Appendix 2: The Possible Implications and Applications of the 2HA as a Universal Grammar

The following book by V.J. Cook has some interesting quotes when discussing Chomsky's Universal Grammar. She talks of *key points*, and *universal principles* which all point towards a grammar or language structure explanation that encompasses commonalities between all human languages.

Chomsky's attempt, however, did not reveal anything useful, and his treatment of the sentence is to us uninspiring.

Quotes from *Chomsky's Universal Grammar – An Introduction* by V.J. Cook, Oxford UK: Blackwell 1988	
53	*The laudable aim is to concentrate on the key points that languages have in common, on the central features of the language faculty. But such abstraction brings the danger of insulating the theory from relevant as well as irrelevant evidence.*
58	Grammatical competence is a mixture of universal principles, values for parameters, and lexical information, with an additional component of peripheral knowledge.
22	The language faculty is indeed held to be specific to the human species; no other creature apart from human beings possesses a language organ.

Renewing the concept of Universal Grammar

Rather than conceiving of Universal Grammar as something that in already inlaid or embedded in the human mind at birth, let us now redefine this term as representing *the **common functions and notions inherent in all human language as manifest in certain distinct but identifiable functions and forms of the sentence***.

Comparing Sentences in Different Languages

If grammar is proper structure, and expression of a complete idea necessitates a sentence, then it is important to look at the various manifest structural design elements within the sentence and of the sentence. Language is used by humans world-wide to achieve common ends using common means within the context of each language. The common means are the similar structural design elements within the sentence, and the similar structural elements of the sentence as a whole.

The Two Hands Approach sentence forms are a start towards identifying the constructs of sentence forms, each with their individual features and recognizable signifying marks. The functions within the sentence are also common to all languages, and there must surely be some similarity of construction between them. Each language must have **certain distinct but identifiable functions within the sentence**, and as well **certain distinct but identifiable forms of the sentence**.

We have identified six functions with the English sentence, but other languages may have other and different functions. The sentence forms as we have delineated them in the book are not only individually and easily recognized by key signifying marks, but many of the sentence forms also capture the essential thought processes of the mind: namely, *causation, consequence, condition, pre-condition, inference,* and possibly many others.

The thought processes may be the most essential and potentially fruitful field for evolving a truly universal grammar. The thought processes must always, however, find a suitable set of forms to capture, channel, explain, and express their meaning.

Other Aspects of Comparison of Languages

The following areas below offer fruitful occasion for research consideration, reflection, and continued study.

1. Expressing politeness, courtesy, necessity, collective suggestion
2. Addressing people (formality, respect levels)
3. Range of sounds – consonants / vowels
4. aspects of discourse: stance, posture, eye contact, proximity, voice volume
5. Forms of command
6. Contractions and reductions: popular discourse, formal discourse
7. Question formats
8. Time and the verb tenses, verb inflections
9. Numbers, quantities, counters,
10. Spatial references – locations, directions, distances, placement
11. Accommodation of new words and loan words,
12. Dying languages and the reasons for their threatened extinction
13. Relationship words
14. written/oral aspects
15. causation, consequence, condition, pre-condition, inference,
16. degree of monolinguistic egocentricity
17. assertion, exclamation
18. tonality, intonation
19. script – pictorial, phonetic, combination, directionality, cursiveness,
20. pronominal references
21. commonality of wisdom – proverbs

2HA and Corpus Research

Corpus research is particularly interesting. It breaks down language into small parts or pieces for more concentrated study. It is a word-level analysis of language. It processes large amounts of texts, and makes them searchable. One gets a good idea of the usage of a word when one sees the context of the word in a phrase or sentence.

The 2HA presents a new challenge for text analysis. When you take apart a text, a sentence at a time, and identify all the sentence forms in that text. You will find that there is more commonality between passages of text than parts of speech or Kinds of Words. Structurally, sentences can resemble one another – in part or in whole.

Halliday and Polarity

Halliday (1994) mentions that language is a *"complex semiotic system composed of multiple levels, or strata. The central stratum, the inner core of language, is that of the lexicogrammar (because it includes both grammar and vocabulary)."* Words are expressed or realized, in the form of **sound** (phonology) or **writing** (graphology).

His systemi-functional grammar describes words that we use according to word class (verb, noun, adjective, adverb, prepositional phrase, noun clause, etc.) and function (subject, object, complement, modifier, auxiliary, etc). The 2HA narrows the category of word class and calls them Kinds of Words, and narrows the number of functions to five. We downplay the subject and object complement and replace it with the all-important and pervasive verbals.

Halliday does talk about the properties of the verb word class, and describes it as Process. The word closely captures the essence of the Verb, and represents half of the Process/Product polarity. This again gives us a polarity used to describe types of curricula.

For Halliday, Polarity is used to refer to the presence or absence of the word ***not*** , as in "is/isn't", "did/didn't" , "can/can't". These all show a Polarity, but Halliday is not precise in identifying what a Polarity is. Polarity is a much more important term than he seems to know. What he refers to could also be called Assertion/Negation, Action/NonAction, True/False, Event/Non-Event, or Existence/Non-Existence. He could have assigned the word Eventuality to this, thus saying that a sentence has positive eventuality or negative eventuality, rather than polarity. Halliday, it seems, like most linguists, does not venture too far into metaphysics or any possible larger patterns of thought that might relate to or contain important ideas about language. As we have pointed out, polarities are much more evident in language than he seems to understand. We have always maintained that the roots of language extend into philosophy and metaphysics.

Scientific Literature and the Trend Towards Nominalization

A look at any scientific or technical journal or book will show a language replete with nominalization. Halliday feels that this is a positive trend, and that it shows the supremacy of the Noun amongst the Kinds of Words.

He is terribly mistaken. All good stylists of English know that the increasing use of nominalizations is more like a spreading cancer that is replacing the vigor, flow, and vividness of language with forbidding, abstract, and cumbersome terminology.

Good scientific writers must employ objective, analytical descriptions. Properties are quantified, processes are performed step-by-step with predictable or unpredictable results. For these reasons, such scientific or technical literature may need to employ more than the normal share of nominalizations in writing. Good scientific journalism must, however, counterbalance or dilute such tendencies by varying both the forms within the sentence and the lengths of the sentences themselves. Good journalism for popular magazines and newspapers, movies or novels shows a more balanced and chatty proportion of Verb and Noun, and may even reflect a balance in favor of the Verb and Verbals.

SCIENTIFIC LANGUAGE AND THE NOUN

Halliday maintains that it is Noun that holds sway in written language, and we agree that this may be true in scientific documents, because of the tendency to nominalize and objectivize the report without portraying the materials or machines involved as personal agents performing actions. But he fails to mention that the descriptions are of natural processes, all of which typify movement, transformation, change, process, and interaction. **Are these not actions that should be associated with Verbs rather than Nouns? Even scientific writing must maintain proper balance between movement and continuity, the Verb and the Noun.**

2HA Forms Found in Scientific Literature The following forms from the 2HA repertoire of Sentence Forms are used throughout technical and scientific journals and textbooks.	
1F	**Fundamental Forms**
2S	**Series**: S-A,B and C; S-A B C; S-A B; S- A/B
3V	**Verbals**: Participles and infinitives are used commonly
4C	**Correlatives**: C-A, not B; C-not only A, but B
6CC	**Coordinating conjunctions**: and, bus, so
7AC	**Adverbial clause forms:** because, though, if, when, as, while
8RN	**Reference clause forms:** that, which

Appendix 2: Rhetorical Devices Having Form (Alliteration and Simile)

Brief mention should be made of the role of rhetorics in a treatise on sentence structure. Rhetorical devices are additional devices that writers use to increase variety in their writing while still attempting to achieve a focus and strategy appropriate to the writer's intention and the audience's receptivity.

Repetition, our fifth form, is often considered such a rhetorical device. We have stated that its merit stems from its repeating in close succession the same word. The cumulative effect of such repetition is to enhance the impact of the repeated word or phrase. It rings through. We hear it again, and it rings through. As in a chorus in a song, it rings through. There can be no doubt as to the effectiveness of this rhetorical device which we have now claimed is an important form within the sentence.

Two other devices deserve mention. They do have recognizable forms.

The first is **Alliteration**. This device is a special type of repetition: the repetition of the first letter or sound of word in the immediate next word. These are some examples*: silk stockings, branded bandit, cherished church,* etc. This device is used frequently in poetry, and on occasion in drama or journalistic or popular writing. If done effectively and without excess, its effect is impressive and memorable.

The second device worth mentioning is the **Simile**. It is a comparison made with the use of the word *like* or *as* followed by a noun or a noun and its associated descriptors. Here are some examples: *The ballerina danced gracefully <u>like a swan</u>. The students entered the room <u>like a herd of elephants</u>. The snowfall blanketed the town <u>like a shrouded sugar topping</u>. The children played freely, <u>as a couple of cubs pushing and cajoling one another</u>. The crowd seethed <u>like a giant amoeba</u>.*

Again, this device is worthwhile if it is used sparely, and if the comparison is not a cliché or worn-out analogy. To say, *I'm as hungry as a horse* may in truth be a simile, but it has no spark of originality in it, and is a worn-out cliché.

Other devices do exist and are employed by writers. **Metaphors** can be used, but they do not have an outward visible identifiable form. They can be incorporated as Nouns (Distant Descriptors) or Appositives. *Jane, a fortress of strength, led the group to the station*.

Some websites that describe these devices are
<u>http://www.virtualsalt.com/rhetoric.htm</u>

Simile and metaphor are effective in writing because they provide imagery. As we have mentioned before, because the mind is visual, images made with words are the next best thing to a pictorial image.

On the next page we place a chart that looks at several rhetorical devices and gives the matching 2HA Sentence Form for each.

SOME RHETORICAL DEVICES WITHIN THE 2HA SCHEME

Device	Included in 2HA Form	Device	Included in 2HA Form
expletive	BS/MS/ES word, prep phr	hyperbaton	ADDinv
asyndeton	S-A,B; S-A,B,C; ES-app	parenthesis	MS(AC); MSword
polysendetron	S-A and B and C	alliteration	appendix 2 (this section)
parallelism	Fconj; ADD cpd	apostrophe	Kind of word - other
zeugma	PP-MC	diacope	Repetition
anaphora	Repetition	antimetabole	ADDinv
conduplication	Repetition	epizeuxis	Repetition
epanalepsis	Repetition	enumeration	Series
distinctio	PPDash; MSclause	parataxis	Series
amplification	Repetition; PPDash	symploce	Repetition
simile	BS/MS/ES prep phrase	appositive	kind of word; BS/MS/ESapp

TRIVIAL FACT AND SUPPORTING QUESTION

In most people (97%), both Broca's area and Warnicke's area (areas crucial to language ability) are found only in the left hemisphere of the brain.

But if women are more talkative than men (as is generally assumed by many people), then why is their corpus callosum larger than men's – if language is restricted to the left hemisphere? Could it be because of their more frequent use of gesture (both hand and face) and other visual clues? Can frequent use of such gesture lead to such a profound change in physiology? Are women's brains better connected and used in a more balanced way than men's?

If women's use of gestures and hands is conducive to a larger corpus callosum which connects the two sides of the brain, then perhaps the use of the body and hand gestures serves to unite the two halves of the brain in a balanced and effective functioning in some way that we don't fully understand.

Our intuitive guess is that the use of hands and gestures in language learning is a more satisfying and more whole brain method of language learning, and is an aspect of language learning that needs underscoring; it's application is overdue.