diskurs, nefinitní slovesný tvar, gerundium, participium, syntaktická funkce, vnitřní stavba

**Abstract:**

This Master's thesis deals with the gerund and *-ing* participial clauses in written and spoken academic texts.

The theoretical part defines the academic discourse and non-finite verb forms. Gerund and *-ing* participial constructions are further described regarding their forms and syntactic functions.

The sources used for the research part are two corpora of contemporary academic British English: BASE and BAWE. BASE corpus contains transcripts of academic lectures. BAWE corpus is a collection of university-level students' writings. Both corpora contain texts from four different genres and moreover students' assignments are divided into four levels of study.

For the purpose of the research part of our thesis, only the genre "Arts and Humanities" and the highest level of study will be taken into account. The practical part analyses the frequency of gerund and *-ing* participial clauses, frequency of verbs occurring in these constructions and collocations of these verbs. A detailed analysis aims at studying 100 sentences from written texts and 100 sentences from academic lectures. This sample is examined regarding the internal structure of each non-finite clause and its syntactic function. The final section summarizes the results of our research.

**Key words:**

academic discourse, non-finite verb form, gerund, participle, syntactic function, internal structure

**The list of abbreviations:**

S.....subject

V.....verb

O.....object

Oprep.....prepositional object

Cs.....subject complement

Co.....object complement

Cadj.....complementation of an adjective

PM.....postmodifier

A.....adverbial

### **List of tables:**

Table 1: Forms of participle (Dušková et al. 2006: 270)

Table 2: Forms of gerund (Dušková et al. 2006: 268)

Table 3: The most frequently used verbs in BAWE corpus

Table 4: Frequency of words occurring as immediate right collocates of *being* in BAWE corpus (with a minimum frequency of 2 occurrences)

Table 5: Right word-class collocations of *being* in BAWE corpus

Table 6: Left collocations of *speaking* in BAWE corpus

Table 7: Left collocations of gerund and *-ing* participial clauses in BAWE corpus

Table 8: Gerund clauses and their internal structure in relation to their syntactic function in BAWE corpus

Table 9: Participial clauses and their internal structure in BAWE corpus

Table 10: The list of conjunctions and linking adverbs in our sample from BAWE corpus

Table 11: Frequency of words occurring as immediate right collocates of *being* in BASE corpus

Table 12: Right word-class collocations of *being* in BASE corpus

Table 13: Right collocations of *working* in BASE corpus

Table 14: Right word-class collocations of *going* and *coming* in BASE corpus

Table 15: Left collocations of gerund and *-ing* participial clauses in BASE corpus

Table 16: Gerund clauses and their internal structure in BASE corpus

Table 17: Participial clauses and their internal structure in BASE corpus

### **List of graphs:**

Graph 1: Syntactic functions of gerund clauses in BAWE corpus.

Graph 2: Syntactic functions of participial clauses in BAWE corpus.

Graph 3: Syntactic functions of gerund clauses in BASE corpus

Graph 4: Syntactic function of participial clauses in BASE corpus

Graph 5: Distribution of verbs in BASE and BAWE

Graph 6: Syntactic functions of participial clauses, BAWE vs. BASE

Graph 7: Syntactic functions of gerund clauses, BAWE vs. BASE

Graph 8: The position of participial clauses with regard to the main clause in BAWE and BASE

Graph 9: Relative representation of clause patterns among gerund and participial clauses in the BAWE and BASE corpus

## Table of contents

<b>1</b>	<b>INTRODUCTION .....</b>	<b>10</b>
<b>2</b>	<b>THEORETICAL BACKGROUND .....</b>	<b>12</b>
2.1	ACADEMIC DISCOURSE .....	12
2.2	FINITE VS. NON-FINITE VERB FORMS.....	14
2.3	NON-FINITE VERB FORMS .....	15
2.3.1	<i>The Participle.....</i>	<i>16</i>
2.3.1.1	The Present Participle .....	17
2.3.1.2	The Past Participle .....	18
2.3.1.3	The Perfect Participle.....	18
2.3.2	<i>The Gerund .....</i>	<i>19</i>
2.4	NON-FINITE CLAUSES .....	21
2.4.1	<i>Syntactic roles of gerund clauses.....</i>	<i>22</i>
2.4.2	<i>Syntactic roles of –ing participial clauses.....</i>	<i>28</i>
<b>3</b>	<b>MATERIAL AND METHOD.....</b>	<b>33</b>
3.1	MATERIAL.....	33
3.2	METHOD.....	33
<b>4</b>	<b>ANALYSIS AND RESULTS .....</b>	<b>37</b>
4.1	NON-FINITE –ING CONSTRUCTIONS IN WRITTEN ACADEMIC DISCOURSE: A GENERAL VIEW .....	37
4.2	NON-FINITE –ING CONSTRUCTIONS IN WRITTEN ACADEMIC DISCOURSE: DETAILED ANALYSIS.....	44
4.2.1	<i>Gerund clauses.....</i>	<i>44</i>
4.2.1.1	Gerund clauses and their syntactic functions .....	44
4.2.1.2	Internal structure of gerund clauses .....	46
4.2.2	<i>Participial clauses.....</i>	<i>49</i>
4.2.2.1	Participial clauses and their syntactic functions .....	49



4.2.2.2	Internal structure of participial clauses .....	50
<b>4.3</b>	<b>NON-FINITE –ING CONSTRUCTIONS IN SPOKEN ACADEMIC DISCOURSE: A GENERAL VIEW .....</b>	<b>56</b>
<b>4.4</b>	<b>NON-FINITE –ING CONSTRUCTIONS IN SPOKEN ACADEMIC DISCOURSE: DETAILED ANALYSIS.....</b>	<b>62</b>
4.4.1	<i>Gerund clauses</i> .....	62
4.4.1.1	Gerund clauses and their syntactic functions .....	62
4.4.1.2	Internal structure of gerund clauses .....	63
4.4.2	<i>Participial clauses</i> .....	66
4.4.2.1	Participial clauses and their syntactic functions .....	66
4.4.2.2	Internal structure of participial clauses .....	67
<b>4.5</b>	<b>COMPARISON OF THE WRITTEN AND SPOKEN ACADEMIC DISCOURSE .....</b>	<b>71</b>
4.5.1	<i>General view</i> .....	71
4.5.2	<i>Detailed analysis</i> .....	73
<b>5</b>	<b>CONCLUSIONS .....</b>	<b>78</b>
<b>6</b>	<b>REFERENCES AND SOURCES.....</b>	<b>80</b>
<b>7</b>	<b>RESUMÉ .....</b>	<b>82</b>
<b>8</b>	<b>APPENDICES .....</b>	<b>86</b>

# 1 Introduction

This Master's thesis deals with gerund and *-ing* participial clauses in written and spoken academic texts. The analysis comprises two approaches: first, a macro-analysis of the general behaviour of these constructions in lectures and advanced learners' written assignments from the area of "Arts and Humanities", and secondly, a detailed micro-analysis of a smaller sample of 100 sentences from each corpus.

The thesis consists of two parts – a theoretical part and a practical part. In the theoretical part the academic discourse and focal non-finite verb forms will be described. The primary sources used for the theoretical part are the following: *A Comprehensive Grammar of the English Language* (1985) by Quirk et al., *The Cambridge Grammar of the English Language* (2002) by Huddleston and Pullum, *Mluvnice současné angličtiny na pozadí češtiny* (2006) by Dušková et al. and *Academic Discourse: English in a Global Context* (2009) by Hyland.

The research is divided into two parts: In the first one the gerund and *-ing* participial clauses will be studied generally regarding particular verbs occurring in these constructions, their form and their collocations. The second part will focus on a detailed analysis of a smaller sample. The sample comprises 200 sentences, 100 sentences from written and 100 from spoken texts. This sample will be analyzed according to the internal structure of each clause (the type of non-finite form – gerund/participle, the presence/absence of complementation and the presence/absence of modification) and the syntactic function of these constructions as a whole. All results of the research will be demonstrated in tables and graphs.

The sources used for the practical part are two corpora of contemporary academic British English: *British Academic Spoken English* corpus (BASE) and *British Academic Written English* corpus (BAWE). The BASE corpus contains transcripts of academic lectures. The BAWE corpus is a collection of university-level students' writings. Both corpora contain texts from four different genres and moreover, students' assignments are divided into four levels of study. For the purpose of our thesis, only the genre "Arts and Humanities" and the highest level of study will be taken into account.

It is assumed that the number of non-finite *-ing* clauses will be higher in written academic texts in comparison to academic lectures, because they are less explicit than finite clauses. This fact places higher demands on readers or hearers that have to rely on the broader context. It is also assumed that gerund and *-ing* participial clauses will be more complicated and diverse in the written texts.

## 2 Theoretical background

The theoretical background serves as a basic introduction into the matter – in this case gerund and *-ing* participial clauses. This chapter focuses on two areas. The first area deals with the academic discourse and the second includes the description of non-finite verb forms, gerund and participial clauses, their syntactic functions and internal structure.

### 2.1 *Academic discourse*

There has been increasing interest in the linguistic study of academic language recently. This is supported by the fact that the English language has become more and more widespread and dominant in the academic discourse because of the overwhelming majority of research articles written in English.

In contrast to other linguists (e.g. Nesi and Basturkmen 2006, Malá 2009), dealing with some particular domain of academic language, Ken Hyland (2009) presents a very complex description of academic language in his *Academic discourse: English in a Global Context*. He deals with the nature and significance of academic discourse in the modern world and describes conventions of spoken and written academic language. Hyland (2009: 23) suggests that spoken academic language is “more highly contextualized, far more dependent on shared situation, more reliant on immediate feedback and involving more real-time monitoring and less planning.” On the other hand, written academic texts are more explicit, more lexically dense and they use a greater degree of nominalization (ibid.: 24). The most important difference between spoken and written language is related to “the production circumstances of speech and writing.” (Biber 2006b: 214) Spoken texts are produced in real time. Once the utterance has been expressed, it cannot be deleted. The speaker can correct himself and say what he really meant but without deleting the previous utterance, whereas written academic texts are “carefully preplanned and revised. [...] Some kind of linguistic structures are relatively easy to produce in ‘real-time’ circumstances, while others are restricted to circumstances that allow time for careful production” (Biber 2006b: 218). In particular, more complex structures are rare in speech but common in writing. Detailed characteristics of each

text are especially dependent on the purpose and genre of this particular text (Hyland 2009: 24).

Texts used for the practical part in this thesis are lectures and student assignments. Focal structures are gerund and *-ing* participial clauses. Such structures are “favoured in written prose, where the writer has the leisure to revise for compactness” (Quirk et al. 1985: 995) but they are not common in speech (Biber et al. 1999: 826). The same is suggested by Hylands’ analysis (2009: 24): these types of non-finite clauses should be used more frequently in academic prose because such clauses contribute to a greater degree of nominalization which is a typical feature of written academic discourse.

If we compare lectures to other text types, lectures are formed by teachers’ utterances for the most part. Theoretically, they can be very close to textbooks and academic prose as a whole because they have monologic character and instructional purposes (Malá 2009: 47), however they also share some features with conversation, such as real-time production constraints, the use of prefabricated chunks, the requirement to be clear regarding links between propositions because although all lectures are prepared to be monologic there is also space for discussions about meaning (Nesi and Basturkmen 2006: 288).

## ***2.2 Finite vs. non-finite verb forms***

The English language differentiates between finite and non-finite verb phrases. The finite verb phrase is a structure containing a finite verb as its first or only member. If this structure is more complex, the first word is a finite verb and the following words are non-finite verbs. Non-finite verb phrases consist only of non-finite verb forms. Quirk et al. (1985: 149) distinguish finite and non-finite verb forms according to the five following criteria. Firstly, only a finite verb may occur as the main verb of an independent sentence. Secondly, finite verb phrases have a different structure in present simple and past tense. Thirdly, person and number concord can be observed between the subject of a clause and a finite verb form. Fourthly, finite verb phrases include a finite verb form that is either an operator of a simple present or of a past form. The fifth criterion is that finite verb phrases have the indicative, imperative or subjunctive mood, where indicative mood is “unmarked” and imperative and subjunctive moods are “marked”.

The previously mentioned criteria are irresolute. According to Quirk et al. we cannot simply set up exact boundaries between finite and non-finite verb phrases. There is a “scale of ‘finiteness’” ranging from the indicative (or ‘most finite’) mood, on the one hand, to the infinitive (or ‘least finite’) verb phrase on the other.” (Quirk et al. 1985: 150) The subjunctive and imperative share some features with the infinitive form. For example, they appear in the base form in all persons, thus they express a lower degree of finiteness.

### **2.3 Non-finite verb forms**

If we compare various approaches to the theory of non-finite verb forms, we will see that there is a significant difference between English grammarians, such as Huddleston and Pullum in *The Cambridge Grammar of the English Language*, Quirk et al. in *A Comprehensive Grammar of the English Language* and Biber et al. in *The Longman Grammar of the Written and Spoken English Language* on the one hand, and Dušková et al.'s approach introduced in *Mluvnice současné angličtiny na pozadí češtiny*. Dušková et al. (2006: 265) consider the infinitive, the gerund and the participle separate forms, whereas English grammars usually distinguish the infinitive, the *-ing* participle and the *-ed* participle. According to Dušková et al., despite the fact that the gerund and present participle are derived by the same suffix – *ing*, they have different syntactic behaviour and that is the reason why they should be considered as two distinct categories.

The English grammars divide non-finite verb forms into two groups. They distinguish only the infinitive and the participle which is further subdivided into the *-ing* participle and the *-ed* participle (Huddleston and Pullum 2002, Biber et al. 1999).

Huddleston and Pullum (2002: 82) introduce the term gerund participle which covers both *-ing* forms. Although these forms have a different history, they seem identical in contemporary English.

This thesis will be based on the approach introduced by Dušková et al. (2006) because the syntactic behaviour of the gerund and the present participle is relevant for the purposes of this paper.

### 2.3.1 The Participle

Considering the formal features of participles, the English participle has six different forms, distinguished on the basis of voice, tense and aspect (see Table 1) (Dušková et al. 2006: 270).

PARTICIPLE		ACTIVE	PASSIVE
PRESENT		Using	Being used
		Writing	Being written
PERFECT	SIMPLE	Having used	Having been used
		Having written	Having been written
	PROGRESSIVE	Having been using	
		Having been writing	
PAST			Used
			Written

Table 1: Forms of the participle (Dušková et al. 2006: 270)

The participle can be used either as a part of a finite verb phrase or it can represent a non-finite verb phrase. The basic idea in the traditional concept of the participle is that the participle is “a word formed from a verb base which functions as or like an adjective” (Huddleston and Pullum 2002: 78).

It is the head of an expression modifying a noun. The second possible use of participles is to combine them with auxiliaries to indicate mood, aspect, tense or voice (ibid.).

To distinguish the participle as a verb form from a participial adjective, we must look at certain grammatical differences between verbs and adjectives, such as:

- **complementation:** If a participle is followed by an object or a predicative complement, it is always a verb as shown in the following example sentences.

*He quickly spent the money given him by his uncle (verb + indirect object)*  
(ibid.: 79)

*They sacked those considered guilty of bias. (verb + predicative comp)*  
(ibid.: 79)



- **occurrence with *seem*:** Verbs such as *seem*, *appear*, *look* and *remain* always require an adjective as their predicative complement.

*e.g. The picture seemed excellent/distorted. (seem + adjective)*

- **modification by *very* and *too*:** If it is possible to premodify a particular form by the degree adverbs *very* and *too*, it is also an evidence of the adjectival status. Dušková et al. (2006: 271) modify Huddleston and Pullum's definition by saying that an adjective can be recognized according to its ability to be compared or intensified.

*e.g. He was [very frightened]/[too frightened to move]. (Huddleston and Pullum 2002: 79)*

The nature of the functional similarity between participles and adjectives may be explained on the basis of the above mentioned distinction between participial adjectives and participial verb forms. Huddleston and Pullum (2002: 79) point out that “the functional resemblance is at the level not of words but of larger constituents. [...] At the level of words, verbs and adjectives differ significantly with respect to the dependents they take.”

The participle can be negated by adding *not* in front of the whole phrase such as *not having been written*, *not having used* etc.

### 2.3.1.1 The Present Participle

As Table 1 shows, the present participle can be used either in an active or passive voice. The active voice is formed by adding the suffix *-ing* to a base, whereas the passive form consists of the present participle *being* plus the past participle of a lexical verb.

This participle is called “present”, since the time associated with this kind of participle is identical with the time expressed or implied in the more complex construction containing it (Huddleston and Pullum 2002: 80).

The present participle is also a part of complex verb forms such as the progressive and the perfect form.

The syntactic functions of the present participle functioning as an adjective are the following: premodifier, postmodifier, object complement and adverbial (Dušková et al. 2006: 270).

### **2.3.1.2 The Past Participle**

Regarding regular verbs, the past participle is formed by adding the suffix *-ed* to the base. Irregular verbs have various forms of the past participle (Quirk et al. (1985: 104). The meaning of the past participle is usually passive and resultative, e.g. *a healed wound* or *a sprained ankle*. Past participles denoting an active process are rare, e.g. *a travelled man* or *a respected citizen* (Dušková et al. 2002: 270-271).

### **2.3.1.3 The Perfect Participle**

The perfect participle is formed by a combination of the present participle *having* and the past participle of a lexical verb. It expresses either an earlier or completed action (Dušková et al. 2002: 270).

The perfect participle can be used in the simple or progressive form. The simple form possesses both an active and passive voice. The progressive form is used only in the active voice.

### 2.3.2 The Gerund

The gerund has the same form as the present or perfect participle. The main difference is that gerunds are derived from verbs but function as nouns and cannot be combined with auxiliaries in the same way that participles can.

*e.g. Destroying the files was a serious mistake.* (Huddleston and Pullum, 2002: 81)

The form of the gerund differs according to the tense and the voice as shown in Table 2.

GERUND	PRESENT	PAST
ACTIVE	Using	Having used
	Writing	Having written
PASSIVE	Being used	Having been used
	Being written	Having been written

Table 2: Forms of the gerund (Dušková et al. 2006: 268)

Gerunds are negated by adding *not* in front of their first member and they can have the syntactic functions of subject, object, subject complement, object complement, adverbial, postmodification and premodification.

If a gerund and a participle have the same syntactic function they have to be distinguished formally. For example, both the participle and the gerund can be used as premodifiers, such as in *melting point* and *melting snow*. *Melting point* (i.e. the gerund premodifier) can be paraphrased as *the point of melting* and there is only one main stress, whereas the paraphrase of *melting snow* (participial premodifier) is *snow that is melting* and the stress is placed on both words. If a participle and a gerund are both used adverbially gerunds are preceded by prepositions, such as in *on reading his letter*, while participles follow conjunctions, for example *while reading his letter* (Dušková et al. 2006: 268-269).

As already mentioned in 2.2. Huddleston and Pullum (2002) do not agree with the distinction of the gerund and the participial form. They use the term gerund-participle that covers both forms. They also set boundaries between the gerund-participle and the gerundial noun. The main grammatical differences are as follows:

- **complementation:** Gerundial nouns and verbal nouns take different complements. Transitive verbs are usually followed by an object while the corresponding nouns are followed by an *of*- prepositional phrase.

*e.g. He was expelled for killing the birds. [form of verb] vs. She had witnessed the killing of the birds. [gerundial noun] (Huddleston and Pullum 2002: 81)*

The next difference is that verbs can take predicative complements whereas nouns cannot.

*e.g. He has a fear of seeming unintelligent. vs. \*He has a fear of the seeming unintelligent. (ibid.)*

- **modification:** Modifiers of nouns are usually adjectives but verbs are modified by corresponding adverbs.

*e.g. He was expelled for wantonly killing the birds. vs. She had witnessed the wanton killing of the birds. (ibid.)*

- **determiners:** *The* and other determiners occur only with nouns.

*e.g. \*the killing the birds vs. the killing of the birds (ibid.)*

- **plural inflection:** Nouns can very often be pluralised but the pluralisation is not possible with verbs.

*e.g. These killings must stop. vs. \*Killings the birds must stop. (ibid.)*

Sentences that cannot be analysed according to the previously mentioned criteria are often ambiguous as in the sentence *His drawing fascinated me*. The sentence can mean either the result of the verbal action (*a picture*) or the action itself (*drawing a picture*) (Dušková et al. 2006: 569).

The following chapter is devoted to more complex structures containing non-finite verb forms, namely gerund and *-ing* participial non-finite clauses.

## 2.4 Non-finite clauses

Non-finite clauses are one of three structural types of clauses. The first type is a finite clause that includes a finite verb element in contrast to non-finite clauses. Finally, verbless clauses do not have any verb element at all. Non-finite and verbless structures can be regarded as clauses because “we can analyse their internal structure into the same functional elements that we distinguish in finite clauses” (Quirk et al. 1985: 992), as shown in the following examples:

*e.g. Knowing [V] my temper[Od] I didn't reply. – non-finite clause*

*I [S] know[V] my temper [Od]. – finite clause*

*Although [conj] always [A] helpful [Cs] he was not much liked. – verbless clause*

*Although [conj] he [S] was [V] always [A] helpful [Cs], he was not much liked. – finite clause (Quirk et al. 1985: 992)*

The examples introduced above, on the one hand, demonstrate that all three structural types of clauses include the same elements. On the other hand, the non-finite and verbless clauses lack an explicit subject. Non-finite clauses are always dependent and subordinate, the subordinator is usually missing and the relation between the superordinate and the non-finite clause remains context-dependent. Non-finite clauses are not marked for tense and modality. All the mentioned features contribute to the higher compactness and lower explicitness of non-finite clauses, so that they place higher demands on a reader who has to “use clues from the main clause and often also from the wider context” to interpret a non-finite clause (Biber et al. 1999: 198).

Non-finite clauses can be further subdivided but the terminology is not uniform again and boundaries between particular subtypes differ from author to author. Quirk et al. (1985), for example, classify non-finite clauses into four structural groups: *to*-infinitive, bare infinitive, *-ing* participial, and *-ed* participial clauses. Biber et al. (1999: 198-201) subsume infinitive clauses into one group. They

distinguish only three main types of non-finite clauses according to the type of non-finite element and their grammatical role: *-ing* clauses, *-ed* clauses and infinitive clauses that subsumes both the *to*- and bare infinitive. A very similar approach is suggested by Huddleston and Pullum (2002) who also distinguish three main kinds of non-finite clauses according to the inflectional form of a verb. In contrast to Huddleston and Pullum (2002), Biber et al. (1999) also consider the so called supplementive and verbless clauses to be subtypes of non-finite clauses. Supplementive clauses will be further discussed in connection with particular syntactic roles of *-ing* clauses (see 2.3.2).

Dušková et al.'s approach differs from the above-mentioned English grammars: despite the fact that gerund and present participle are derived by the same suffix *-ing*,<sup>1</sup> they have a different syntactic behaviour, which is the reason why they should be considered as two distinct categories. Three types of clauses can therefore be distinguished, viz. infinitival, gerund and participial clauses which are further subdivided into *-ing* and *-ed* participial clauses.

This thesis is based on the theory introduced in *Mluvnice současné angličtiny na pozadí češtiny* that also takes into account the syntactic behaviour of the non-finite clauses that will be the dealt with in the following two chapters.

### 2.4.1 Syntactic roles of gerund clauses

The syntactic functions specific to gerunds are nominal, i.e. the subject, the subject complement and the object. Huddleston and Pullum describe several properties that demonstrate the nominal source of the *-ing* verb that can also be observed in the contemporary English language:

- **the distributional similarity to NP:** The gerund “can freely occur as a complement to a preposition and can follow the verb in subject-auxiliary inversion constructions” (Huddleston and Pullum 2002: 1188). In other words, if we compare the distribution of gerunds and

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<sup>1</sup> However, “[h]istorically the gerund and the present participle ... have different sources, but in Modern English the forms are identical.” (Huddleston and Pullum 2002: 82)

other non-finite forms we will see that the distribution of a gerund is much more similar to the distribution of a NP than the other forms:

*e.g. It's a matter of breaking the seal.*

*\*It's a matter of to break the seal*

*Is breaking the seal wise?*

*\*Is to break the seal wise?* (Huddleston and Pullum 2002: 1188)

- **hybrid constructions:** Hybrid constructions arise when a historical change is not fully completed. It means that the dependents are of mixed types as in the following example sentence:

*e.g. This constant telling tales has got to stop.* (ibid.)

The dependents standing in front of the gerund are typical of noun phrases, whereas the post-gerundial dependents are typical of verb phrases.

- **genitive case:** Both verbal and nominal constructions can be preceded by a noun phrase in the genitive case.

*e.g. I resented his constant questioning of my motives.* [noun]

*I resented his constantly questioning my motives.* [verb] (ibid.)

In the following sections, the syntactic functions of gerunds are listed with subsequent commentary.

#### 1) The subject

A gerund may function as the subject of a sentence with verbs allowing the clausal realization of the subject. Dušková et al. (2006: 571) divide these verbs into two groups:

- verbs denoting an influence on our mental state or feelings
- copular predications

A gerund clause may also function as the subject of an existential clause but it is a relatively unusual construction because the *-ing* form is preceded by the determiner *no* or *any*.

*e.g. There's no mistaking that voice.* ['One could not mistake that voice.']  
(Quirk et al. 1985: 1066)

A nominal gerund clause representing the subject may refer to a fact or an action. Reference to a fact is illustrated in "*Your driving a car to New York in your condition disturbs me greatly.*", whereas *your driving* in "*Your driving a car to New York took longer than I expected.*" refers to an action (Quirk et al. 1985: 1064).

In those cases, where the gerund subject does not have an overt agent, the general human agent is implied. In cases where there is a need for the agent, it may be expressed by a possessive or objective form of a pronoun or a noun (Dušková et al. 2006: 571). The non-possessive form is often criticized because with the subject in the objective position the *-ing* form behaves on the one hand as a gerund (head of a construction) but on the other hand it behaves as a participle (modifier). This structure is the so called fused participle (ibid.). Consider the following sentence:

*e.g. Women saying things like that revolts me.* (Dušková et al. 2006: 572)

If *saying* is a participle, then the verb should be in the plural (*revolt*). If it is a gerund, then there should be the possessive case (*women's*).

The gerund subject may be used in extraposition. This means that the initial position in the sentence is occupied by anticipatory *it* instead of the gerund subject. The extraposition is used regularly with phrases *it's no use/good -ing sth.*

*e.g. It's no good/use crying over spilt milk.*

*paraphrase: Crying over spilt milk is no good/use.* (ibid.)

Sometimes the gerund subject can be replaced by a nominal content clause with *that*.

*e.g. Having achieved our aim is not enough.*

*paraphrase: The fact that we have achieved our aim is not enough.* (ibid.)



## 2) The subject complement

Gerunds can also function as subject complements but the use of the *-ing* form after the copular verb *be* may cause ambiguities because it may either have a specifying function or can be a part of a progressive construction (Quirk et al. 1985: 1255), such as in:

*e.g. Your putting up with his pranks is spoiling him.*

or

*It's trying to be honest. x When I say I'm not sure it's trying to be honest.*

(Dušková et al. 2006: 572-573)

The word *spoiling* in the first example sentence may be either the gerund (the subject complement) or the present participle (part of the verb). The second and third sentence show the ambiguity between an adjective and a gerund. Whereas *trying* in the second sentence is the adjective, *trying* in the third sentence functions as a subject complement (gerund) (ibid.).

## 3) The object

Many transitive verbs take the gerund object as their complement. In the position of the direct object, gerunds may alternate with the *to*-infinitive. Their interchangeability is very restricted and there is a certain amount of differentiation in almost all instances (Dušková et al. 2006: 574-575). For example, the sentence “*Remember to post the letter.*” containing a *to*-infinitive after the verb *remember* refers to the future, whereas the sentence “*I remember posting/having posted the letter.*” with the same verb but followed by the gerund refers to the past. Differences are not to be found only in the temporal reference but also in the syntactic roles of these two forms. This kind of difference can be illustrated on the verb *stop*. In the sentence “*stop arguing*”, the gerund occupies the position of the direct object but the syntactic function of the *to*-infinitive in the sentence “*He stopped to consult his notes.*” is the adverbial of purpose.

Just like the subject, the gerund direct object sometimes appears in extraposition.

*e.g. I sometimes find it difficult making both ends meet.*

paraphrase: *I sometimes find making both ends meet difficult.* (ibid.)

The gerund object without an overt subject may have more than one interpretation, such as in the sentence “*I hate lying.*”. The first possible interpretation is that *I hate it when I lie*, and the second *I hate it when people lie*. This ambiguity may be solved by the use of a verb of speaking (*I hate telling lies.*) that does not allow the dual reading (Quirk et al. 1985: 1065).

#### 4) The prepositional complement

The gerund frequently complements a preposition after intransitive, monotransitive or complex transitive verbs. The gerund generally alternates with a noun phrase, nominal content clause or the infinitive (Dušková et al. 2006: 575-576).

*e.g. He delights in teasing his younger brother.* (Dušková et al. 2006: 576)

#### 5) Complementation of an adjective

The gerund appears often after prepositions as a complementation of an adjective but the adjectives *busy*, *worth* and *worthwhile* take the gerund directly (Huddleston and Pullum 2002: 1259). Complementation of an adjective by the gerund may be replaced by a noun, infinitive, or subordinate clause.

An initiator or a cause of some event or state is indicated by gerund complementation after adjectives like *angry*, *glad*, *happy*, *aghast*, etc. and after participles, such as *astonished*, *pleased*, *puzzled*, etc. (Dušková et al. 2006: 576). The use of deverbal adjectives is one of the features of nominal style that is typical of formal language.

*e.g. He was indignant at his word being doubted.* (ibid.)

#### 6) Premodification

Gerunds can modify nouns. Such syntactic functions are called either pre- or postmodifiers according to the position they occupy.

The gerund premodification differs from the *-ing* participial premodification in its intonation and semantics (see 2.3.2.).

*e.g. chewing gum, copying machine, dining table, filling station* (Dušková et al. 2006: 577)

## 7) Postmodification

The gerund postmodification follows prepositions and alternates with the infinitive or a subordinate clause very often. Nouns that can be postmodified by gerunds are, for example, *advantage of*, *anger at* or *capacity for* (Dušková et al. 2006: 577-578).

*e.g. Essentially the problem of self preservation is one of maintaining a state of equilibrium.* (Dušková et al. 2006: 578)

## 8) Adverbial

The gerund functioning as an adverbial can represent different semantic roles. Dušková et al. (2006: 578-580) introduces the following ones:

- **adverbial of goal (direction):** It is used after verbs of motion.

*e.g. Do you often go swimming?* (ibid.)

- **adverbial of time:**

*e.g. After living for some time at high altitudes the number of these corpuscles is increased.* (ibid.)

- **adverbial of manner:** Adverbial of manner usually follows the preposition *by* and can also be assigned to adverbials of instrument described below.

The gerund functions often as the adverbial of manner in comparative clauses introduced by *as* and *than*.

*e.g. It's quicker than going by train.* (ibid.)

- **adverbials of instrument** (after *by*, *through*, *by means of*, etc.):

*e.g. He makes a living by teaching French and German.* (ibid.)

- **adverbial of accompanying circumstances** (after *without, instead of, far from, apart from*, etc.)

*e.g. Without sharing the views you express may I ask why you express them?*  
(ibid.)

- **adverbials of causality** (after the preposition *for*):

*e.g. It serves you right for not heeding my warning.* (ibid.)

- **adverbials of result**

*e.g. I talked him into going with us.* (ibid.)

The unexpressed agent of the gerund action is almost always identical with a subject of the superordinate finite verb.

## 2.4.2 Syntactic roles of *-ing* participial clauses

The syntactic roles of the *-ing* participle correspond to those which are primary to adjectives, namely noun modifiers and subject/object complement.

### 1) Premodification

The use of premodification by the *-ing* participle is restricted to intransitive verbs and those transitive verbs which allow object deletion (Dušková et al. 2006: 580). Participles refer to some permanent or long lasting feature, for example, *developing countries*. The participial structure can describe current features only in case of an animate head noun, such as in: *She wrapped the shivering boy in her coat.* (ibid.)

It is possible to replace the premodifying participle by the relative clause, as in *a leaking pot* which alternates with *a pot that leaks*. The difference between the action in progress at the moment of speaking and the action of permanent truth cannot be distinguished in case of *-ing* participles (ibid.).

### 2) Postmodification

The postmodifying *-ing* participle is usually complemented by an object or an adverbial and can be paraphrased by a relative clause.

*e.g. We passed a sign pointing to the village.*

paraphrase: *We passed a sign that points to the village.* (Dušková et al. 2006: 581)

The verbs that do not appear in progressive forms can nevertheless function as the participial postmodifier, e.g.: *packages weighing over twenty pounds.* The same applies to the object complement (ibid.).

### 3) Object complement

The participial object complement is distinguished from the modifier by its position in a sentence. Compare:

*e.g. I saw his growing success.* [modifier]

*I saw his success growing.* [object complement] (Dušková et al. 2006: 586)

A problem arises with participles that are complemented or modified by other elements. These complex participial modifiers occupy the position after the object, similarly to participial object complements (Dušková et al. 2006: 586). Such object complements have to be identified in other ways:

*e.g. I caught the train leaving at 8.05.* [modifier]

*I caught him leaving the house.* [object complement] (ibid.)

*Leaving* in the first sentence is considered a postmodifier because it modifies the noun *train*, and also the possible paraphrase by the relative clause signifies the modifying function of *leaving*, whereas *leaving* in the second sentence is an object complement which relates both to the verb and to the object. The paraphrase of this sentence is: “*I caught him in the act of leaving / as he was leaving the house.*” (ibid.).

A clear distinction does not always have to be found between the subject and the object complement. If we consider the sentence “*I saw him walking across the bridge.*”, it is not obvious whether the participle *walking* belongs to the subject *I* or to the object *him* (ibid.).

The participial object complement can be replaced by the *to*-infinitive after sense verbs. Object complements in combination with the verb *set* or *send* followed

by an object have a causative meaning. For example in: *His remark set me thinking. Set the machine going* (Dušková et al. 2006: 587).

#### 4) Adverbial

Adverbial clauses with an *-ing* participle may be introduced by subordinators such as: “*although, as if, as though, even if, if, once, though unless, until when(ever), whether ... or* [conditional-concessive], *while* and *whilst*” (Quirk et al. 1985: 1005), but we can also find adverbial clauses without any subordinator. Such structures are called *supplementive clauses*.

Biber et al. (1999: 201) define *supplementive clauses* as non-finite clauses that are loosely integrated within the main clause regarding semantics and syntax. The speaker uses them in order to provide some background, parenthetical or supplementary information. *Supplementive clauses* are not independent.

*Supplementive clauses* do not have any overt logical relationship with the main clause but this relationship is usually implied in the context.

“The formal inexplicitness of *supplementive clauses* allows considerable flexibility in what we may wish to convey. According to context we may wish to imply temporal, conditional, causal, concessive, or circumstantial relationship. In short, the *supplementive clause* implies an accompanying circumstance to the situation described in the matrix clause. For the reader or hearer, the actual nature of the accompanying circumstances has to be inferred” (Quirk et al. 1985, 1124).

*Supplementive clauses* may be used without a subject and then they occupy the initial or final position or the position immediately after their antecedent (ibid.).

Dušková et al. (2006: 583-586) divide them into three subtypes according to the features which relate them to the superordinate clause:

- I. The participial construction has the same subject as the superordinate clause that is not expressed in the participial clause. This type of participial clause can function as an adverbial of time, cause or accompanying circumstances, and the like.

*e.g. I lay on my bed, tossing restlessly.* (Dušková et al. 2006: 583)

- II. The agent of the participial action is the general human agent which is not expressed, but only implied. This type of participial adverbial clause functions as content and style disjuncts, i.e. adverbials evaluating the content or the style of an expression. Such adverbials are very often fixed phrases that are also called dangling participles.

*e.g. Broadly speaking, the direct method is based on the situational approach.* (ibid.)

A dangling, unattached or wrongly attached participle is regarded to be incorrect in almost all functional styles. The attachment rule described by Quirk et al. (1985: 1120-1122) as a rule which means that the unexpressed subject of a non-finite clause is identical with the subject of the superordinate clause is not observed. Quirk et al. (ibid.) also describe prototypical instances:

- style disjuncts

*e.g. Putting it mildly, you have caused us some inconvenience.* (ibid.)

- the unexpressed subject is the whole matrix clause

*e.g. The siren sounded, indicating that the air raid was over.* (ibid.)

- the unexpressed subject is an indefinite pronoun or “it”

*e.g. When dining in the restaurant, a jacket and tie are required.*

*Being Christmas, the government offices were closed.* (ibid.)

- the use of dangling participle in formal scientific style is deep-rooted and therefore accepted

*e.g. When treating patients with language retardation and deviation of language development, the therapy consists, in part, of discussions of the patient's problems with parent and teachers, with subsequent language teaching carried out by them.* (ibid.)

III. The participial construction has an overt subject which is different from that of the superordinate clause. This is called the absolute participial construction (Dušková et al. 2006: 585).

*e.g. He led the way down the slope, his shadow stretching behind him on the grass. (ibid.)*

Quirk et al. (1985: 1120) describe the absolute participial construction as a clause that has an overt subject but is not introduced by a subordinator, thus it is not related with the matrix clause syntactically. Absolute constructions are formal and infrequent except for some stereotyped phrases.



### 3 Material and method

#### 3.1 *Material*

The sources used in the present thesis are two corpora of contemporary academic British English: the *British Academic Spoken English* corpus (BASE) and the *British Academic Written English* corpus (BAWE). The BASE corpus contains transcripts of academic lectures from four disciplinary areas (Arts and Humanities, Social Sciences, Physical Sciences and Life Sciences). The BAWE corpus is a collection of university-level student writing. It comprises nearly 3,000 student assignments in the same four areas as the BASE. Student assignments are sorted according to four levels of study.

For the purpose of our thesis, only texts from the area “Arts and Humanities” were taken into consideration and, in addition, only the most advanced students’ writing was chosen from the BAWE corpus.

#### 3.2 *Method*

This thesis focuses on a comparison of the usage of gerund and *-ing* participial clauses in contemporary written and spoken academic language. Two approaches to the analysis were adopted:

- A. A macro-analysis, which explored the general characteristics of non-finite *-ing* clauses in the “Arts and Humanities” sub-corpora of BASE and BAWE, further narrowing the range of texts to those produced by the most advanced writers in BAWE. The *-ing* constructions were analyzed with regard to their frequency, frequency of occurrence of particular verbs and their collocations and colligations.
- B. A subsequent micro-analysis focussed on a detailed examination of a smaller sample of non-finite *-ing* clauses. Our sample comprising 100 randomly selected sentences from each corpus (200 sentences in total) was studied manually in terms of the internal structure and syntactic function of each non-finite clause. If a sentence contained more than one non-finite clause they were dealt with separately:

BAWE:	total sentences	100
	total <i>-ing</i> clauses	138 (69 participial, 69 gerund clauses)
BASE:	total sentences	100
	total <i>-ing</i> clauses	133 (64 participial, 69 gerund clauses)

Particular steps of the analysis are described below:

1. Our search for gerund and *-ing* participial *clauses* was restricted to the area “Arts and Humanities” in both corpora. In order to keep the lectures and students’ assignments comparable, students’ papers were restricted to the most advanced level of study.
2. Sentences containing *-ing* non-finite clauses were looked up with the help of the SketchEngine using the following query:

[tag!="VB.\*"][tag="V.?G"]

3. The concordance lines were shuffled.
4. A further negative filter was used to eliminate the rest of the finite progressive forms. If some progressive form still occurred in our sample it was excluded manually.

*e.g. At the end of this scene as Miranda and Nicholas are dancing among the crowd, the camera stays still and sees them dance away, this shows how they are getting lost in the crowd and forgetting about everyone else.*  
(BAWE-7.txt)

The *-ing* participle *forgetting* in the example sentence above is a progressive form of the verb *forget* but the sentence had to be eliminated manually because *be* stands only in front of the first verb occurring in the sentence.

5. It was necessary to determine the word class membership according to criteria for differentiating between gerunds and nouns, and *-ing* participles and adjectives introduced in 2.3.1. and 2.3.2. Nouns and adjectives were excluded from the sample.

*e.g. Paul Boyer has argued that the bomb itself is a virtual Kantian category - an internal filter - that shapes our very understanding of the world. – (BAWE-1.txt)*

*The –ing form understanding is regarded to be a noun because it is followed by an *of* prepositional phrase.*

6. Since subordinate clauses do not occur in the function of premodifiers, gerunds and –ing participles functioning as premodifiers were excluded.

*e.g. Indeed, many native speakers are also incredibly unprepared for post-graduate study, and do not have the same levels of preparation as theirL2 peers in terms of familiarity with the library, researching skills, or with academic journals. (BAWE-7.txt)*

7. One main clause and its subordinate clauses were regarded as one sentence in the BASE corpus.

8. Each non-finite –ing form was classified in terms of its gerund and participial character and its syntactic function.

9. Catenative constructions express an aspect or modality. Catenative verbs are usually combined with an infinitive (verbs expressing modality or aspect) and sometimes with a gerund (aspectual verbs). Almost all aspectual verbs can take a nominal object instead of a gerund (Dušková et al. 2006: 420) and therefore gerunds following the aspectual verbs *begin, cease, commence, continue, quit, resume, start, stop* (Quirk et al., 1985: 1190) were regarded as an object.

*e.g. Particularly, in Greek society where people start learning English from the age of 9, FCE examinations constitute the first certificate that Greek students hold. (BAWE-7.txt)*

10. Some present participles turn to secondary prepositions (e.g. *barring, concerning, considering, following, including, allowing for, owing to, during*, etc.) (Dušková et al. 2006: 276). Such participles were not analyzed. Their prepositional character was verified in the *Longman Dictionary of Contemporary English*.

*e.g. Numerous post-depositional processes have acted on the sediments, including burrowing roots from vegetations, burrowing organisms and waterlogging of the site as a result of rising sea-level in the Holocene.*  
(BAWE-9.txt)

The previous example contains five *-ing* forms but only two of them were included into our analysis. *Including* is the secondary preposition, *waterlogging* is the noun and *rising* functions is the premodifier and therefore they were not taken into consideration.

11. A clause pattern determining the expressed/unexpressed subject, the presence/absence of modification and presence/absence of obligatory/optional complementation was assigned to each analyzed non-finite clause.
12. All results were compared.
13. All sample sentences are attached in the appendix.

## 4 Analysis and results

In this chapter, the gerund and participial clauses collected from the BAWE and BASE corpora are described in detail.

The research part of the current thesis consists of two main sub-chapters. The first chapter deals with written academic discourse and the second chapter with spoken academic discourse. Both chapters focus on the one hand on the general behaviour of the non-finite *-ing* forms, and on the other give a detailed analysis of a smaller 100-sentence sample of *-ing* constructions.

### 4.1 Non-finite *-ing* constructions in written academic discourse: a general view

This section explores all non-finite *-ing* constructions in the selected sub-corpus of BAWE, in particular advanced learners' writings from the area of "Arts and Humanities".

Non-finite *-ing* constructions occur 3,258 times in the examined texts in the BAWE corpus. Their frequency is 390.8 occurrences per million words. Table 3 shows the most frequently used verbs:

BAWE	Verb	No. of occurrences
1	being	150
2	teaching	87
3	using	71
4	following	65
5	learning	69
6	having	52
7	making	44

8	showing	40
9	looking	36
10	voicing	33
11	speaking	30
12	taking	29
13	providing	29
14	suggesting	26
15	meaning	25

Table 3: The most frequently used verbs in BAWE corpus

The most common verb that can have various functions is *being*. Table 4 presents the frequency of words occurring as immediate right collocates of *being* at least twice.

BAWE	Word	No. of occurrences
1	a	7
2	the	4
3	taken	3
4	of	3
5	sent	2
6	satisfied	2
7	replaced	2
8	produced	2

9	one	2
10	more	2
11	marooned	2
12	made	2
13	inside	2
14	found	2
15	copied	2
16	born	2
17	able	2

Table 4: Frequency of words occurring as immediate right collocates of *being* in BAWE corpus (with a minimum frequency of 2 occurrences)

The first two positions in Table 4 are occupied by the indefinite and definite article. That shows that *being* can be used as a copular verb that is followed by a subject complement as in [1].

[1] *Deleuze writes: "there is no truth that, before being a truth, is not the bringing into effect of [...] a value".* (BAWE-4.txt)

The copula *being* was also attested in the corpus with a prepositional phrase complement (in [2]) and with adjectival complementation, including *more* as in [3] and *able* [4].

[2] *Through the observation of patterns in the colonisation of Mediterranean islands, Cherry has noted that islands which are larger in size and nearer to the shore are more likely to be colonised before smaller islands further away (Cherry 1981: 52), size being of particular importance since they are more likely to offer a wider range of resources and also because they are more visible (Cherry 1990: 199).* (BAWE-9.txt)

[3] *Consequently, the distribution of segments in a syllable is not random but follows the pattern of the sonority hierarchy with the centre of the syllable being more sonorous, that is more audible than the surrounding parts (Appendix 4).* (BAWE-7.txt)

[4] *I suggest that teachers being able to tailor their classes to fit the learners, compensates for any inconsistency in approaches.* (BAWE-7.txt)

The right collocate *one* occurs also with the copular *being*.

[5] *First, Nietzsche's works contain many different but related views and concepts, perspectivism being one of them.* (BAWE-4.txt)

Secondly, the immediate right collocates of *being* comprise past participles of various lexical verbs that follow the auxiliary verb *being* in passive constructions.

[6] *Additionally, students are aware of their needs being taken into account and therefore feel that they have a choice in what and how they learn, which ultimately leads to better motivation.* (BAWE-7.txt)

And thirdly, *being* also functions as a lexical verb with the meaning *to exist*, e.g. in example [7], where *being* is followed by the adverbials *inside* and *outside*.

[7] *Payne suggests that Moosbrugger's madness is a consequence of his inability to distinguish the poles of subjectivity and objectivity, i.e., a result of his being inside and outside: [...]* (BAWE-7.txt)

The above mentioned findings are supported by the right word-class collocations of *being* included in Table 5, where the first position (ranked by logDice)<sup>2</sup> is occupied by locative adverbials as in [7], the second position by past participles of lexical verbs as in [6] and the article illustrated in [1] stands in the sixth place. If on the other hand, we consider the immediate left collocates of *being*, the prominence of nouns (24% of L1 collocates) is due to a high representation of absolute constructions, such as *A mystical state in which moral intuitions are discovered, morality being the ultimate fusion of thinking and doing, the Other Condition is persistently described in terms of the transgressing or re-orientation of*

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<sup>2</sup> Collocations may be compared according to various types of rates such as MI-score, T-score, log-likelihood, logDice etc. LogDice has been chosen for this thesis because it has a “reasonable interpretation, scales well on a different corpus size, is stable on sub-corpora, and the values are in reasonable range”. (Rychlý, 2008: 9) This score is also relatively new.

*the boundaries between inside and outside.*(BAWE-4.txt), and gerund clauses with an overt subject, e.g. *This method is also very teacher dependent, and necessitates every teacher being extremely aware of the phonemic chart and its possible uses.* (BAWE-7.txt). Postmodification by a *being*-participle seems rare.

BAWE	Word-class	No. of occurrences	logDice
1	Locative adverb	6	4.237
2	Past participle	74	3.715
3	Particle	5	3.326
4	General preposition	43	1.661
5	General adverb	15	1.370
6	Article	11	1.153

Table 5: Right word-class collocations of *being* in BAWE corpus

*Being* and *having* both present in Table 3 represent also auxiliary verbs appearing in different forms of *-ing* constructions. Perfect active tense (*having -ed*) appears in 17 cases, perfect passive (*having been -ed*) in six and present passive (*being -ed*) occurs in 74 concordance lines. Perfect progressive is not used in any sentence. Thus only 109 (3.34 per cent) of the total 3,257 *-ing* forms are more complex structures. It follows that more complicated forms of *-ing* constructions are rare in written academic texts.

Comparing the rest of the first fifteen most frequently used verbs we will see that most of them are transitive verbs (such as *teaching, using, following, learning, having, making, showing*) followed by an object. The only exceptions are the verbs *looking* and *speaking*.

*Speaking* may be used without any complementation as in example [8]. Clauses like that function as style disjuncts where *speaking* is usually preceded by a general adverb (general adverbs are the most frequent immediate left collocates of *speaking*: 100 concordances, i.e. almost a third of all occurrences of the non-finite form *speaking*) expressing the style of speaking, e.g. *broadly* or *generally*. General adverbs are followed by singular nouns (35, mostly due to the recurrent expression *the English speaking world*), and the preposition of (26 occurrences).

The frequencies of the adverbs preceding *speaking* are presented in Table 6.



BAWE	Word	Frequency			
1	generally	40	4	simply	6
2	broadly	15	5	practically	3
3	strictly	9	6	metaphorically	3
			7	legally	3

Table 6: Left collocations of *speaking* in BAWE corpus

Style disjuncts occupy three places among the first four left collocations in Table 6. Only the first place is occupied by a viewpoint subjunct *rurally* that does not describe the style of speaking.

The second use of the verb *speaking* is shown in [9] where it is followed by a prepositional object. The third complementation of this verb (by a direct object) is illustrated in [10].

[8] *Broadly speaking, this upholding of the municipal system ensured that the Indian worldview remained confined to within the community, [...].*  
(BAWE-2.txt)

[9] *The same disappointing results were brought in surface after speaking with a native speaker of Persian.* (BAWE-7.txt)

[10] *In addition, Krashen (1985:2) moves on to support that the learner will start speaking the language only if enough samples of comprehensible input have been accumulated and processed in his mind, just as children do.* (BAWE-7.txt)

The verb *looking* appears in 36 sentences and is followed by a prepositional phrase in the majority of cases: *look at* in 26 concordance lines [11], *look for* in 5 examples; or by an adverbial phrase, as in [12] where *looking* is complemented by an adverbial of space. One sentence had to be excluded because *looking* was used as a progressive form.

[11] *For many, both inside and outside of the Academy, class is no longer a viable way of looking at the world and examining history; it has become part of history itself.* (BAWE-1.txt)

[12] *"Ah, Nancy, love!" said Fagin, looking away from the screen.*  
(BAWE-6.txt)

A closer look at particular occurrences and their meanings shows that *looking* is not used only as a verb of sensory perception but as a text organizer in eleven sentences [13].

[13] *The essay will discuss the war-time economy as well as the broader post-war economic status of the country, before discussing government intervention, looking at the GI Bill and the FHA, before looking briefly at the 'other America' and accounting for their lack of government funds and resultant white flight. (BAWE-4.txt)*

When considering the functions of the *-ing* forms, we may also examine the left collocates of the participles and gerunds. Table 7 shows immediate left collocates of these forms sorted according to the logDice value.

BAWE	Word	No. of occurrences	logDice
1	without	31	7.320
2	language	34	7.192
3	by	190	7.148
4	before	27	7.038
5	while	22	6.730
6	when	46	6.686
7	still	17	6.346
8	worth	9	6.295
9	thereby	8	6.148
10	student	11	6.041
11	thus	15	5.991
12	syllable	7	5.972
13	nation	8	5.851
14	factor	13	5.756
15	after	13	5.703
16	for	94	5.614
17	possibly	6	5.593
18	perhaps	7	5.525
19	restriction	5	5.453
20	than	18	5.355

Table 7: Left collocations of gerund and *-ing* participial clauses in BAWE corpus.

The position of *language* in Table 7 is due to a fixed collocation *language teaching* (also occurring as part of titles of books cited in text BAWE-7.txt<sup>3</sup>) – 26 out of the 34 occurrences of *language* as the immediate left collocate of an *-ing* form. Apart from *language teaching*, text BAWE-7.txt abounds in *language learning* (6 instances). The data, therefore, appear to be skewed by a particular text here. BAWE-

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<sup>3</sup> BAWE-7.txt- essay Professional question: How can the teaching of pronunciation gain greater prominence a pre-undergraduate EAP course?

7.txt deals with teaching pronunciation. It explains also the presence of the word *student* in Table 7.

[14] *The role of teacher she sees as more distant and even cold in Britain, with the student needing to make appointments or communicate by email, rather than the tutor being keen to follow up the student on a face-to-face basis.* (BAWE-7.txt)

When the word-class of the immediate left collocates is considered (ranked by logDice), the prepositions *as*, *of*, *to*, *with* and *for* rank highest among the collocates of the *-ing* forms, followed by conjunctions (*when*, *while*, *though*, *although*, *whilst*). Prepositions are also the most frequent immediate left collocates of the *-ing* forms. They precede gerunds, whereas conjunctions are followed by participles when they are used as adverbials. Compare the following examples:

[15] *Further, on the issue of beginning a philosophical inquiry without establishing a criterion which justifies it, Baillie writes that "whether thought is able to know, or how far it can know being at all, is a problem which from the start he never seems to have considered, at any rate never discussed at length [...].* (BAWE-4.txt)

#### **[gerund]**

[16] *The film illustrates man's dangerous lack of control as exemplified when Klaatu is shot by a trigger-happy soldier while delivering the greeting 'we have come to visit you in peace'.* (BAWE-1.txt)

#### **[participle]**

## 4.2 Non-finite *-ing* constructions in written academic discourse: detailed analysis

This section presents the results of a detailed analysis of 100 sentences containing a non-finite *-ing* form (gerunds and participles will be dealt with separately).

### 4.2.1 Gerund clauses

Sixty nine (52%) of the 133 *-ing* non-finite clauses among the 100 sample sentences are gerund clauses. They were analyzed with regard to their syntactic function and clause pattern. Clause patterns show an expressed or unexpressed subject, type of verb and presence or absence of a complementation.

#### 4.2.1.1 Gerund clauses and their syntactic functions

Gerund clauses may have eight different syntactic functions (see 2.4.1). Six of them were present in our sample sentences. The most frequent syntactic function of gerund clauses is the adverbial (42%). All gerunds functioning as adverbials form the complement of a preposition in a prepositional phrase modifying a verb, e.g. *by leading* and *by showing* in [17] modify the verb in the main clause [...] *he is able to make his point* [...].

[17] *By leading us through his critique of Christian morality, minimally suggesting the possibility of a different morality, and then offering nothing determinate in the wake, he is able to make his point by showing us our strong tendency to become slaves all over again.*  
(BAWE-4.txt)

The second most frequent function of gerund clauses is the postmodifier (29%). Postmodifying gerunds are preceded by a preposition as in [18].

[18] *There are still other ways of describing the natural speech and will be more; [...]* (BAWE-8.txt)

Fifteen gerund constructions (18%) have a syntactic role of object where 6% of clauses function as the prepositional object [19] and 12% as the direct object [20].

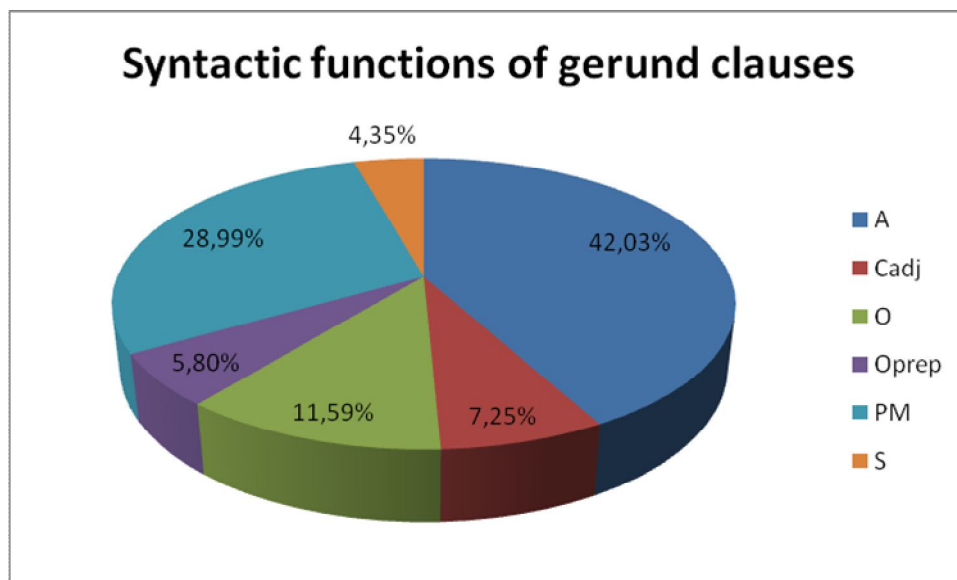
[19] Halliwell comments on using the right coursebook, 'choosing a book for the whole class is always something like a leap in the dark' (1992). (BAWE-7.txt)

[20] When orders arrive to avoid injuring the monster, he has to break free of the parameters of the organization and kill it, in order to stay alive. (BAWE-1.txt)

Five gerund clauses (7%) functioned as complementation of an adjective [21] and three of them (4%) as a subject [22].

[21] Contextualization is significant in motivating learners and, in my work, particularly necessary for engaging adolescents' wavering attention, [...]. (BAWE-7.txt)

[22] Using verbs conjugated in the imperfect tense furthers her emphasis of the earth as a perpetual and pervasive force, sustaining the notion of nature's basic continuity and the benevolence bestowed upon those who maintain their innate closeness to it. (BAWE-2.txt)



Graph 1: Syntactic functions of gerund clauses in the BAWE corpus.

S.....subject  
O.....object  
Oprep.....prepositional object  
Cadj.....complementation of an adjective  
PM.....postmodifier  
A.....adverbial

#### 4.2.1.2 Internal structure of gerund clauses

All gerunds in our sample have the present active form. The majority of them are used with an unexpressed subject, comprising 68 of the total 69 cases. Table 8 shows classification of gerund clauses according to their internal structure and distribution of clause patterns among our sample sentences.

SYNTACTIC FUNCTIONS OF GERUND CLAUSES									
	BAWE	S	O	Opre	Cadj	PM	A	Total	%
Intransitive verbs	[S]V					2	1	3	4.35
	[S]VCs						1	1	1.45
Monotransitive verbs	[S]VO	3	4	3	5	11	12	38	55.07
	[S]VOprep		1			2	3	6	8.70
	[S]VOprepA					1		1	1.45
	[S]VOA		2			3	9	14	20.29
	[S]VOCo			1			1	2	2.90
	SVO						1	1	1.45
Ditransitive verbs	[S]VOO					1		1	1.45
	[S]VOOprep		1				1	2	2.90
	<b>Total</b>	3	8	4	5	20	29	69	
	<b>%</b>	4.35	11.59	5.80	7.25	28.99	42.03		100

Table 8: Gerund clauses and their internal structure in relation to their syntactic function in BAWE corpus

##### 1) Gerund clauses with transitive verbs

Transitive verbs can be divided into monotransitive, ditransitive and complex transitive verbs. Monotransitive verbs take two arguments; an expressed/unexpressed subject and a direct or prepositional object. Ditransitive verbs require two objects.

The [S]VO pattern is the most frequent one with 38 occurrences (55%) among patterns containing a monotransitive verb. This pattern appears in almost all syntactic functions excluding subject complement.

Most clauses representing the [S]VO pattern function as an adverbial (32%), modifier (29%) and prepositional/ direct object (18%). Five clauses function as a complementation of an adjective (13%) and three clauses as a subject (8%).

The second most common clause pattern is [S]VOA. It is used most often as an adverbial (64%) and a postmodifier (22%), less often as an object (14%). [S]VOA does not function as a subject, subject complement and complementation of an adjective.

Monotransitive verbs are followed by a prepositional object in six cases. Most [S]VO<sub>prep</sub> clause patterns function as an adverbial and a postmodifier. The [S]VO<sub>prep</sub>A<sup>4</sup> clause pattern appears once in our sample, in particular as a postmodifier [23].

[23] *These theories direct my approach in two ways: a), that of looking at language within a context and b), providing students opportunities to use real language in real contexts.* (BAWE-7.txt)

In two cases the verb *make* is completed by an object complement [24].

[24] *The repetitive structure and vocabulary iconically mirrors the repetitive history, aimed at making the addressees feel the same impatience for a solution to text 1 that the PM and his supporters feel about the armament conflict.* (BAWE-8.txt)

The remaining two patterns are used only once. The first is the [S]VOO pattern containing a ditransitive verb. The second one is SVO with an overt subject. It contains a monotransitive verb complemented by a prepositional object [25]. The subject is expressed by a noun in the adnominal case.

[25] *Here our attention is turned from a subject's looking at the world to the very way of appearing done by the world.* (BAWE-4.txt)

## **2) Gerund clauses with intransitive and copular verbs**

Intransitive verbs do not require any argument but they can be followed by adverbials. Intransitive verbs occurred in gerund clauses only five times. Copular verbs are complemented by a subject complement.

Three clauses containing an intransitive verb do not take any further participant [26] and one clause includes a copular verb with a subject complement [27].

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<sup>4</sup> Our clause patterns do not show only the valency of a verb but also the real occurrence of clause elements. and therefore both obligatory and facultative adverbials were taken into account.

*[26] Bodies have been found in various burial sites in many different positions ranging from lying face up to sitting or even standing. (BAWE-10.txt)*

*[27] First, these determining properties are common insofar as they are not only to be found in this thing, but in other different things as well (a grain of salt is white, but other things are also white without being a grain of salt). (BAWE-4.txt)*

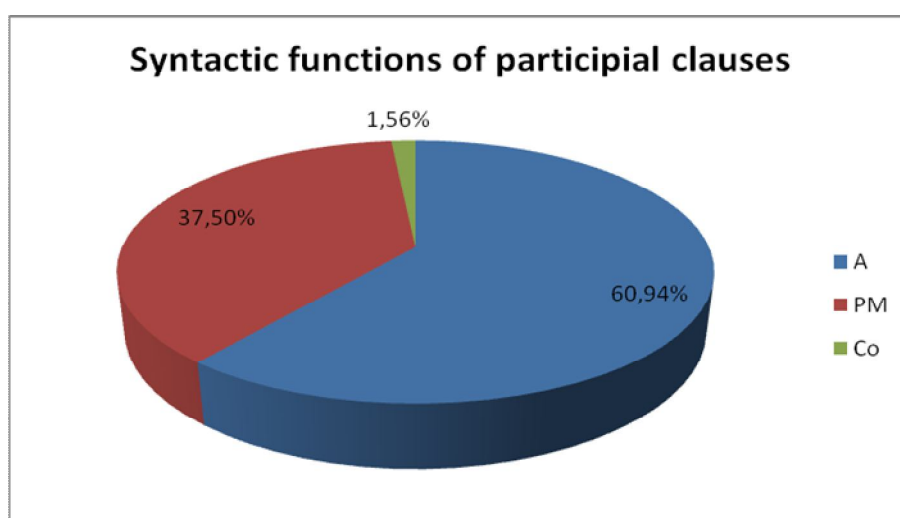


## 4.2.2 Participial clauses

Sixty-four (48%) of the 133 non-finite clauses among the 100 sample sentences are participial clauses. Like gerund clauses, they were analyzed regarding their syntactic function and internal structure describing the type of verb, presence or absence of subject and presence of complementation.

### 4.2.2.1 Participial clauses and their syntactic functions

Participles can have four different syntactic functions but those functioning as premodifiers were not taken into account because this function cannot be performed by subordinate clauses.



Graph 2: Syntactic functions of participial clauses in the BAWE corpus.

A..... adverbial  
PM.....postmodifier  
Co..... object complement

Graph 2 highlights the fact that participial clauses function as an adverbial most frequently (61%) [28].

[28] *The one survivor was born at the end of the First World War, with the assistance of an American doctor with the Red Cross; the doctor was able to sew up the deformity (ibid.), although no mention was made of the life span of the child; when examining medical examples one wonders how a child could survive such affliction, despite medical intervention (fig 14). (BAWE-9.txt)*

The second most common function is a postmodifier (38%) [29], and finally, a single clause represents the syntactic role of object complement (2%) [30].

[29] *In order to fully understand the process of island colonisation, the archaeological evidence needs to be studied within the context of a wider cultural framework encompassing both the mainland and the surrounding seascape.* (BAWE-9.txt)

[30] *It takes place a few pages after Jim has landed on the island and has witnessed John Silver murdering another sailor.*<sup>5</sup> (BAWE-6.txt)

#### 4.2.2.2 Internal structure of participial clauses

The distribution of eleven various clause patterns occurring among participial clauses in our sample sentences is shown in Table 9. Five of the total 64 clauses contain an expressed subject.

SYNTACTIC FUNCTIONS OF PARTICIPIAL CLAUSES						
		PM	Co	A	Total	%
Intransitive verbs	[S]VA	6		4	10	15.63
	SVCs	1		2	3	4.69
Monotransitive verbs	[S]VO	6	1	16	23	35.94
	SVO			1	1	1.56
	[S]VOprep	6		2	8	12.50
	[S]VOA	4		9	13	20.31
	SVOA			1	1	1.56
	[S]VOprepA			1	1	1.56
	[S]VOCo			1	1	1.56
Ditransitive verbs	[S]VOO			1	1	1.56
Passive forms	SVpassA			1	1	1.56
	[S]Vpass	1			1	1.56
	Total	24	1	39	64	
	%	37.50	1.56	60.94		100

Table 9: Participial clauses and their internal structure in the BAWE corpus

<sup>5</sup>The interpretation of the participle *murdering* as a Co relies on the relation of the non-finite form both to the predicate (*witnessed*) and to the object (*John Silver*) of the matrix clause.

### 1) Participial clauses with transitive verbs

Forty eight of the total 64 clauses contain a transitive verb. The overview of individual clause patterns containing a transitive verb is displayed with their syntactic functions in the preceding table.

Again, the most widely used pattern is [S]VO. It is used in 32 of the total 48 clauses, where 24 of them contain a direct object [31], and eight verbs are followed by a prepositional object [32].

[31] *This poses potential problems for readers not familiar with these terms, and a table or appendix giving the scientific and common names of the most important species would have been helpful here.* (BAWE-9.txt)

[32] *Conversely, *Pupilla muscorum* is common to dry places particularly sandy or rocky ground, but is only represented by two shells compared to 43 individuals belonging to the *Vallonia* species.* (BAWE-9.txt)

In thirteen cases, the direct object is followed by an adverbial [33].

[33] *Though seemingly promoting greater freedom through their labour-saving capacity, modern conveniences and their accompanying domestic culture were paradoxically a powerful means of precipitating women's retreat to the home.* (BAWE-2.txt)

The clauses are distributed mainly among two functions; the adverbial and the postmodifier, however the adverbial slightly prevails.

A ditransitive verb is used only in clause [34]. This sentence contains three participles: *using*, *adapting* and *giving*, where the last one is complemented by two objects (direct *as much variety as possible* and indirect *students*).

[34] *We need to be realistic, using and adapting coursebooks and giving students as much variety as possible.* (BAWE-7.txt)

The last pattern containing a monotransitive verb is the SVOA pattern that is used once and differs from [S]VOA pattern only in the presence of an overt subject

as in [35], where the subject is expressed by *an widespread undercurrent of dissatisfaction*.

[35] *Though encompassing great confusion and conflicting messages, the 1950s would provoke a comprehensive reassessment of women's position, with an widespread undercurrent of dissatisfaction fostering new activism for sexual equality in future years. (BAWE-2.txt)*

## 2) Participial clauses with intransitive and copular verbs

Intransitive verbs were used in 13 clauses. The most common pattern is [S]VA where a verb is completed by an adverbial (69%) [36].

[36] *It particularises the referent (or referents) of the noun amongst a group of possible referents, thus acting as an essential linguistic device to communicate meaning in discourse. (BAWE-8.txt)*

An expressed subject is present in the remaining three clauses (23%) containing a copular verb and a subject complement [37].

[37] *According to Parrott (1983: 11), this Irish tradition then developed parallelly to the British tradition, with both verse forms being prosodically identical by accident. (BAWE-8.txt)*

The presence of *being* in all three sentences confirms the tendency, that was commented on in the macro-analysis, that *being* often occurs in absolute constructions.

The two [S]Vpass and SVpassA patterns include a verb in the passive form and are used only once.

The English participle has six different forms, distinguished on the basis of voice, tense and aspect (see 2.3.1). Three of them appear in our sample: present active, present passive and perfect simple passive. The present active participle is the most frequent form, see e.g. *acting* in [36]. The present passive form and perfect simple passive occurred only once.

[38] *Importantly, Figure 10 below shows that from June 1938 the number of all fighters being delivered rose feverishly.* (BAWE-1.txt)

**[present passive]**

[39] *Having been raised in absolute poverty, with little to no education, he drifts from place to place working as a carpenter.*(BAWE-4.txt)

**[perfect simple passive]**

The last observed phenomenon concerning the internal structure of participial clauses was the presence or absence of a conjunction or linking adverb. Table 10 lists all conjunctions and conjuncts which occurred in adverbial clauses in the sample:

	Subordinator	No. of occurrences
<b>SUBORDINATING CONJUNCTIONS</b>	though	4
	when	3
	whilst	1
	with <sup>6</sup>	1
<b>LINKING ADVERBS</b>	thus	1
	thereby	1
<b>total</b>		11

Table 10: The list of conjunctions and linking adverbs in our sample from BAWE corpus

The vast majority of participial clauses are used without any conjunction. The conjunctions *though*, *when*, and *whilst* and conjuncts *thereby* and *thus* occurred only ten times [40].

[40] *Therefore it is up to students to practice adequately these strategies so that they do not meet any serious problems when taking the test.*  
(BAWE-7.txt)

Another subordinator appearing in our sample is *with* used as a conjunction in absolute constructions.

Concerning the structure, we distinguish three types of participial adverbial clauses (see 2.4.2). The majority of sample sentences (35 of the total 39 clauses) belong to the first type of adverbial participial clauses (the main clause and the

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<sup>6</sup> *With* is used as a conjunction only in absolute constructions.

participial adverbial clause have an identical subject that is not expressed in the participial clause). The second type, where the agent of the participial action is the general human agent or the author of a text which is not expressed, but only implied, is used in two clauses [41]. The third type, called absolute construction (the agent of the participial action is different from the agent of the main clause and therefore has to be expressed), is used twice: once it is introduced by *with* and once it is used without any subordinator, see [42].

[41] *Returning to our individual and the main focus of our study, Sunny could spend her time now immersing herself in her reading lists for her course, as well as analysing the method of discourse familiar to this academic community.* (BAWE-7.txt)

[42] *It purports to be a method of describing, rather than explaining or positing, the contents of consciousness; the contents being given as a result of consciousness' intentionality.* (BAWE-4.txt)

The structure of participial clauses is not the only phenomenon observed but we also considered their position within the main clause. We distinguish three positions of participial constructions, in particular initial (in front of the subject), medial (between the subject and the finite form of a verb) and final (after the finite form of a verb).

Regarding the position of 64 participial clauses occurring among our sample, we determined that 46 of them (70%) occupy the final position [43], 14 (24%) are situated in the initial position as in [44], where the underlined participial clause is to be found in front of the subject *Baxandall*. The last four participial constructions (6%) lie in the medial position, in front of the finite form of a verb, illustrated in [45], where the postmodifying participial clause is to be found between the subject *appendix* and the finite form of the verb *to be*.

[43] *There is obligation on B to take up the floor but she backchannels (line 14 ) having nothing more to add and speaker C fills the silence with another long backchannel (line 15) but still passes the turn.* (BAWE-7.txt)

[44] Speaking with reference to the development of the mass-produced 'Levittown' communities, Baxandall describes a common experience of unity. (BAWE-2.txt)

[45] This poses potential problems for readers not familiar with these terms, and a table or appendix giving the scientific and common names of the most important species would have been helpful here. (BAWE-9.txt)

### 4.3 Non-finite *-ing* constructions in spoken academic discourse: a general view

Gerund and *-ing* participial clauses in lectures dealing with “Arts and Humanities” occur 2,844 times in the BASE corpus and their frequency is 2,271.1 occurrences per million words. It is 5.8 times more than in the BAWE corpus. Table 10 below shows the most frequently used verbs:

BASE	Verb	No. of occurrences
1	being	255
2	going	123
3	looking	111
4	doing	106
5	thinking	83
6	saying	83
7	having	83

8	talking	66
9	writing	63
10	trying	60
11	making	47
12	coming	42
13	giving	38
14	working	37
15	using	36

Table 10: The most frequently used verbs in gerund and *-ing* participial constructions in the BASE corpus

*Being* and *having* appear again among the verbs used most frequently. These verbs indicate the presence of more complicated forms in the BASE corpus: perfect active tense (*having -ed*) appears in 27 cases, perfect passive (*having been -ed*) in two and present passive (*being -ed*) occurs in 65 concordance lines. Perfect progressive is not present. It means that only 95 (3.34%) of the total 2,844 *-ing* non-finite constructions are more complex structures. More complicated forms of *-ing* constructions are very rare in spoken as well as in written academic texts.

The highest occurrence of *being* is also caused by the fact that the verb *to be* can have three different functions: a copular verb followed by a subject complement, auxiliary verb in passive constructions and lexical verb meaning *to exist* (see 4.1.). The following table lists words appearing in the first position to the right of *being* most often.



BASE	Word	No. of occurrences
1	a	34
2	the	13
3	in	9
4	able	9
5	made	5
6	an	5
7	so	4
8	prepared	4
9	written	3
10	willing	3
11	not	3
12	like	3
13	done	3
14	Spanish	3
15	well	2

16	very	2
17	trained	2
18	thrown	2
19	tempted	2
20	peripheral	2
21	one	2
22	on	2
23	of	2
24	nostalgic	2
25	mainly	2
26	less	2
27	important	2
28	historians	2
29	described	2
30	conscious	2

Table 11: The most frequently used words in the first right position next to *being* in the BASE corpus

Comparing words listed in Table 4 and Table 11 we will see that they are quite similar, however the BAWE corpus shows the higher number of *-ed* participles. Both tables include articles demonstrating the copular usage of *being* and past participles of various lexical verbs used in passive constructions. *Being* with the sense *to exist* is used in phrases containing *in* [46] that occupies the third position in Table 11.

[46] [...] you have any particular comments about your feelings about  
being in this large group [...] (ahlct007)

Table 11 differs from Table 4 in the presence of the word *well* which is typical of spoken language (see [47]). It is used as a discourse particle typical of spoken language only in this one example. In the other one it is a part of a phrase *all being well*.

[47] [...] those of you who are Europhobes and don't want want us to get  
out of Europe can blame Saint-Simon as being well as it were well the  
founder of the of the European idea [...] (ahlct025)

The word occurring only in Table 11 is *willing* which represents the next possible use of the verb *to be*, namely in modal idioms [48].

[48] [...] then you should pause to think well you know is this really sh  
okay to do this right [[voiced pause]] right and but you know being  
willing to pause to think about whether you should do this action in  
situation where it looks as though the only way you can do what a  
motive of love or friendship prompts you [...] (ahlct036)

The data presented in Table 11 may be supported by Table 12 giving the right word-class collocations of *being* (ranked by logDice). They include catenative adjectives (*able* in *being able to*, and *willing* in *being willing to*) in the first place, past participles in the second and third place and articles in the fifth place. Table 12 also illustrates the importance of the copular *being* in the spoken corpus - not only do adjectives rank sixth among the right collocates of *being* (e.g. *being peripheral*), but the adverbs (comparative, e.g. *being more rational and efficient*, degree, e.g. *being very careful*, and general, e.g. *being absolutely obvious*) are also used as parts of the subject complement realised by an adjective phrase.

BASE	Word-class	No. of occurrences	logDice
1	Catenative adjective	9	8.660
2	<i>done</i>	3	6.735
3	Past participle	62	6.615
4	Comparative degree adverb	3	5.754
5	Article	38	5.321
6	General adjective	56	4.672
7	Degree adverb	7	4.544
8	General adverb	19	3.711

Table 12: Right word-class collocations of *being* in BASE corpus

Whereas nouns are the most frequent immediate left collocates of *being* both in the BAWE and in the BASE corpus, the patterns seem to differ. In the spoken corpus, the collocation ,noun + *being*‘ typically functions as a gerund clause with an overt subject, often following a preposition (e.g. [...] *the idea of the child being so pure that it must die to avoid contamination* [...]) (ahlct009)). Participial constructions are rare. The other frequent immediate left collocate of *being* is *as*, (e.g. [...] *because many people have seen this as being crucially relevant to modern consumer society alienation* [...]) (ahlct026)), and various prepositions, (e.g. [...])

*Pericles attempted to stop the Athenians from being angry with him [...]* (ahlct003)), which signals a gerund use of *being*.

Nine of the remaining fourteen verbs listed in Table 10 are transitive where most of them take only one object (*doing, thinking, having, saying, etc.*) and therefore they are monotransitive, one can take one or two objects (*writing*) and one is a ditransitive verb (*giving*).

Five verbs are intransitive. If we look at the immediate right collocates of the verb *working* with minimal frequency of two occurrences (shown in Table 13), we will see that often it is followed by a prepositional phrase, such as *working with secondary sources* (ahlct013), *working for a newspaper* (ahlct033), or *working on crime and the link between crime and popular protest* (ahlct023) etc. The most significant collocate (ranked by logDice) is the adverb *out*, forming the phrasal verb *working out*, e.g. *he manages to solve all the problems by working out that he is in fact a character in allegorical story* (ahlct010).

BASE	Word	No. of occurrences	logDice
1	out	2	4.768
2	for	3	3.733
3	with	2	3.507
4	on	2	3.105
5	in	3	2.044

Table 13: Immediate right collocates of *working* in the BASE corpus

*Going* and *coming* represent mostly verbs of motion and they are usually complemented by an adverbial [49], however the second most frequent word on the right side of *going* is *to*, expressing the future tense.

[49] [...] *we were able to enrich the classics by going beyond the pillars of Hercules in poetry [...]* (ahlct001)

This fact is supported by Table 14 that includes the right word-class collocations of these verbs comprising mainly adverbs and prepositions. “VOCAL” means voiced pause in an utterance.

verb	BASE	Word-class	No. of occurrences	logDice
going	1	prepositional adverb	40	7.001
	2	to <sup>7</sup>	22	5.103
	3	general preposition	31	3.846
	4	locative adverb	3	3.832
	5	VOCAL	3	1.647
coming	1	prepositional adverb	16	5.691
	2	preposition	3	5.383
	3	locative adverb	7	5.071
	4	general preposition	14	2.700

Table 14: Right word-class collocations of *going* and *coming* in BASE corpus

The last two verbs occurring among the fifteen most frequently used verbs listed in Table 10 are *looking* and *talking*. *Looking* is usually part of a prepositional verb (*look at*, *look for*, etc.), or it can be followed by an adverbial. This claim is based on the fact that the right collocations of *looking* ordered according to a logDice value in the range from 0 to 3 where the first five collocations are *at*, *back*, *around*, *into* and *for*. The constructions with *talking* and *looking* may be connected with a text-organizing function:

[50] [...] so we're going to start by looking at some passages from Thucydides where we see this praise of Pericles which is so influential later and we'll also have a a quick look at what Aristotle said about Pericles under the influence of Thucydides [...] (ahlct003)

[51] [...] what i would like to do now is actually start the lecture i'd like to indeed begin talking about oh no God what is this thing doing [...] (ahlct007)

*Talking* is in 59 of the total 66 cases followed by the preposition *about*, in three cases it is followed by *to*.

Table 15 below contains the left collocations of gerund and *-ing* participial forms in the BASE corpus sorted according to logDice value.

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<sup>7</sup> This *to* encompasses also cases of the finite form of the phrase *be going to*. It is caused by the fact that the finite form of the verb *to be* is distant from the remaining parts of the phrase and therefore they cannot be excluded by the search.

BASE	Word	No. of occurrences	logDice
1	by	155	9.503
2	of	619	8.923
3	just	99	8.804
4	not	107	8.683
5	way	65	8.675
6	as	128	8.657
7	sort	57	8.343
8	he	63	8.257
9	for	97	8.234
10	actually	47	8.104

11	and	293	8.031
12	from	59	8.017
13	in	211	8.001
14	[[voiced pause]]	244	7.964
15	start	29	7.953
16	without	26	7.921
17	people	43	7.859
18	also	41	7.851
19	about	62	7.838
20	worth	23	7.827

Table 15: Left collocations of gerund and *-ing* participial clauses in BASE corpus.

Left collocations of gerund and *-ing* participial clauses differ in written and spoken academic discourse. Their only resemblance is the presence of prepositions (*by, of, for, in, without, about*) that precede gerunds functioning as adverbials or postmodifiers but conjunctions that have the same function with participles are not present. The first conjunction is *when* and it occupies the 56<sup>th</sup> position with a logDice value of 7.095. According to this finding it seems that *-ing* participial clauses introduced by conjunctions functioning as adverbials appear more frequently in written academic discourse. The other possible reason can be that participial constructions do not express more complicated semantic relations and therefore participial clauses are used without conjunctions.

The only word that can function as a conjunction present in Table 10 is *as*. *As* can precede both the gerund and *-ing* participle because it functions either as a preposition or conjunction.

*[[voiced pause]]* in Table 15 can appear only in originally spoken transcribed texts. It represents a pause in a speech filled by some noise or sound.

## 4.4 Non-finite *-ing* constructions in spoken academic discourse: detailed analysis

### 4.4.1 Gerund clauses

Sixty-nine (50%) of the total 138 non-finite clauses among 100 sample sentences from the BASE corpus are gerund clauses. All of them have an unexpressed subject. Regarding their form, they are used in the present active except for one gerund in perfect simple and one in present passive form. Sample gerund clauses will be further described in terms of their syntactic function and internal structure.

#### 4.4.1.1 Gerund clauses and their syntactic functions

Seven out of eight syntactic functions are present among gerund clauses in the BASE corpus. The three most frequently used syntactic functions correspond to the three most common syntactic functions in written academic discourse, however their order differs. The most frequent function in BASE is an adverbial which appears in 22 clauses (32%), see [52]. The second most common function is an object (26%) exemplified in [53] and the third position is occupied by postmodification (25%) illustrated by [54], whereas the order of these functions in the BAWE corpus is: adverbial, postmodification and object.

[52] [...] *having started out by rejecting the idea of progress he was really coming to some quite similar sort of idea suggesting that you have these cycles these dialectical cycles* [[voiced pause]] [...] (ahlct001)

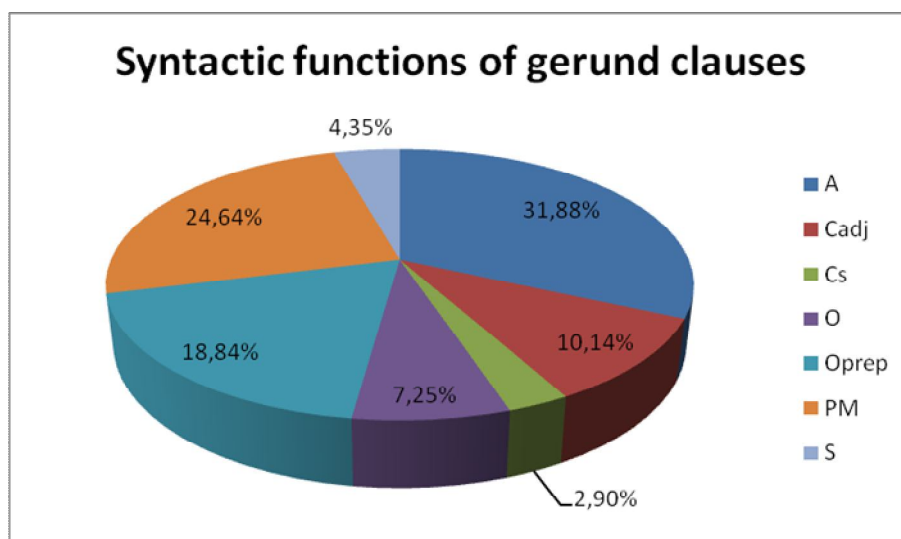
Example [52] contains three non-finite *-ing*-clauses. The first form *having started out* has the form of the simple perfect participle and functions as an adverbial. The second *-ing* form is *rejecting* that is a part of a prepositional phrase. *By rejecting* is the example of the adverbial use of gerunds. The third *-ing* form used in [52] is the present participle *suggesting* functioning as a postmodifier.

[53] [...] *it seems if saving a wife involves doing something like that then you should pause to think well you know is this really sh okay to do this* [...] (ahlct036)

The preceding example sentence includes two gerunds, in particular *saving* and *doing*. *Saving* is the subject and *doing* follows the transitive verb *involve* and therefore it has the syntactic role of object.

[54] [...] and moreover it will make the position of the King utterly clear  
there will be no longer the chance of sitting on the fence when you 're  
at war [[voiced pause]] [...] (ahlct020)

The distribution of direct/prepositional objects, adverbials and postmodifiers and the remaining four syntactic functions present in our sample, namely subject complement, complementation of an adjective and subject, is illustrated in Graph 3 below.



Graph 3: Syntactic functions of gerund clauses in BASE corpus.

S.....subject  
Cs.....subject complement  
O.....object  
Oprep.....prepositional object  
Cadj.....complementation of an adjective  
PM.....postmodifier  
A.....adverbial

#### 4.4.1.2 Internal structure of gerund clauses

The majority of gerund clauses occur in the present active form and all are used without an overt subject. One gerund is used in the perfect simple and one in the present passive form. Table 16 shows the classification of gerund clauses according

to their internal structure, syntactic function and distribution of clause patterns among our sample sentences.

SYNTACTIC FUNCTIONS OF GERUND CLAUSES										
	BASE	S	Cs	O	Oprep	Cadj	PM	A	Total	%
Intransitive verbs	[S]V		1		3		1		5	7.25
	[S]VA			1	1		1	4	7	10.14
	[S]VCs	1				1		1	3	4.35
Monotransitive verbs	[S]VO	1	1	3	8	4	7	5	29	42.03
	[S]VOprep	1				1	4	3	9	13.04
	[S]VOA				1	1	2	6	10	14.49
	[S]VOprepA			1				2	3	4.35
Ditransitive verbs	[S]VOO						1		1	1.45
	[S]VOOprep							1	1	1.45
Passive form	[S]Vpass						1		1	1.45
	Total	3	2	5	13	7	17	22	69	
	%	4.35	2.90	7.25	18.84	10.14	24.64	31.88		100

Table 16: Gerund clauses and their internal structure in the BASE corpus

### 1) Gerund clauses with transitive verbs

The most common pattern among transitive verbs is [S]VO with 29 occurrences appearing in all syntactic functions.

Eleven clauses with the [S]VO pattern function as a direct/prepositional object (38%) as illustrated in [55] and [56]. The second place is occupied by postmodifiers with seven occurrences (24%). Five clauses function as an adverbial (17%), four as a complementation of an adjective (14%), one clause as a subject complement (3.5%) and the last one as a subject (3.5%).

[55] [...]Newton gave us this [[voiced pause]] when somebody starts writing this down [...] (ahlct037)

[56] [...]even then you might want to be careful because [[voiced pause]] talking about replacing a name like Cicero with a definite description there might be distinctions when we come to look at Kripke [...] (ahlct033)

The second most common pattern is [S]VOA. Most frequently it is used as an adverbial (60%) as in [57]. The other functions of clauses representing the [S]VOA clause pattern are postmodification (20%), complementation of an adjective (10%)



and prepositional object (10%). The [S]VOA does not function as a subject, subject complement and object.

[57] *like [[voiced pause]] Plato be done for free by rich people and Pericles gives money and Plato saw this as flattering the people to win power to win votes so here we say have Thucydides denying he flattered the people* (ahlct003)

Monotransitive verbs are followed by a prepositional object in nine cases (13%), as the present participle *talking about* in [56] functioning as an adverbial. [S]VOprep functions in our sample also as a postmodifier (45%), adverbial (33%), subject (11%) and complementation of an adjective (11%). The [S]VOprepA pattern is used three times: twice as a prepositional object and once as a postmodifier.

The [S]VOO and [S]VOOprep clause patterns containing a ditransitive verb are used only once.

## 2) Gerund clauses with intransitive and copular verbs

Intransitive verbs occurred in 15 of the total 69 clauses.

Five clauses do not take any further participant (33%) as *sensing*, *reflecting* and *remembering* in [58]:

[58] [...] *impressions are to do with sensing or immediate perception as it were and ideas are to do with thinking or reflecting or maybe remembering or whatever and and th Hume wants to have both of these so i 'm going to come [...]* (ahlct037)

Seven gerunds are modified or complemented by an adverbial (47%) and three gerund clauses contain a copular verb with a subject complement (20%) as in the two following examples:

[59] [...] *these periods when he sort of went in for this sort of manic work and he managed to learn Russian in bed before getting up each morning imagine it [[laughter]] [[voiced pause]] so that he could follow the Russian daily [...]* (ahlct027)

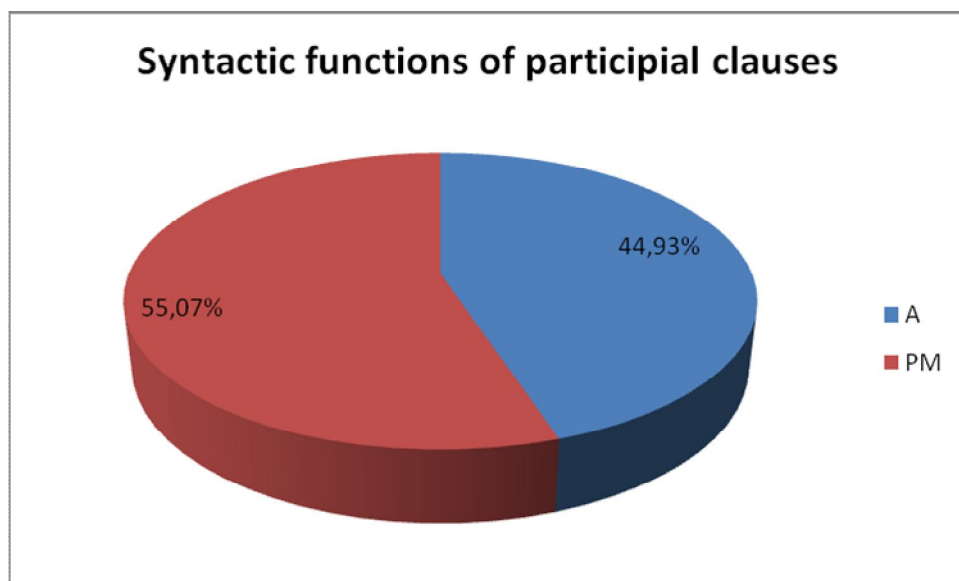
[60] [...] you know that we 're better at being historians than talking about  
being historians or understanding or theorizing the historical process  
[...] (ahlct028)

#### 4.4.2 Participial clauses

Sixty-nine of the total 138 *-ing* clauses are participial clauses. The following chapter deals with their syntactic function and internal structure.

##### 4.4.2.1 Participial clauses and their syntactic functions

Out of the three syntactic functions of participial clauses (adverbial, postmodification and object complement) only the former two were represented in the BASE sub-corpus. Premodifying participles were not taken into consideration just as in written academic texts. Graph 4 displays the distribution of syntactic functions of *-ing* participial clauses in the BASE corpus.



Graph 4: Syntactic function of participial clauses in the BASE corpus

A.....adverbial  
PM.....postmodifier

Graph 4 shows that the results differ from those obtained from the written corpus, where the adverbial function prevailed over the postmodifying one and the function of object complement was present.

Postmodification slightly prevails over adverbial function. It occurs in 38 clauses (55%), e.g. in [61].

[61] [...] *[[voiced pause]] the activity of historians working with secondary sources and producing a kind of narrative account [[voiced pause]] which we should perhaps more accurate accurately refer to as as historiography [[voiced pause]] [...]* (ahlct013)

Thirty one clauses (45%) function as an adverbial [62].

[62] [...] *come with me to the hospital he urged me one day what 's the matter i wanted to know man trouble he said smiling proudly that Italian slag gave me an itch [...]* (ahlct001)

#### 4.4.2.2 Internal structure of participial clauses

The distribution of nine different clause patterns occurring among participial clauses in our sample sentences is shown in Table 17. Three clauses contain an expressed subject.

SYNTACTIC FUNCTIONS OF PARTICIPIAL CLAUSES					
	BASE	PM	A	Total	%
Intransitive/ copular verbs	[S]VA	9	6	15	21.74
	[S]VCs	1		1	1.45
	SVCs		2	2	2.90
Monotransitive	[S]VO	14	15	29	42.03
	[S]VOprep	5		5	7.25
	[S]VOA	4	6	10	14.49
	[S]VOprepA		1	1	1.45
	SVOprepA		1	1	1.45
Ditransitive verbs	[S]VOOprep	1	1	2	2.90
Passive form	[S]VpassA	1	1	2	2.90
	[S]VpassOprep	1		1	1.45
	Total	38	31	69	
	%	55.07	44.93		100

Table 17: Participial clauses and their internal structure in the BASE corpus

### 1) Participial clauses with transitive verbs

Forty-six clauses contain a transitive verb. The overview of individual clause patterns containing a transitive verb is displayed with their syntactic functions in Table 17.

The most frequently used pattern is [S]VO. It is used in 29 of the total 46 clauses containing a transitive verb. [S]VO patterns containing a direct object function as an adverbial in 55% of occurrences, see example [63], whereas [S]VO patterns containing a prepositional object [64] function only as a postmodifier (83%) in our sample.

[63] [...] he was d [[voiced pause]] ranging across these fields doing a huge amount of research and [[voiced pause]] learning a a huge amount over many fields [...] (ahlct027)

[64] [...]this thinking substance [[sniff]] now reflecting on myself reveals that i have a passive faculty [...] [...] (ahlct039)

An adverbial follows a direct object in twelve sentences. The internal structure of the following example sentence is [S]VOA and its function is a postmodification.

[65] [...]the moral law expresses not hypothetical imperatives of prudence but categorical imperatives prescribing actions regardless of the informations of our animal nature [...] (ahlct038)

A ditransitive verb complemented by a direct and prepositional object appears twice among our sample sentences. One of them is shown in [66].

[66] [...] you can only judge them by whether they succeed or not another problem Ranke deliberately neglected devoting much attention to social and economic trends [...] (ahlct024)

The above mentioned example sentence represents the [S]VOOp<sub>prep</sub> pattern and functions as an object.

## 2) Participial clauses with intransitive and copular verbs

Intransitive and copular verbs were used in 18 sentences. None of them only contain the subject and verb. The verb is always complemented either by an adverbial (83%) as in [67] or by a subject complement (17%), illustrated in [68].

[67] [...] *Shah moved through this playground with ease stepping over the odd drunk sprawled across the pavement weaving between the bags of rubbish put out by restaurants winking at the girls waiting at street corners [...]* (ahlct001)

The example sentence [67] contains three adverbially used participles, where *weaving* demonstrates the [S]VA pattern. The fourth participle *waiting* modifies the preceding word *girls*.

[68] [...] *how we decide on the denotation remember the Millian difference between denotation and connotation denotation being the object in the world connotation being a kind of a property [[voiced pause]] [...]* (ahlct033)

The remaining three patterns contain a verb in a passive voice. Two clauses represent the [S]VpassA pattern as in [69].

[69] [...] *this is an angry little girl being described here [...]* (ahlct009)

The internal structure of the last clause is [S]VpassOprep. See [70], where the non-finite clause functions as a postmodifier.

[70] [...] *this is where the coin record comes in in those ninety years we have a succession of coin issues being produced by a number of dynasts or kings within Britain [...]* (ahlct006)

Regarding possible forms of the participle, three of them were found among our sample sentences, namely present active, present passive and simple perfect active. The present active participle is again the most frequently used form, e.g. all participles in [67]. The present passive participle appears in three sentences (e.g. in [69] and [70]) and the simple perfect active participle occurred once, see [71].

[71] [...] having started out by rejecting the idea of progress he was really coming to some quite similar sort of idea [...] (ahlct001)

Regarding the presence or absence of a conjunction, it was determined that almost all participial clauses were used without any conjunction in spoken academic discourse. Only one non-finite clause [72] is introduced by conjunction.

[72] [...] he snaps the book shut his creased mouth unfolding in a smile as when entering his cabin mind heavy with care breeding and multiplying percentages [...] (ahlct001)

The absolute construction was used only in one sentence and without a subordinator [73].

[73] [...] remember the Millian difference between denotation and connotation denotation being the object in the world connotation being a kind of a property [[voiced pause]] [...] (ahlct033)

The last thing to be commented on is the position of participial clauses. The position of participial clauses in academic lectures seems to be more fixed than in the written texts. Sixty one of the total 69 clauses (88%) occupy the final position [74]. Six of them (9%) stand between the subject and the finite form of the verb [75], and two clauses (3%) are used initially [76].

[74] [...] i sat on the bus deep in thought trying to work out why she should have betrayed him so easily [...] (ahlct001)

[75] [...] the very term imperialism deriving as it does from the Latin word emperor has clearly Roman associations [...] (ahlct019)

[76] [...] having started out by rejecting the idea of progress he was really coming to some quite similar sort of idea suggesting that you have these cycles these dialectical cycles [...] (ahlct024)

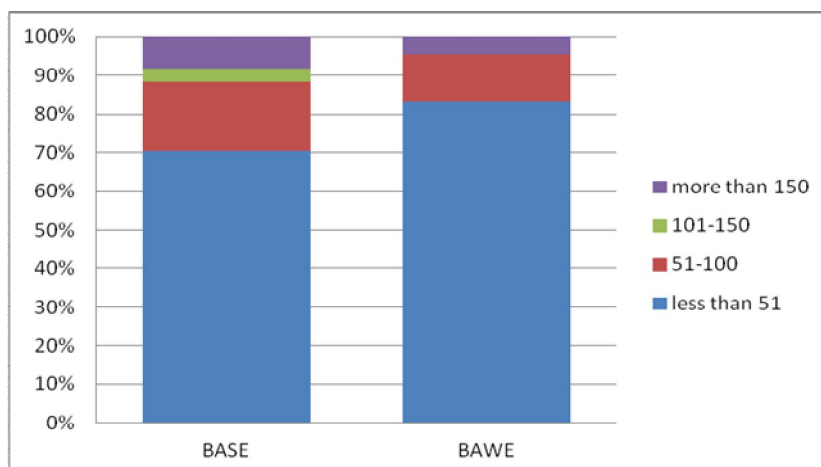
## ***4.5 Comparison of the written and spoken academic discourse***

This sub-chapter focuses on the comparison of written and spoken academic texts based on the preceding analysis.

### **4.5.1 General view**

This section describes differences and similarities between all non-finite *-ing* constructions in the selected sub-corpora from the area of “Arts and Humanities” in BAWE and BASE.

The first obvious difference between BAWE and BASE is the higher relative frequency of non-finite *-ing* constructions in the spoken corpus, which is mainly due to a few very frequent verbs. Looking at particular verbs occurring in these constructions more closely we will see that there is a much greater diversity of verbs appearing in non-finite *-ing* constructions in BAWE than in BASE. The tendency in academic lectures is that there are several very frequent verbs that form a large part of the corpus. On the other hand, in the BAWE corpus the range of verbs is broader and the individual verbs do not recur as frequently as in BASE. The most frequently used verbs in BASE are general verbs that have no direct relation to academic language, such as *being, looking, going, doing, thinking, having, saying, writing, talking*. These verbs form 30% of all verbs in BASE, whereas the most frequent verbs in BAWE (more than 50 occurrences) form only 17.6%. The overview of the distribution of verbs occurring in our two sub-corpora is shown in Graph 5.



Graph 5: Distribution of *-ing* nonfinite forms of verbs in BASE and BAWE (the verbs are grouped together in four classes according to the number of occurrences of each verb in the corpus: verbs which occurred more than 150 times, between 101 and 150 times, between 51 and 100 times, and less frequently than 51 times).

Different possible forms of verbs in non-finite *-ing* clauses are distributed in both sub-corpora in a similar way. They are almost always used in the present active form. More complicated structures are very rare in both types of texts (3.34% in both sub-corpora).

The spoken and written data are also similar in terms of the frequent occurrence of prepositions among immediate left collocates of non-finite *-ing* verb forms, but they differ in the presence of conjunctions and linking adverbials (conjuncts). Prepositions are used in front of gerunds functioning as adverbials, modifiers or prepositional objects, whereas conjunctions are placed in front of adverbially used participles. The absence of conjunctions among the first twenty immediate left collocates of non-finite *-ing* forms can signal that participial constructions occurring in the spoken academic discourse do not express more complicated semantic relations and therefore are used without conjunctions. The other reason can be that adverbial non-finite clauses appear more frequently in written academic texts.

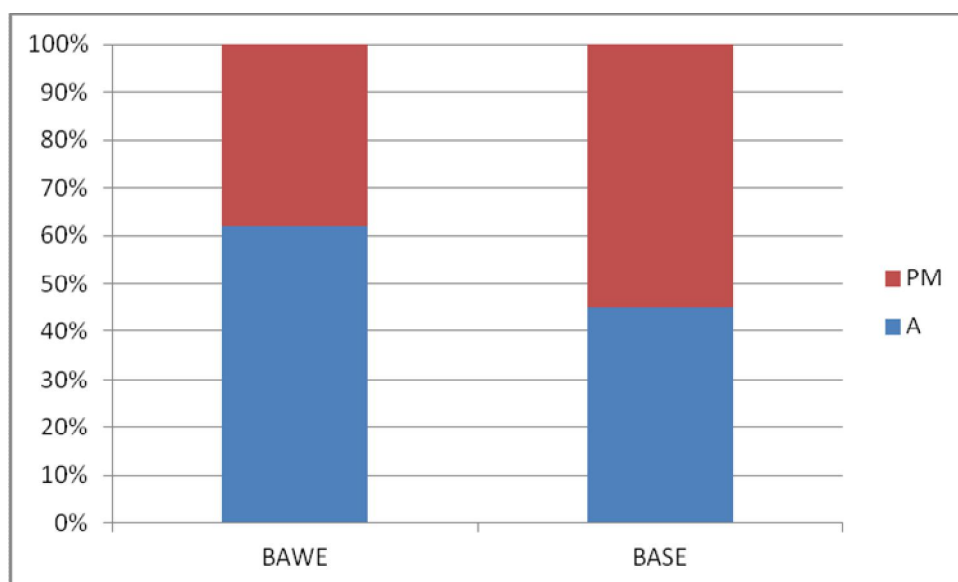
The last significant difference was determined in the presence of non-finite constructions functioning as disjuncts. They prevail in written academic texts.



### 4.5.2 Detailed analysis

The results of our detailed analysis will be described in this section. Gerund and participial clauses were analyzed separately regarding their syntactic function, internal structure and position with respect to the main clause.

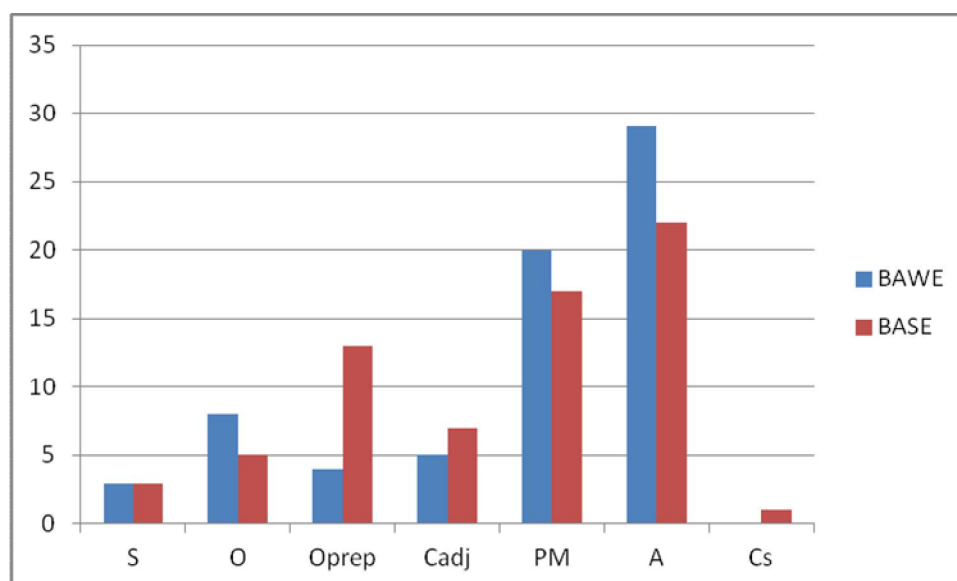
Participial clauses tend to be used more frequently as adverbials in written texts (61%) and as postmodifiers in lectures (55%). The complexity of structure (represented by the *-ing* participial clause) seems to occur on sentence level in written texts and on phrasal level (postmodification within a noun phrase) in spoken texts.



Graph 6: Syntactic functions of participial clauses, BAWE vs. BASE

Conjunctions were also examined in our detailed analysis. Our findings correspond to the results of the general analysis: adverbial clauses are preceded by a conjunction or conjunct eleven times (28% of participial adverbial clauses) in the BAWE corpus and only once (3%) in BASE. It means that participial adverbial clauses denote more complicated semantic relations expressed by conjunctions in written academic texts.

Graph 7 compares the distribution of syntactic functions among the sample gerund clauses in both sub-corpora.



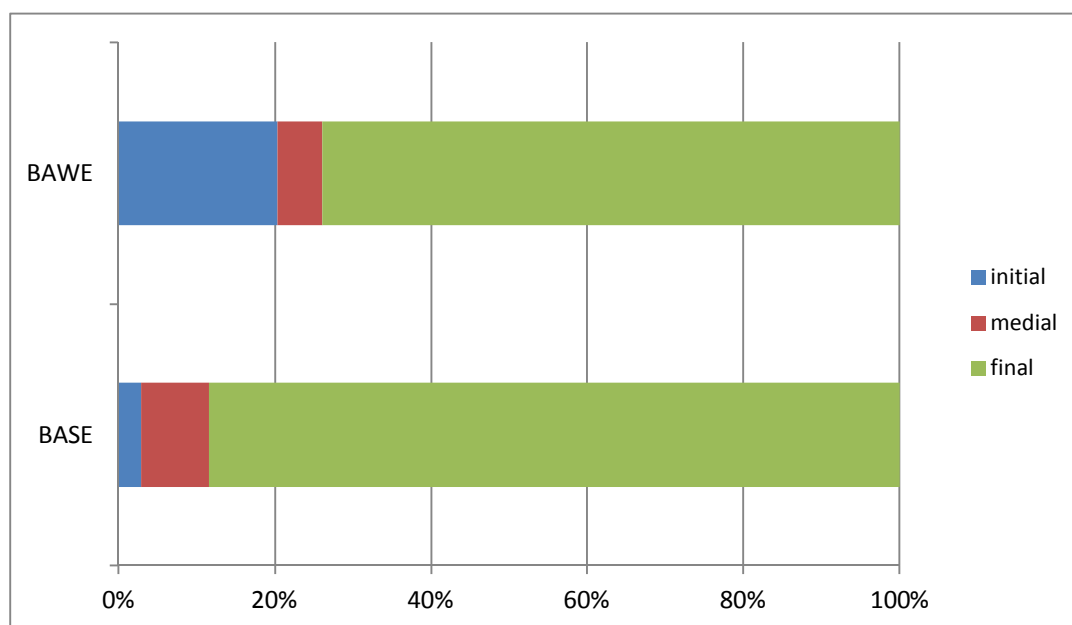
Graph 7: Syntactic functions of gerund clauses, BAWE vs. BASE

In Graph 7 it is shown that particular syntactic functions are approximately evenly distributed in the spoken and written academic discourse. The biggest difference concerns the prepositional object that significantly prevails in BASE and we can therefore assume that also prepositional verbs (verb + preposition, such as *adapt to something*, *belong to something*, *concentrate on something*, *contribute to something*, *look for somebody or something* etc.) predominate in academic lectures. The same tendency has the complementation of an adjective that is also used after prepositions and predominates in academic lectures again.

Besides the difference in distribution of gerund clauses functioning as the prepositional object and the complementation of an adjective, we can observe the other one in distribution of adverbial function (42% in BAWE, 31% in BASE). It seems that adverbial meanings are more often expressed by non-finite constructions in BAWE. The other reason can be that adverbial clauses are generally more frequently used in writing than in speech. Despite the difference in the relative frequency of adverbial clauses in both corpora, the adverbial function is the most common one in both BAWE and BASE, however there is not as significant difference between the number of the adverbial and postmodifying gerund clauses in BASE as in BAWE. Postmodification is the second most common function of

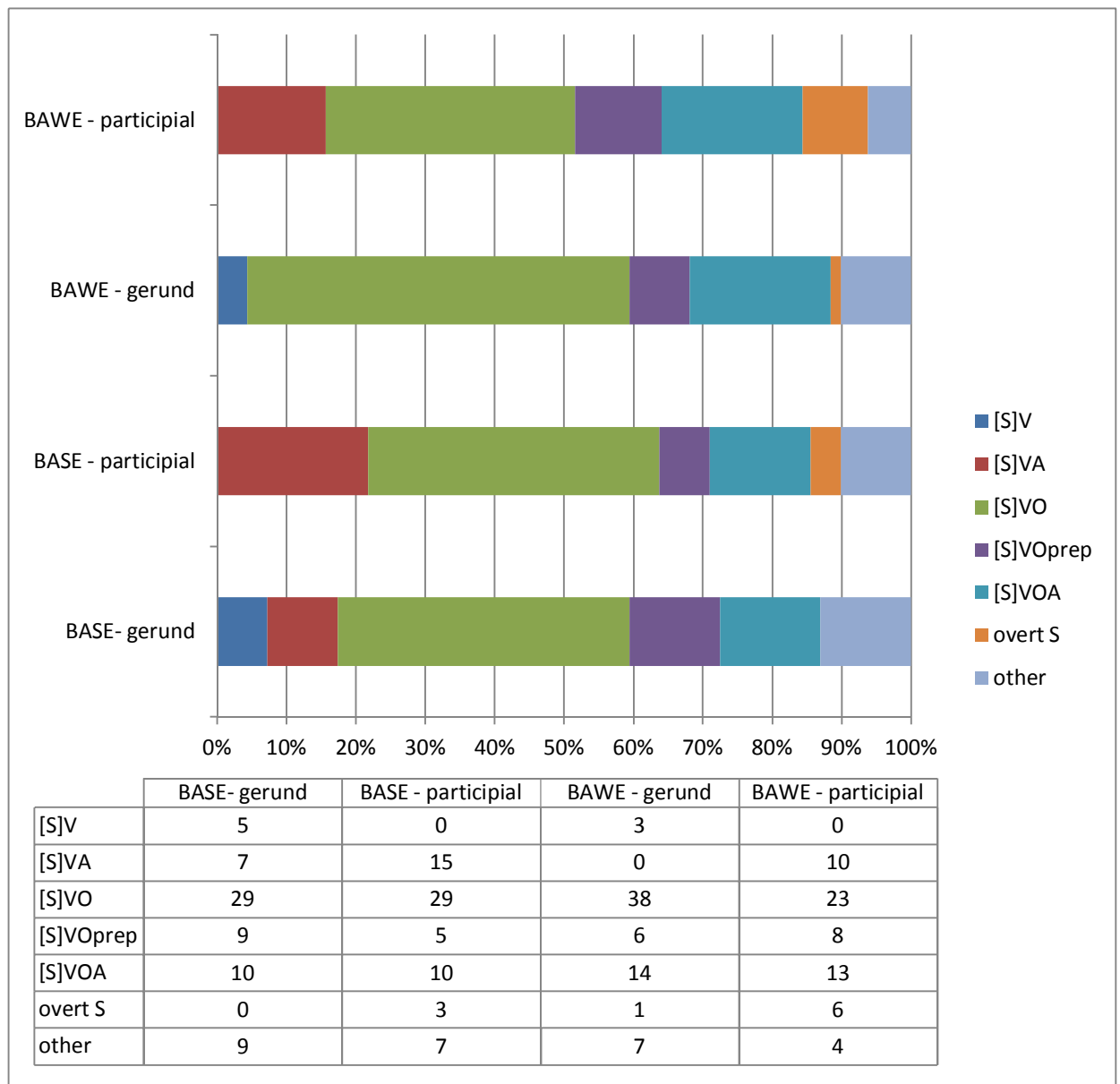
gerunds. This fact contributes to the frequent occurrence of prepositions in front of *-ing* forms.

The last difference observed between the spoken and written academic language concerns the position of participial clauses with regard to the main clause. It was determined that students' writings show greater diversity than lectures. Sixty-one of the total 69 clauses (88%) in spoken texts stand after the finite form of a verb. Six of them (9%) are used medially and two clauses (3%) occupy the initial position. Written texts include 51 (74%) of participial clauses in the final, 14 (20%) in the initial and four (3%) in the medial position, see Graph 8. This may be due to the fact that to identify the subject of the subjectless clause placed initially is more complicated.



Graph 8: The position of participial clauses with regard to the main clause in BAWE and BASE

Considering the internal structure, namely complements and modifications of non-finite verb forms, BASE and BAWE are quite similar. They resemble each other in the distribution of the most frequent clause patterns. They differ only in the presence or absence of minor patterns that appear only once or twice. The following graph contains patterns that occurred more than three times, at least in one of the sub-corpora. It shows the distribution of clause patterns among gerund clauses and participial clauses separately.



Graph 9: Relative representation of clause patterns among gerund and participial clauses in the BAWE and BASE corpus

Graph 9 displays gerund and participial non-finite constructions and their internal structure. Regarding the gerund clauses, particular clause patterns occurring more than three times are quite evenly distributed among BAWE and BASE. The only exception is the tendency of spoken texts to use the simplest clause pattern [S]V more often. This fact is supported by the occurrence of the intransitive pattern [S]VA in the BASE corpus. This pattern did not appear in sentences gained from BAWE. The BAWE corpus prefers the use of monotransitive clause patterns, such as [S]VO and [S]VOA:

A higher diversity of gerund clause patterns is typical of BASE as follows from the comparison of Table 8 and Table 16 showing all clause patterns among gerund clauses. More than 10% of clause patterns is represented by four dominant patterns ([S]VA, [S]VO, [S]VOprep and [S]VOA), whereas in BAWE there are two dominant patterns ([S]VO and [S]VOA), and the others occur less frequently.

Graph 9 also contains information about the distribution of particular clause patterns among the examined participial clauses. The moderate difference is to be seen in the [S]VOprep pattern that predominates in written texts in our sample. We can also see that the [S]VA pattern prevails among spoken sentences again. It seems that the adverbial complementation prevails in the case of intransitive verbs in spoken texts. If we consider transitive verbs with regard to the adverbial complementation, the tendency seems to be opposite but the difference between BAWE and BASE is not so apparent. As follows from Graph 9, the BASE corpus seems to prefer simpler internal structures, such as the [S]VA and [S]VO pattern.

If we summarize all our findings, we can say that the biggest difference between the written and spoken academic language is that academic lectures are more uniform regarding *-ing* non-finite clauses, and they are less complicated than non-finite clauses in students' writings. The use of quite general frequently recurring verbs, the use of structurally simple non-finite clauses with intransitive verbs and the placement of participial clauses in the final position is typical of speech. Written texts prefer clause patterns with transitive verbs that can also contain an adverbial. These texts are also more diverse. They use more diverse verbs, each with lower frequency, and place participial clauses more frequently in the initial and medial position than spoken texts. Adverbial clauses express more complicated semantic relations in writing than in speech using conjunctions and conjuncts.

## 5 Conclusions

The objective of this Master's thesis was to analyze the behaviour of gerund and *-ing*-participial clauses in lectures and advanced learners' writings from the area of "Arts and Humanities".

It was assumed that the number of non-finite *-ing* clauses will be higher in written academic texts in comparison to academic lectures, because they are less explicit than finite clauses. This fact places higher demands on readers or listeners who have to rely on the broader context in order to fully understand the text. The second assumption was that gerund and *-ing* participial clauses should be more complicated and diverse in written texts.

It was determined that *-ing* constructions appear in the same syntactic functions but their distribution differs. Whereas the most frequent function of *-ing* participial clauses in spoken academic English is the postmodifying function, in written texts it is the adverbial one. The same tendency was observed in gerunds: they function most often as adverbials in both written and spoken texts, but postmodifiers are also very frequent in the BASE corpus. Another significant difference was observed in gerunds functioning as prepositional objects that significantly prevail in BASE. This finding indicates the higher occurrence of prepositional verbs in spoken language. The same tendency was noticed by complementations of adjectives that are also used after prepositions and predominate in academic lectures.

Considering the internal structure of non-finite constructions (the presence/absence of complements and modifications), the distribution of the most frequent clause patterns is quite similar in both sub-corpora. They differ only in the presence or absence of minor patterns. The tendency of using simple clause patterns containing an intransitive verb was detected in the BASE corpus, whereas patterns with transitive verbs slightly prevail in the BAWE. Comparing the results of our analysis and our two assumptions we have to conclude that the first assumption was not confirmed. It was determined that *-ing* non-finite clauses are used 5.8 times more frequently in the BASE than in BAWE corpus. A closer look at particular verbs

explains this result. A large number of *-ing* constructions in BASE contain several verbs having no direct relation to academic language that recur very often in this corpus. Verbs used in BAWE are more diverse. There are more different verbs appearing less frequently. The use of frequently recurring constructions in the BASE corpus does not pose as big problem in production and interpretation as the use of diverse verbs in the BAWE does.

The second hypothesis was confirmed, the greater diversity of *-ing* non-finite clauses is related to the position and functions of participial clauses. Whereas in BASE they have a rather fixed position at the end of the sentence, in BAWE they also tend to occur in the initial and medial position with respect to the main clause. The other result supporting the assumption that the analyzed clauses are more complicated in the BAWE corpus is the repeated presence of conjunctions expressing more complicated semantic relations (26% of all adverbial participial clauses), while only one clause was introduced by a conjunction in lectures.

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## **Sources**

*British Academic Spoken English* (BASE) corpus:

The recordings and transcriptions used in this study come from the British Academic Spoken English (BASE) corpus. The corpus was developed at the Universities of Warwick and Reading under the directorship of Hilary Nesi and Paul Thompson. Corpus development was assisted by funding from BALEP, EURALEX, the British Academy and the Arts and Humanities Research Council.

BASE corpus. Available at <<http://www.coventry.ac.uk/research/research-directory/art-design/british-academic-spoken-english-corpus-base/>> Last accessed 31 July 2013.

*British Academic Written English* (BAWE) corpus:

The data in this study come from the British Academic Written English (BAWE) corpus, which was developed at the Universities of Warwick, Reading and Oxford Brookes under the directorship of Hilary Nesi and Sheena Gardner (formerly of the Centre for Applied Linguistics [previously called CELTE], Warwick), Paul Thompson (Department of Applied Linguistics, Reading) and Paul Wickens (Westminster Institute of Education, Oxford Brookes), with funding from the ESRC (RES-000-23-0800).

BAWE corpus. Available at <<http://www.coventry.ac.uk/research/research-directory/art-design/british-academic-written-english-corpus-bawe/>> Last accessed 31 July 2013.

## 7 Resumé

Tato diplomová práce se zabývá distribucí a funkcemi polovětných konstrukcí založených na dvou typech *ing*-ových neurčitých tvarů slovesných. Gerundiální a *ing*-ové participiální vazby jsou méně explicitní než odpovídající finitní věty. Čtenář se proto musí opírat o bezprostřední větný i širší kontext, aby správně porozuměl polovětným konstrukcím. Angličtina inklinuje k používání jmenných tvarů hlavně v psaných odborných textech.

V současných anglických gramatikách najdeme gerundia a participia často jako jednu kategorii (‘*-ing participle*’ Quirk et al. 1985 nebo ‘*gerund-participle*’ Huddleston and Pullum 2002). Rozdíl mezi nimi se často stírá, byť prošly odlišným historickým vývojem. Tato práce se přiklání k přístupu české lingvistické školy (Duškové a kol.) ve vymezení participií a gerundií jako dvou typů nefinitních konstrukcí, které ve větě zastupují rozdílné syntaktické funkce.

Teoretická část popisuje akademický diskurs a shrnuje informace o gerundiích a participiích dostupné v gramatikách. Zabývá se jejich hlavní charakteristikou a popisuje je především ze syntaktického hlediska.

Přestože si nefinitní formy anglických sloves uchovávají vlastnosti slovesa (např. slovesnou rekcí), anglické přičestí se formálně podobá přídavným jménům a gerundia substantivům. Adjektivum se od přítomného přičestí liší v přítomnosti intenzifikátorů *very* a *too*, dá se stupňovat, může následovat po slovesech jako *seem*, *appear*, *look* a *remain*. Přičestí přítomné zase může být na rozdíl od adjektiva doplněno předmětem nebo jmennou částí přísudku.

Co se týče gerundií, ta se od podstatných jmen dají odlišit na základě jejich syntaktického chování, a to podle přítomnosti různých komplementací a modifikátorů. Zatímco gerundia odvozená od tranzitivních sloves vyžadují doplnění přímým předmětem, u substantiv je to předložková fráze s *of*. Dalšími rysy podstatných jmen je přítomnost determinátorů, schopnost tvořit množné číslo a modifikace adjektivy. U gerundií tuto funkci zastávají příslovce.

Závěr teoretické části se potom věnuje jednotlivým syntaktickým funkcím gerundií a příčestí přítomných. Gerundia se díky své nominální povaze mohou vyskytovat ve všech syntaktických funkcích (podmět, předmět, jmenná část přísudku, doplněk předmětu a příslovečné určení). Příčestí je omezeno pouze na funkci příslovečného určení, doplňku předmětu a modifikátoru.

Hlavní část této diplomové práce, část výzkumná, se zabývá samotnou analýzou gerundiálních a *ing*-ových participiálních vět z oblasti „Arts and Humanities“. Hlavním cílem bylo zjistit, jak se tyto vazby chovají v akademických psaných a mluvených textech. Předpokladem bylo, že polovětné konstrukce se budou častěji vyskytovat v psaných odborných textech a budou se v nich také objevovat složitější struktury vyjadřující komplikovanější sémantické vztahy.

První část analýzy spočívala ve zkoumání frekvence *ing*-ových polovětných konstrukcí, jednotlivých sloves v těchto vazbách a kolokací těchto sloves. Bylo zjištěno, že se polovětné konstrukce oproti našemu předpokladu nachází větší měrou v akademických přednáškách. Důvodem pro tento fakt mohou být odlišnosti mezi slovesy vyskytujícími se v našich dvou subkorpusech. Zatímco pro psané texty (BAWE) je typické větší množství různých sloves s menší četností, polovětné konstrukce v přednáškách (BASE) obsahují několik velmi frekventovaných sloves, která tvoří velkou část subkorpusu. Tato slovesa nejsou nijak příznačná pro akademický jazyk. 30% všech sloves v BASE tvoří ta slovesa, která mají více než 50 výskytů. V BAWE je to pouhých 17.6%.

Dále bylo zjištěno, že nefinitní slovesa se vyskytují v obou korpusech nejčastěji v přítomném čase a aktivním rodu. Komplikovanější struktury tvoří v obou subkorpusech pouhá 3%.

Mezi levými kolokacemi nefinitních forem sloves se velmi často vyskytují předložky, které se nacházejí před gerundií ve funkci příslovečných určení nebo modifikátorů. Před participií, která zastávají funkci příslovečného určení, jsou to spojky. Ty se ale vyskytují mezi prvními dvaceti kolokacemi

pouze v korpusu BAWE. Zdá se, že participiální polovětné konstrukce ve vysokoškolských přednáškách nevyjadřují složitější sémantické vztahy, a proto nejsou uvozeny spojkami. Absence spojek může být také způsobena tím, že se participiální adverbiální věty vyskytují více v psaných než v mluvených textech. Přítomnosti/absenci spojovacího výrazu se mimo jiné dále věnuje detailní analýza.

Detailní analýza se zaměřuje na vzorek 100 vět obsahujících polovětné konstrukce (ty obsahují celkem 138 nefinitních konstrukcí v BASE, 133 v BAWE) z každého typu textu. Ty byly zkoumány z hlediska vnitřní stavby polovětné konstrukce a z hlediska syntaktické funkce této vazby.

Co se týče vnitřní stavby, polovětné konstrukce si celkem odpovídají. Jediný rozdíl se týká zastoupení nejfrekventovanějších větných vzorců gerundiálních vazeb, které v mluveném korpusu vykazují větší rozmanitost. Více než 10% z celkového počtu je zastoupeno čtyřmi nejfrekventovanějšími vzorci ([S]VA, [S]VO, [S]VOprep a [S]VOA), zatímco u BAWE jsou to pouze dva vzorce ([S]VO a [S]VOA).

Hlavní rozdíl mezi akademickými přednáškami a psanými akademickými texty spočívá v pozici participiálních konstrukcí v rámci věty hlavní. Bylo zjištěno, že psané texty vykazují daleko větší diverzitu než akademické přednášky, ve kterých se naprostá většina (88%) vět nachází ve finální pozici, tedy až za přísudkem věty hlavní. Pouhých 12% vět se nachází v iniciální a mediální pozici. V pracích studentů tyto pozice zaujímá více než čtvrtina vět (26%). Zbytek (74%) se nachází v pozici finální. BASE dává přednost finální pozici, kde je interpretace *ing*-ového tvaru nejsnazší. V iniciální pozici je to poněkud obtížnější, a pravděpodobně z tohoto důvodu jsou v této pozici participiální věty v mluveném jazyce málo zastoupené.

Jednotlivé syntaktické funkce gerundiálních konstrukcí jsou v obou subkorpusech zastoupeny poměrně rovnoměrně. Největší rozdíl se týká předložkového předmětu, který se vyskytuje daleko častěji v mluvených textech, a proto lze předpokládat, že také předložková slovesa jsou častější

v akademických přednáškách a naopak mají menší zastoupení v akademické próze. BASE a BAWE se liší také distribucí gerundiálních vět ve funkci příslovečného určení (42% v BAWE, 31% v BASE). Zdá se, že příslovečná určení v BAWE jsou často vyjádřena pomocí polovětných konstrukcí, zatímco v BASE se pro jejich vyjádření zřejmě používají jiné prostředky. Dalším důvodem může být obecně častější výskyt příslovečných určení v psaných textech.

Posledním významným rozdílem je přítomnost/absence spojovacího výrazu v příslovečných větách, kterou se zabývala již obecná analýza. Výsledky obou analýz si odpovídají. Detailní analýza potvrdila, že v korpusu britské akademické psané angličtiny jsou adverbiální věty uvozeny spojkou daleko častěji, než je tomu v korpusu angličtiny mluvené. V BAWE je to 26% všech případů, zatímco v BASE jsou to 3%.

Když shrneme hlavní rozdíly získané jak z obecné tak z detailní analýzy, dojdeme k závěru, že ačkoliv jsou polovětné konstrukce častější v akademických přednáškách než v akademických pracích studentů, zdá se, že v případě mluvených textů se častěji jedná o obecnější opakující se vyjádření bez složitějších sémantických vztahů.

## 8 Appendices

BAWE	Text	Sentence
1.	BAWE-9.txt	The one survivor was born at the end of the First World War, with the assistance of an American doctor with the Red Cross; the doctor was able to sew up the deformity (ibid), although no mention was made of the life span of the child; when examining medical examples one wonders how a child could survive such affliction, despite medical intervention (fig 14).
2.	BAWE-7.txt	Bodies have been found in various burial sites in many different positions ranging from lying face up to sitting or even standing.
3.	BAWE-7.txt	In spite of, as she said, checking and rechecking , she lacked analysis, critical thinking and adequate citation skills, as well as struggling with the norms of academic grammar.
4.	BAWE-4.txt	Here our attention is turned from a subject 's looking at the world to the very way of appearing done by the world.
5.	BAWE-9.txt	Numerous post-depositional processes have acted on the sediments, including burrowing roots from vegetations, burrowing organisms and waterlogging of the site as a result of rising sea-level in the Holocene.
6.	BAWE-8.txt	Example (2) illustrated that the process of negating the verb in an assertive clause has the effect of converting it to a non-assertive clause.
7.	BAWE-2.txt	Though representing this sophisticated notion of sensual engagement bridging a spiritual connection, the poet nonetheless maintains a simplistic and repetitive lexicon, sustaining the accessibility of her subject matter.
8.	BAWE-4.txt	I submit the book to ideation, and therefore ask, in what way can this book be changed while still remaining a book?
9.	BAWE-1.txt	Hendry is actually immobilised by bureaucracy, stating 'until I receive my instructions from my superior officers, we'll have to mark time'.
10.	BAWE-1.txt	When orders arrive to avoid injuring the monster, he has to break free of the parameters of the organization and kill it, in order to stay alive.
11.	BAWE-8.txt	The notion of quantification empowers language by providing the facility to generalise from specific individual instances of an attribute to a collection, or quantity, of instances which share that same attribute.
12.	BAWE-9.txt	In a later publication, briefly commenting on the Sanctuary as it became known, Piggott claims that the post-holes of the structure, whether it be a single or multiple phase construction, would represent a roofed timber-framed building.
13.	BAWE-7.txt	Although Miller (1996: 23 ) drawing from ethnographic analogies has re-interpreted the manufacturing debris as a dump deposit, one would be inclined to agree with Perlès because the chert tools stratigraphically and functionally related to the

		cockle-shell beads.
14.	BAWE-7.txt	Halliwell comments on using the right coursebook, 'choosing a book for the whole class is always something like a leap in the dark' (1992).
15.	BAWE-7.txt	Perhaps she would benefit from such study as Badger (1999) outlined , making her a linguist in her own genre.
16.	BAWE-4.txt	First, these determining properties are common insofar as they are not only to be found in this thing, but in other different things as well (a grain of salt is white, but other things are also white without being a grain of salt).
17.	BAWE-9.txt	Though encompassing great confusion and conflicting messages, the 1950s would provoke a comprehensive reassessment of women's position, with an widespread undercurrent of dissatisfaction fostering new activism for sexual equality in future years
18.	BAWE-7.txt	The scene begins with Miranda walking through the ballroom observing what is around her and trying to find her place.
19.	BAWE-2.txt	Many women, most saliently those from African-American families, were in any case immediately excluded from the dominant vision, with those migrating from the southern states frequently forced into declining urban areas.
20.	BAWE-7.txt	Therefore it is up to students to practice adequately these strategies so that they do not meet any serious problems when taking the test.
21.	BAWE-7.txt	In spite of all this Sunny does seem to have come on a long journey in understanding more of what is required, and has developed her own learning strategies, such as asking other students, checking the handbook, finishing assignments in plenty of time to include changes, and asking questions in class.
22.	BAWE-7.txt	There is obligation on B to take up the floor but she backchannels (line 14 ) having nothing more to add and speaker C fills the silence with another long backchannel (line 15) but still passes the turn.
23.	BAWE-9.txt	When examining human remains for pathological conditions, differential diagnosis should be considered.
24.	BAWE-6.txt	It takes place a few pages after Jim has landed on the island and has witnessed John Silver murdering another sailor.
25.	BAWE-9.txt	This poses potential problems for readers not familiar with these terms, and a table or appendix giving the scientific and common names of the most important species would have been helpful here.
26.	BAWE-1.txt	Ex-US Defense Secretary (1961-68), and architect of MAD, Robert McNamara later called proliferation 'the foundation of stable deterrence in a nuclear world ...resting on the understanding that if either side initiates the use of nuclear weapons, the other side will respond with sufficient power to inflict unacceptable damage'.

27.	BAWE-4.txt	Through the very way sense-certainty attempts to remain intimate with the full reality of its object, by maintaining itself as a thoughtless pointing, it effectively frustrates the possibility of grasping the object at all; for it cannot say what it means.
28.	BAWE-7.txt	These theories direct my approach in two ways: a), that of looking at language within a context and b), providing students opportunities to use real language in real contexts.
29.	BAWE-9.txt	It shall be argued here that the Island was an international distribution centre, importing goods from across the Mediterranean and exporting them to other countries within the same trade network.
30.	BAWE-10.txt	David also states that a cache belonging to a magician (the precise type of healer, she does not state, I assume here sau) had medical papyri among other texts and magical objects.
31.	BAWE-1.txt	The various air schemes (Appendix 3) developed and amended from 1933 onwards, outlining the types and numbers of planes required for the front line by a certain date, provide the key to unlocking the deeper roots associated with air policy in this period.
32.	BAWE-4.txt	It purports to be a method of describing, rather than explaining or positing, the contents of consciousness; the contents being given as a result of consciousness' intentionality.
33.	BAWE-7.txt	Swift strives to create a national identity , exhibiting the complexity and rebuttal of history through the metaphorical Fens.
34.	BAWE-9.txt	Hippocrates, following witness of a people with deformed heads living on the shores of the Euxine (Knox 1863: 271), in the areas of the Black Sea (Babcock Gove 1993) stated the unique heads of the "Macrocephali" were achieved by the application of bandages and devices to the crania of the neonates to elongate the profile (Chadwick & Mann 1978: 161).
35.	BAWE-1.txt	By deconstructing key bomb films, it will be argued that by 1963 and Strangelove, Bomb Cinema had become an agent of subversion.
36.	BAWE-4.txt	By leading us through his critique of Christian morality, minimally suggesting the possibility of a different morality, and then offering nothing determinate in the wake, he is able to make his point by showing us our strong tendency to become slaves all over again.
37.	BAWE-10.txt	Even though I have my reservations about the validity of employing two sources, the relationship with each other is still debated, to construct a society such as F. has achieved, his style is such that I am quite prepared to follow him in his leap of faith and only at the last moment do I mentally apply the brakes and halt, looking down at the chasm that is Homeric scholarship, murky and teaming with pitfalls and dangers.
38.	BAWE-	Some predominant views of language and the learning process



	7.txt	are that learning is facilitated by interaction and directing attention to real life issues rather than to language itself, and that "language forms do not occur by themselves they occur most naturally within a context" (Larsen-Freeman, 2000 p42).
39.	BAWE-7.txt	We need to be realistic, using and adapting coursebooks and giving students as much variety as possible.
40.	BAWE-2.txt	Though encompassing great confusion and conflicting messages, the 1950s would provoke a comprehensive reassessment of women's position, with an widespread undercurrent of dissatisfaction fostering new activism for sexual equality in future years.
41.	BAWE-1.txt	In part then, Strangelove shows that developing more sophisticated defence systems will lead to technology manipulating man and ultimately annihilation.
42.	BAWE-7.txt	Contextualization is significant in motivating learners and, in my work, particularly necessary for engaging adolescents' wavering attention, which is why approaches with activities that 'dramatize the relationship between grammatical items and the discorsal contexts in which they occur' will generate effective learning (Nunan, 1998).
43.	BAWE-9.txt	These properties would have made the vessels suitable for storing and transporting liquids, such as perfumed oils.
44.	BAWE-7.txt	I made the false generalisation that all verbs form the negation by adding the prefix "ni".
45.	BAWE-1.txt	Military critics derided Strangelove for its inaccuracy and, unlike SAC, the Air Force did not co-operate in the making of the film, refusing Kubrick permission to film with the B-52 bomber.
46.	BAWE-2.txt	Speaking with reference to the development of the mass-produced 'Levittown' communities, Baxandall describes a common experience of unity.
47.	BAWE-7.txt	According to my personal experience of learning Persian, I started to feel more interested and involved in the learning process when I noticed the first steps of progress whereas I felt reluctant to continue when things became blurred in my mind.
48.	BAWE-4.txt	By his conviction that rigorous philosophy must take as its objects of investigation only the experiences of consciousness, Husserl established the phenomenological reduction as the way in which we can immanently describe the contents of those experiences, thereby producing knowledge which is absolutely certain.
49.	BAWE-7.txt	In the Agora (Figure 3, Plate II) the construction of long porticos (Stoa of Attalos, Middle Stoa and South Stoa II) has been interpreted as an attempt to order the haphazard layout whilst making Athens resemble the Hellenistic plan of cities in Asia Minor (Camp, 2001: 182; Camp, 1986: 180; Travlos, 1993: 86; Tomlinson, 1992: 64; Chamoux, 2003: 272).

50.	BAWE-1.txt	Instead of bifurcating class, race and gender, historians need to recognise that they are integrated at a conceptual level.
51.	BAWE-4.txt	By using genealogy as his method, he uncovers the line of descent extending from 'ancestral' psychological states to the current system of morality.
52.	BAWE-8.txt	It particularises the referent (or referents) of the noun amongst a group of possible referents, thus acting as an essential linguistic device to communicate meaning in discourse.
53.	BAWE-2.txt	Suburbia's rise, facilitated by highway expansion and automobile availability, made this new post-war lifestyle a reality for a mass of young married couples aspiring towards upward social mobility.
54.	BAWE-7.txt	By focusing on instruction, I will be looking at what I was getting from the environment, that is to say, from the Persian coursebook and tape.
55.	BAWE-7.txt	A developed context using pictures and classroom areas helps students understand meaning and also helps in activating episodic memory and recollection of the target language (TL) especially for visual/spatial learners.
56.	BAWE-7.txt	This paper highlights the justification for such an approach by first looking at its validation and rationale, and then focusing on how this can be implemented.
57.	BAWE-8.txt	According to Parrott (1983: 11), this Irish tradition then developed parallelly to the British tradition, with both verse forms being prosodically identical by accident.
58.	BAWE-9.txt	It also functioned as an entrepôt, serving both as an intermediary between different regions , importing and exporting goods throughout the Mediterranean, and also as a central administrative power as demonstrated by the evidence from coastal urban centres such as Enkomi.
59.	BAWE-9.txt	Unlike pollen, which can be anemophilous (and therefore distributed over a wide area) molluscs are useful for examining micro-environments due to the specific nature of the distribution of shells in particular habits (Evans 1972: 87).
60.	BAWE-7.txt	Nevertheless, the essay has brought to the surface many interesting views about the syllable and syllable structure and thus leads to further investigation of similar issues one being the teaching of pronunciation: what it includes and how it can be succeeded.
61.	BAWE-8.txt	Text 1 is an extract from Prime Minister Tony Blair's statement opening the Iraq debate in the House of Commons (HoC), a communicative event belonging to the genre of political speech.
62.	BAWE-8.txt	It is very similar to the use of we in English, which is often used in academic articles instead of I for depersonalizing certain points of view and making them more objective (Sun 2004).
63.	BAWE-6.txt	Ye finds the boy" said a man , bursting out of a pub, with a little dog at his heels; "Oliva!

64.	BAWE-7.txt	By comparing these finds with additional sites exhibiting Spondylus ornaments one may conclude that Hourmouziadis' and Halstead's scenarios of social differentiation are rather speculative.
65.	BAWE-4.txt	Through the very way sense-certainty attempts to remain intimate with the full reality of its object, by maintaining itself as a thoughtless pointing, it effectively frustrates the possibility of grasping the object at all; for it cannot say what it means.
66.	BAWE-7.txt	This contrast between the earlier and later Neolithic highlights the absence of an evolutionary trend or cumulative effect entailing increased craft specialisation and associated exchange.
67.	BAWE-1.txt	Most significantly, the Figure expounds the increasing importance placed by strategists on using air power in the empire, with 34 squadrons placed in colonial possessions.
68.	BAWE-1.txt	Appendix 2 indicates that the Technical and Warlike Stores indicator rose by a staggering 337 per cent, whilst two major supplementary estimates were added in 1935 and 1936 , amounting to £ 17,000,000.
69.	BAWE-2.txt	Though not employing an overtly polemical tone, "La Tierra's" lauding of this cultural framework suggests a strong affinity for rural traditions , implying something of a reaction against contemporary society's tendency to devalue and conspire against nature.
70.	BAWE-1.txt	Strangelove harnesses the idea by admitting that nuclear war is absurd, but understands that its absurdity only makes it more likely because of the world's propensity for producing psychotic individuals and elevating them into positions of power.
71.	BAWE-7.txt	Returning to our individual and the main focus of our study, Sunny could spend her time now immersing herself in her reading lists for her course, as well as analysing the method of discourse familiar to this academic community.
72.	BAWE-7.txt	This of course means that much will have to be done in terms of producing quality academic software, in particular for the reading and writing skills needed at this level .
73.	BAWE-4.txt	Rather, without changing the nature of the standpoint itself, "we, so to speak, "put it out of action" we "exclude it," we "parenthesize it"
74.	BAWE-7.txt	A more natural method of focusing on the PP would be to elicit it from the generative situation provided in the beginning of the lesson, i.e. inductively.
75.	BAWE-7.txt	The paper concludes with the implications for teaching exam students.
76.	BAWE-7.txt	I can develop their autonomy by involving them in the decision-making of the day-to-day activities, of the choice of topics and lesson planning, of setting goals and expectations (Skehan, 1998).
77.	BAWE-	Conversely, Pupilla muscorum is common to dry places

	9.txt	particularly sandy or rocky ground, but is only represented by two shells compared to 43 individuals belonging to the Vallonia species.
78.	BAWE-8.txt	Research, such as Robinson (1996; cited in DeKeyser, 2003) and Williams (1999; <i>ibid.</i> ) suggest that explicit learning is beneficial for acquiring simple rules and form-function mappings.
79.	BAWE-7.txt	Consequently, the distribution of segments in a syllable is not random but follows the pattern of the sonority hierarchy with the centre of the syllable being more sonorous, that is more audible than the surrounding parts (Appendix 4).
80.	BAWE-4.txt	By using genealogy as his method, he uncovers the line of descent extending from 'ancestral' psychological states to the current system of morality.
81.	BAWE-7.txt	Lightbown and Spada (1999:43) maintain that Long (1985) takes up Krashen's hypothesis and expands it by positing that modified interaction between learners and their peers, teachers or native speakers of the language is what makes input comprehensible.
82.	BAWE-7.txt	For instance, speakers tend to restructure syllables by making final clusters sound as initial.
83.	BAWE-7.txt	It was a lengthy exercise, with long periods of sitting and listening but no active participation on my part.
84.	BAWE-8.txt	Instead of splitting the tone unit up in pre-head, head, tonic syllable and tail, Brazil only differentiates between the tonic syllable and other 'prominent' syllables.
85.	BAWE-7.txt	If that is the case, then the management of various activities could have aimed at simplifying the organisational structure of the state.
86.	BAWE-2.txt	Using verbs conjugated in the imperfect tense furthers her emphasis of the earth as a perpetual and pervasive force, sustaining the notion of nature's basic continuity and the benevolence bestowed upon those who maintain their innate closeness to it.
87.	BAWE-6.txt	Presents some characteristics emerging from the industrialization of Victorian England and their influence on literature.
88.	BAWE-9.txt	The disease evidently began with the molars with antemortem loss of four of the six mandibular molars, resulting in remodelling of the tooth socket and profile of the bone (fig 6).
89.	BAWE-7.txt	In referring to 'fine novels' Patricia again ministers to Juliet's positive face; by identifying shared likes she recognises her as an in-group member.
90.	BAWE-8.txt	Bongaertsal. (1997 in Piskeal. 2001) mentioned the use of formal instruction in modifying foreign accents; moreover, Derwing & Rossiter (2003 in Jesney 2003) found that adult ESL students who received global pronunciation training

		received benefits to their pronunciation.
91.	BAWE-8.txt	There are still other ways of describing the natural speech and will be more; inevitably those methods will probably have their own merits and shortcomings in different aspects as well.
92.	BAWE-4.txt	Having been raised in absolute poverty, with little to no education, he drifts from place to place working as a carpenter.
93.	BAWE-1.txt	For example, using standard procedure to free an alien ship, Hendry accidentally blows it up.
94.	BAWE-7.txt	Given that the centrality of the "wanax" beyond the ritual domain is questioned, various elites may have been important in shaping the state form with their decisions.
95.	BAWE-1.txt	Importantly, Figure 10 below shows that from June 1938 the number of all fighters being delivered rose feverishly.
96.	BAWE-7.txt	Besides, Strabo and Pausanias provide only schematic accounts failing to inform about civic vitality (Alcock, 1989: 141).
97.	BAWE-8.txt	The repetitive structure and vocabulary iconically mirrors the repetitive history, aimed at making the addressees feel the same impatience for a solution to text 1 that the PM and his supporters feel about the armament conflict.
98.	BAWE-4.txt	By masquerading objective truths in such 'bad taste', Nietzsche's targets create the obligation for belief where in fact there is only choice.
99.	BAWE-2.txt	Though seemingly promoting greater freedom through their labour-saving capacity, modern conveniences and their accompanying domestic culture were paradoxically a powerful means of precipitating women's retreat to the home.
100.	BAWE-8.txt	While age of learning is most popularly acceptable < factor affecting > the degree of L2 foreign accent, the rest four factors are still more or less controversial in this area.

BASE	Text	Sentence
1.	ahlct015	that 's what i w particularly want us to focus on the way in which ideas of what it means to be an Italian are [[voiced pause]] focused on and developed through the structure indeed of a what is essentially a trip through six [[voiced pause]] z areas of Italy starting in Sicily
2.	ahlct009	so here we are the adult Jane commenting on her past self saying she kept asking herself why she suffered
3.	ahlct033	you might want to be careful because [[voiced pause]] talking about replacing a name like Cicero with a definite description there might be distinctions when we come to look at Kripke
4.	ahlct033	that 's not to say that the giving of the present is kind of indirect or that the way of giving it is something independent of the giving of the present or the present itself
5.	ahlct007	i gather from that some of you were unhappy about the [[voiced pause]] the way which the divisions into the three sections was going to be limiting your choice on writing essays
6.	ahlct009	the text does this all the time mediating the question of what is truth what is experience what is memory what is identity
7.	ahlct001	we forgive you he whispered eloquently into our ears even as we wriggled beneath him breathless with pain wanting to remove his hook implanted in our flesh
8.	ahlct013	the historian suggesting that their 's are very similar activities namely trying to get at the truth by scrutinizing a variety of secondary sources [[cough]] but also suggesting that this is you know an impossible task
9.	ahlct023	Marx 's poetry of the future the time was n't right for the audacity of revolutionaries kind of junking history starting off from year one and reinventing society out of pure reason
10.	ahlct027	well he had these these periods when he sort of went in for this sort of manic work and he managed to learn Russian in bed before getting up each morning
11.	ahlct015	[[cough]] so let me then turn to saying something about Paisan and about Rome saying first of all something about Paisan
12.	ahlct009	everything he says she takes she analyses as being an extremely sexist position which basically says little girls must be kept away as little hothouse flowers
13.	ahlct038	let me do X but there are sufficient reasons of a moral kind for doing X then you could still argue that to the extent the two situations are of the same type
14.	ahlct006	we have a succession of coin issues being produced by a number of dynasts or kings within Britain
15.	ahlct032	it excludes peasants it excludes poverty it excludes class and again i think there 's a clear ideological underpinning
16.	ahlct015	it 's often seen as the quintessential neo-realist moment of just

		staying and watching and just looking at ordinary life taking the idea that Zavattini who was one of the main theorists of neo-realists said everyday life is interesting
17.	ahlct027	so he was d [[voiced pause]] ranging across these fields doing a huge amount of research and [[voiced pause]] learning a huge amount over many fields but [[voiced pause]] in a rather different setting
18.	ahlct013	the editorial choices involved in deciding who should be included in this monument to late Victorian culture [[voiced pause]] must have included a set of implicit value judgements [[voiced pause]]
19.	ahlct038	it 's good to help blind people across roads [[voiced pause]] assuming they desire our assistance [[voiced pause]] assuming that [[voiced pause]] you know they 're not horribly lost
20.	ahlct008	Twain stopped writing halfway through chapter eighteen rather than immediately after the steamboat collision
21.	ahlct031	let me finish today by going back to the start of this lecture series and hopefully wrapping this one up neatly in [[voiced pause]] as well
22.	ahlct019	the very term imperialism deriving as it does from the Latin word imperator has clearly Roman associations
23.	ahlct001	they crowd into Captain Thistlewood 's cabin swarming around Manu looking upon him with renewed reverence for his epic effort
24.	ahlct009	two texts which might be thought are both being Victorian texts giving two quite different ideas about childhood using two quite different narrational [[voiced pause]] techniques
25.	ahlct017	[[voiced pause]] directors and playwrights will actually come ac come across many other ways of [[voiced pause]] dealing with [[voiced pause]] communication
26.	ahlct002	initially thirty-thousand pounds and then finally thirty-five-thousand pounds maybe half what he 'd spent acquiring these things in the first place
27.	ahlct003	he seems to suggest there that decisive action overseas might have been the best idea once Thucydides himself writing his History has actually seen Persia come into the war
28.	ahlct001	[[laughter]] [[voiced pause]] you 've said that before [[laughter]] warming up your hand first [[laughter]] i looked at him sternly only a joke man he said with mocking reassurance
29.	ahlct009	i think this was why so many critics get confused and think it 's just George Eliot talking about her own childhood
30.	ahlct013	i 'm not going to kind of carry on talking about that now because i want to talk about the whole issue of writing history [[voiced pause]] before we finish
31.	ahlct025	Marx sees them therefore as a sense schizophrenic [[voiced pause]] endlessly putting on and taking off costumes and masks posing one moment as sort of feudal seigneurs and the next

		moment as defenders
32.	ahlct023	let the dead bury their dead says Marx talking about all that junk past history a humanist reading of The Eighteenth Brumaire
33.	ahlct001	his head was indented in places small pockets bearing unfamiliar liquids
34.	ahlct011	any of those men which illuminated onelie by the light of nature did see and pronounce causes sufficient why women ought not to beare rule nor authoritie shuld this day liue and see a woman sitting in iudgement or riding frome parliament in the middest of men hauing the royall crowne upon her head
35.	ahlct022	he 's doing for international politics what Machiavelli had done for domestic politics getting behind the moralizing [[voiced pause]] rhetoric to the understanding
36.	ahlct003	well we 've just seen him being demoted and fined from office so this is not quite so simple as it sounds
37.	ahlct017	one of the big problems there is that [[voiced pause]] verbal language or words are one way of conveying meaning in a play
38.	ahlct001	Theky practised throwing knives at young coconuts until the blade struck first time they exercised by climbing and reclimbing trees to pick more coconuts when he felt they were prepared devoted to him in mind and body
39.	ahlct001	what 's the matter i wanted to know man trouble he said smiling proudly that Italian slag gave me an itch
40.	ahlct007	you can see up here here 's the viceroyalty of New Granada there 's the viceroyalty of Peru extending down into Chile
41.	ahlct002	the way that he went about recovering these sculptures was clumsy and self-interested and it resulted in the demolition of a well preserved
42.	ahlct001	i sat on the bus deep in thought trying to work out why she should have betrayed him so easily why after all those pure shy exchanges the secret
43.	ahlct015	the other thing to say by way of introduction before talking about what we 're going to talk about tomorrow [[voiced pause]] is just to remind you you should know this from your reading
44.	ahlct033	we need some kind of second premise connecting the objects of knowledge and the expressions of our language
45.	ahlct014	it 's as he said something about there 's a sense of the ins outside getting inside
46.	ahlct009	it 's also the interesting thing here again that Maggie what is meant to be a rhetorical passage also alerting us to the idea that Maggie is a particular child
47.	ahlct018	Bismarck quite well began to establish what a an active party seeking a Grossdeutschland seeking German nationalism within a greater Germany condemning the Kleindeutsch
48.	ahlct037	ideas are to do with thinking or reflecting or maybe



		remembering or whatever and and th Hume wants to have both of these
49.	ahlct022	one has a hard core of historical facts existing independently of any particular historian checked out authenticated
50.	ahlct009	Laura placed herself opposite to him trying to follow so excellent an example while they scarcely spoke above a whisper wondering what could be the matter with their grandmama and wishing for once to see Mrs Crabtree again
51.	ahlct001	we were able to we were able to enrich the classics by going beyond the pillars of Hercules in poetry [[voiced pause]] but [[voiced pause]] we came to language in peculiar ways
52.	ahlct036	it 's point is whether if he did whether that would stop him from spontaneously reacting in that way when he first of all got to think
53.	ahlct010	this was where he stayed up all night in the garden and prayed to God saying let not this cup come to me take this from me
54.	ahlct028	historiens are probably better at doing history than talking about it it 's a general rule you know that we 're better at being historians than talking about being historians or understanding or theorizing the historical process
55.	ahlct036	it seems if saving a wife involves doing something like that then you should pause to think
56.	ahlct002	last year i devoted a whole lecture to analysing the rhetoric [[voiced pause]] which he uses to put his point across not time to do that this year
57.	ahlct016	i would argue that it 's also it 's a key scene [[voiced pause]] in [[voiced pause]] in the film in emphasizing this mise en scene of [[voiced pause]] of the everyday of the quotidian
58.	ahlct013	yet i think what one can see here is that in parodying Dickens [[voiced pause]]
59.	ahlct019	a Marxist-Leninist perspective has stressed that informal empire as opposed to formal empire formal empire being the empire formal political rule areas
60.	ahlct026	Marx 's ideas and i i think mentioned this last week are a sort of unique fusion of two separate categories of thinking
61.	ahlct030	you probably are are you aware that Drer had these most fantastic attempts of giving you treatises of perspective and measure human the human body and anatomy
62.	ahlct033	remember the Millian difference between denotation and connotation denotation being the object in the world connotation being a kind of a property [[voiced pause]]
63.	ahlct039	this thinking substance [[sniff]] now reflecting on myself reveals that i have a passive faculty
64.	ahlct010	he manages to solve all the problems by working out that he is in fact a character in allegorical story
65.	ahlct024	another problem Ranke deliberately neglected devoting much attention to social and economic trends

66.	ahlct015	it 's worth remembering that Italy has a huge history of being occupied and had been occupied by Austria for [[voiced pause]] a a about a century
67.	ahlct038	law the moral law expresses not hypothetical imperatives of prudence but categorical imperatives prescribing actions regardless of the informations of our animal nature
68.	ahlct019	i think we have to begin by facing up to the fact
69.	ahlct036	it means then being moral will stop you fully engaging in non-moral but nonetheless valuable relationships
70.	ahlct037	so Newton gave us this [[voiced pause]] when somebody starts writing this down you see this is Newton gave us the science of matter
71.	ahlct008	persons attempting to find a plot will be shot unfortunately quite a few critics have made the mistake of taking that disclaimer at face value
72.	ahlct002	for that reason he has to devote special effort to rubbishing Payne Knight or any other [[voiced pause]] aesthetic criti critics of the Elgin marbles [[voiced pause]]
73.	ahlct001	he will ravish with whips stuff rab rags in her mouth to stifle her the rage rub salt into the stripes of her wounds in slow ecstatic ritual trance each grain caressed and secreted into her ripped skin like a trader placing each counted coin back into his purse
74.	ahlct013	Virginia Woolf i think toys with the reader trying to tease out this recognition without quite stating it as emphatically as Gerda Lerner would for our generation
75.	ahlct001	Shah moved through this playground with ease stepping over the odd drunk sprawled across the pavement weaving between the bags of rubbish put out by restaurants winking at the girls waiting at street corners
76.	ahlct001	he snaps the book shut his creased mouth unfolding in a smile as when entering his cabin mind heavy with care breeding and multiplying percentages
77.	ahlct010	i can just remind you it is n't just a question of looking up your lecture notes but that it 's a a question of fine detail too
78.	ahlct003	Plato saw this as flattering the people to win power to win votes
79.	ahlct010	therefore the way to defeat the embodiment of all evil is not to rush around trying to cut it into pieces with his light sabre but to give in and say no i 'm a good guy
80.	ahlct005	there are so many formula in it that one can have a pretty good stab at restoring it but take it away
81.	ahlct039	his certainty that material things do in fact exist is due to reflecting on the kind of capacity
82.	ahlct035	they learn how to do things by trial and error dogs and human beings are not very good at catching balls to begin with you know watch a three year old trying to catch a ball you know

		misses it
83.	ahlct025	he was known for much of the late nineteenth early twentieth century for two major writings as it were first the brief polemical Communist Manifesto written on the eve of the European revolutions of eighteen-forty-eight predicting them and setting out a strategy for them and secondly for Das Kapital written nearly twenty years later
84.	ahlct031	i 've tried really hard to limit myself to just talking about brushstrokes here because only those are the signifiers
85.	ahlct005	we get the first instance of Tacitus the historian but the historian in a Roman rhetorical mould with the insertion into the narrative of the inevitable speech the speech from the Britons outlining their complaints against the Romans
86.	ahlct013	history also refers to the writing of history the study of history [[voiced pause]] the activity of historians working with secondary sources and producing a kind of narrative account [[voiced pause]]
87.	ahlct020	moreover it will make the position of the King utterly clear there will be no longer the chance of sitting on the fence when you 're at war [[voiced pause]]
88.	ahlct036	i do n't want to go carry on trying to justify Kant 's claims rather what i want to do now is assume that some sort of a case has been made and deal with some objections
89.	ahlct024	he also came on to the idea of the research seminar in other words the small group of people swapping great historical thoughts
90.	ahlct018	priests have their young impressionable minds controlled by state officials state employers and not only that just in case clergy come out still thinking independently
91.	ahlct001	i can i think i 'm right in saying that a whole lot of slaves African enslaved people many more died probably [[voiced pause]] after the abolition of slavery than during
92.	ahlct012	they would get more and more nervous about really putting themselves in the hands of the tutor whereas if they 'd done that right at the beginning they might have found that it was quite a fruitful relation
93.	ahlct020	[[voiced pause]] groups of sans-culottes go from prison to prison basically massacring prisoners in vast numbers
94.	ahlct003	[[voiced pause]] there 's no way of knowing that [[voiced pause]] he was under no necessity of flattering them
95.	ahlct024	having started out by rejecting the idea of progress he was really coming to some quite similar sort of idea suggesting that you have these cycles these dialectical cycles
96.	ahlct006	Rome was always on the lookout for new sources of manpower especially for providing auxiliary troops in the army
97.	ahlct039	i hope you respect from bringing Nietzsche into these lectures but i 'm afraid my resistance is now low

98.	ahlct021	[[voiced pause]] any any other points questions anyone like to bring up 'cause then i 'll i 'll switch to looking at the what 's in there what 's in the course what are the contents of the [[voiced pause]] course
99.	ahlct001	Troilus dreamed over and his imagination refashioned into a pool of pure rainwater flecks of diamond glittering from below the surface as he leaned over to admire his face
100.	ahlct009	this is an angry little girl being described here