

Robert Parr

**Some
Linguistic Features
of a Corpus
of Civil Law Reports
and their
Pedagogical
Implications**

tuduv  Studie

<u>CONTENTS</u>	page
List of abbreviations	xiii
PART A PRELIMINARIES	
1. <u>INTRODUCTION</u>	1
1.1 Aims	1
1.2 English for Specific Purposes	1
1.3 English for Legal Purposes	2
1.3.1 Research on the written language of the law	4
1.3.2 Juridical writing	5
1.3.3 Law reporting in England	6
1.3.4 The language of law reports	7
1.4 Teaching English for Legal Purposes	8
1.5 Corpus linguistics	9
1.5.1 A corpus of law reports	9
1.5.2 Corpus size	11
1.6 Descriptive approaches to written language varieties	12
1.7 Valency as a descriptive model	14
1.8 Outline and scope of the dissertation	14
Notes to Part A	17

PART B TEXT

2.	<u>SENTENCE LENGTH AND SYNTACTIC COMPLEXITY</u>	20
2.1	Introduction	20
2.2	Sentence length	20
2.2.1	Quantitative results	22
2.2.2	Remarks	23
2.3	Syntactic complexity	24
2.3.1	Syntactic devices	26
2.4	Contrastive genre analysis	26
2.5	Remarks	28
3.	<u>PREDICATES</u>	30
3.1	Introduction	30
3.2	Quantitative results	31
3.3	Lexis	42
3.3.1	Text variety	42
3.3.2	Subject-specific dictionaries	44
3.3.3	Lexical verb fields	46
3.4	Verb valency	47
3.4.1	Genre-specific forms	51
3.4.2	VP lexicographical entries	53
3.5	Delexicality	55
3.6	Colligational appropriacy	57
3.7	Remarks	58

4.	<u>VERB COMPLEMENTATION</u>	60
4.1	Introduction	60
4.2	NP structure	60
4.2.1	Non-subject NPs	60
4.2.2	Noun valency	61
4.2.3	End-weight and end-focus	61
4.3	Subject NPs	62
4.4	Remarks	63
5.	<u>FINITE PASSIVE VPs</u>	65
5.1	Introduction	65
5.2	Quantitative results	65
5.3	Distribution	73
5.4	The function of the passive	75
5.5	The function of the passive in specific texts	77
5.6	Remarks	79
6.	<u>TENSE AND ASPECT</u>	80
6.1	Introduction	80
6.2	Tense	80
6.2.1	Quantitative results	80
6.2.2	Distribution	82
6.3	Aspect	82
6.3.1	Quantitative results	82
6.3.2	Distribution	83

6.4	The use of tense and aspect	84
6.4.1	The use of tense	84
6.4.1.1	Present	84
6.4.1.2	Past	86
6.4.2	The use of aspect	87
6.4.2.1	Perfect	87
6.4.2.2	Continuous	89
6.5	Remarks	89
	Notes to Part B	91
PART C	DISCOURSE	
7.	<u>LEXIS</u>	93
7.1	Introduction	93
7.2	Collocation	94
7.2.1	Collocations of selected verbs	97
7.2.2	Environment tables	98
7.2.3	Mutual prediction	104
7.2.4	Remarks	105
7.3	Lexical cohesion	107
7.3.1	Lexical relations and schemata	108
7.3.2	Lexical bonding	111
7.3.2.1	Data	111
7.3.2.2	Results	113
7.3.2.3	Sentence coordinates	115
7.3.3	Remarks	117

7.4	Discourse-structuring lexis	117
7.4.1	Lexical signalling	118
7.4.2	Prediction	123
7.4.2.1	Advance Labelling	123
7.4.2.2	Reporting	125
7.5	Lexis and goal-oriented discourse	126
7.6	Remarks	127
8.	<u>SCHEMATA</u>	129
8.1	Introduction	129
8.2	The model	130
8.2.1	Episodes	132
8.2.1.1	Setting	132
8.2.1.2	Argument	134
8.3	Remarks	137
9.	<u>LANGUAGE AND POWER</u>	139
9.1	Introduction	139
9.2	Abstract language	140
9.2.1	Creating gaps	140
9.3	B-text syntax and lexis	142
9.3.1	Passive voice	142
9.3.2	Compressed NPs	143
9.3.3	Reduced relative clauses	143
9.3.4	Modality	146

9.3.5	Modal auxiliaries	146
9.3.6	Actional vitality	146
9.3.7	Nominalisation	148
9.3.8	Relexicalisation	148
9.3.9	Remarks	150
9.4	D-text decision-reaching	151
9.4.1	Key segments	151
9.4.2	Remarks	152
10.	<u>INFORMATION STRUCTURING</u>	154
10.1	Introduction	154
10.2	Be in end-focusing structures	154
10.2.1	Results	156
10.3	Remarks	158
	Notes to Part C	159
PART D	PEDAGOGY	
11.	<u>PEDAGOGICAL IMPLICATIONS</u>	162
11.1	Introduction	162
11.2	Content	163
11.2.1	Syllabus design criteria	163
11.2.2	The influence of syllabus type on the role of content	166
11.2.3	Content-based syllabuses and the role of content lexis	166

11.2.4	The "common core"	168
11.2.5	The inseparability of form and content	168
11.2.6	Subject-specific conceptual framework	170
11.2.7	Remarks	172
11.3	Form	175
11.3.1	Introduction	175
11.3.2	Communicative acts in civil law reports	175
11.3.3	The language of the communicative acts	176
11.3.4	Remarks	183
11.4	Needs analyses	184
11.4.1	Introduction	184
11.4.2	Learning situation analysis	184
11.4.3	Remarks	188
11.5	L2 reading	189
11.5.1	Introduction	189
11.5.2	Schema theory model	189
11.5.3	Schema theory model of reading, form and content	190
11.5.4	Linguistic "threshold"	191
11.5.5	Remarks	193
11.6	L2 reading and ELP	193
11.6.1	Introduction	193
11.6.2	Non-native reading of legal cases	193
11.6.3	L2 reading purpose	195
11.6.4	Text authenticity in ELP	199
11.6.5	Remarks	202

12.	<u>CONCLUSION</u>	204
12.1	Introduction	204
12.2	Text of <i>Cropper v Chief Constable of the South Yorkshire Police and another</i>	204
12.3	Aspects of text	216
12.3.1	VP frequency and distribution	216
12.3.2	Remarks	219
12.4	Aspects of discourse	221
12.4.1	Discourse-structuring lexis	221
12.4.2	Schemata	223
12.4.3	<i>Be</i> in end-focusing structures	224
12.5	Summing up	225
	Notes to Part D	227
	APPENDIX	232
	BIBLIOGRAPHY	247
	INDEX	272