

Universidad Gabriela Mistral Facultad de Educación Pedagogía en Inglés

Evolution of Noun phrases configuration in English Pedagogy Program: An Analysis of its internal structure, syntactic function and lexical extension

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Chapter I

Introduction

The present research will show the evolution of noun phrases configuration over the time, besides this project will let us know the importance that they have, and also we will see three dimensions taken into account, for example their internal structure; that is to say, the different elements that noun phrases can be surrounded; also other elements such as lexical extension and the syntactic function that they can fulfill. The materials that was used to do this research were two theses made by students from the English Pedagogy Program. In the next chapters we will see the objectives of this research, the justification and the research problem.

Before start with this project, grammar is the structure and the system of a language, and its rules help us to decide the order to put the words and how to use them. The element of grammar which we can connect with the present research is syntax, which help us to understand the structure of a language, in this case English language in a systematic way. Later we will see the theoretical framework, starting with the definition of grammar in general, the different parts of speech and their corresponding functions. Besides, we will know the definition of noun and the types of noun that exist, and what we will see more deeply is noun phrase, because of it is the nucleus of this research. Unlike the rest of the parts of speech, noun phrases have multifunctional roles within a sentence (Quirk 1985). The first thing that we must take into account is that noun phrases are a group of words can fulfill the same role as a noun (Kolln and Funk, 2009); also they are multifunctional because of noun phrases can function as a subject, direct object, object of preposition and indirect object. The rest of parts of speech only have one function.

On the other hand, in academic writing noun phrases are the keystones, due to they allow us to pack a lot of information into a few words, something that is really helpful when writing to a word count. In addition, noun phrases represent ideas which cannot be broken down. In addition, noun phrases are the most essential part in every sentence.

In the next chapters, we will also see the noun clause, which is a kind of dependent clause that can function as a noun; some examples will be shown for a better comprehension, of noun clauses as much as noun phrases.

In the chapter of the research methodology, the procedure to do the analysis will be explained with more details, and how the tool was used to analyze the noun phrases under the three dimensions mentioned before; in this case was a spreadsheet in Excel. The procedure for both theses will be done, and it will be explained step by step.

Research Objectives

General Objectives

• To explore how the configuration of noun phrases evolves as it is observed in two theses made by students of the English pedagogy program under the dimensions of internal structure, syntactic function and lexical extension.

Specific objectives

- To identify all the noun phrases in both theses of the English pedagogy program in relation to its internal structure,
- To identify all the noun phrases in both theses of the English pedagogy program in relation to its syntactic function,
- To identify all the noun phrases in both theses of the English pedagogy program in relation to its lexical extension, and
- To compare the evolution of such configurations

Justification

The justification of the present research involves two different areas. On one hand, a phrase is a group of words that stand together as a single unit, typically as part of a clause or a sentence. Noun phrases contains a noun as its head, and they may be the most frequently occurring phrase type (Oxford Dictionary). Some people do not see or do not take in account the relevance of noun phrases. Noun phrases can fulfill an important role in the construction of a sentence; therefore, if we ignore the noun phrases, we will not be able to produce a comprehensible sentence.

On the other hand, noun phrases exhibit a multifunctional dimension since a noun can satisfy diverse syntactic roles within a sentence or utterance; this multifunctional dimension makes it relevant for this type of research.

Noun phrase can play different syntactic roles such as subject, and object of clauses; including they can be incorporated in other kind of clauses (Stageberg, 1977). Noun phrases allow writers to include a lot of information without using many words.

Examples:

Noun phrase as subject: <u>The blue car</u> is fast Noun phrase as direct object: I need <u>a red shirt</u>

Noun phrase as object of preposition: My brother lives in the white building

Noun phrase as indirect object: Roger bought the big dog a house

Noun phrases related to their internal structure there are several grammatical forms that can be included in within a noun phrase; that is to say, it can incorporate elements such as: determiners, adjectives phrases, prepositional phrases, verb phrases, adjectives clauses noun clauses and noun phrases.

The first element that can appear in a noun phrase is the determiner, because of it can give information about nouns and pronouns like definiteness and quantity. Determiners can precede the other grammatical forms including the main noun, modifiers, and complements within the noun phrase.

Examples:

<u>The</u> red pencil <u>All</u> the visitors came in the museum

<u>A</u> rotten apple <u>Both</u> children are studying

The second element that can appear in the noun phrase is the adjective phrase. First of all, adjectives describe nouns and they act like modifier within the noun phrase; therefore, adjective phrases modify nouns.

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Example: Green chili peppers
(Adjective) (Noun)
```

The third element that can incorporate a noun phrase is the prepositional phrase; which are phrases formed by a preposition followed by a prepositional complement. Prepositional phrases can act like modifier and complement within the noun phrase; they follow the noun within the noun phrase all the time.

Examples:

```
Man with the newspaper Title of the song
(Noun) (Prepositional phrase) (Noun) (Prepositional phrase)
```

Another element which we can find within the noun phrase is the verb phrase, which is the fourth element that a noun phrase can include; they express actions or states, and they act like modifier in the noun phrase. The only forms of the verb that can modify nouns are verbs in infinitive, present participle and past participle.

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Examples:
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```
Food to buy

(Noun) (Verb phrase)

Report written by hand

(Noun) (Verb phrase)

Flying squirrel

(Verb phrase) (Noun)
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The fifth element that can include a noun phrase is the adjective clause, also known as relative clause. Actually, this type of clause is a subordinate clause that consists of a subordinating conjunction in the form of a relative pronoun followed by a clause. Adjective clauses or relative clauses always act like modifiers.

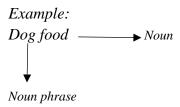
Examples:

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Country where I lived Ruler that you lent me
(Noun) (Adjective clause) (Noun) (Adjective phrase)
```

The sixth element that can include a noun phrase is the noun clause, which is a dependent clause that consists of a subordinating conjunction followed by a clause. Noun clauses act like complements of the noun phrase.

Example:
Belief that the universe is large
(Noun) (Noun clause)

In addition, noun phrases can incorporate another noun phrase; therefore, we can say that the seventh element is the noun phrase. Noun phrases can describe other nouns and they act like modifier.



Research problem

Grammar in general is one the most important parts when people read or write a specific article; for example, in the university there are several articles that are important, like the thesis. Also is important to identify the components of a sentence in a paragraph, due to in this way we can know what is a text about; noun phrases will always be around a subject, that is to say, a noun where other ideas can be deduced. A noun phrase can be the nucleus of a sentences or of a text; therefore, noun phrases let us know what a text is about.

Grammar describes the principles or rules that govern the form and meaning of words, clauses and sentences; besides it interacts with other components such as: the phonology, the graphology, the lexicon and semantics (Huddleston and Pullum, 2005). The main objective that syntax has is to build a grammar that generates an infinite set of well-formed grammatical English sentences (Miller, 2002).

The role of English syntax is to help students enhance their understanding of the English structure in a systematic and scientific way; another job that syntax has is to discover and formulate rules that tell us how words are put together to form grammatical phrases and sentences. The people often make mistake of over-emphasizing verbs and they forget about the importance of noun phrases.

On the other hand, noun phrases can perform in different forms such as: subject, object or complement. The internal structure that the noun phrase can incorporate other elements; that is to say, it can be surrounded by elements like for example: determiners, adjectives, noun or quantifiers. Regarding to the lexical extension, in English language a noun phrase can be compound by two pre modifiers and a nucleus, that consist in a noun, preceded by various

elements like determiners, participles, present, noun and also in some cases can include adverbs (Greenbaum and Quirk, 1985).

In addition, noun phrases are one of the keystones of academic writing, due to they allow you to pack a lot of information into a few words, a function which is extremely helpful when writing to a word count.

Research Questions

1- What is the evolution of the internal structure of noun phrases of these two thesis reports?

A: there is an evolution from simple structure to a more complex structure in the theses explored. In this sense, a complex structure incorporates other lexical items that enrich and expand the internal structure of an NP; it incorporates elements in a post and pre nuclear positions.

- 2- What is the evolution of the syntactic role of noun phrases exhibited in these two thesis report?
 - A. There is an evolution in terms of limited functions to more varied functions and roles of NP. The thesis that is current should indicate or exhibit more functions and roles of the noun phrase regarding to its narrative display; so, it should have more elements than the old thesis.
- 3- What is the lexical extension of the noun phrases in both theses?

A: There is a longer use of lexical extensions in the theses. In the thesis that is from 2016, there are some noun phrases up to four words; unlike the thesis from 2013, there are many noun phrases that have two or three words.

Chapter II

Theoretical Framework

Next, in relation to the meaningful topics and concepts of the present research, the following concepts will be defined: grammar, parts of speech, verbs, adverbs, adjectives, pronouns, prepositions, conjunctions, interjections, nouns and noun phrases. All of these items will be explained in this chapter, and besides we will know what is the function and the role that fulfill each one.

On the other hand, in this chapter we will see with more details and more information what a noun is and what a noun phrase is, because of these are the nucleus of the present research. Exist different types of nouns in English language such as: concrete nouns, abstract nouns; also there are nouns which are classified as countable and uncountable nouns. Actually, concrete nouns are physical things; that is to say, something that we can see and touch, and abstract nouns refer to ideas and qualities.

In addition, more explanation will be given about noun phrases and noun clauses, due to this item is the nucleus of this research. First of all, definition of noun phrases will be given, and also we will know in what way they can act within in a sentence, because the noun phrase can act in different ways such as: subject, object or complement. Many people may think that noun phrases can act only like a subject, but it is not like that; later we will see how a noun phrase can act, also some examples will be given for each item.

Another item that will be seen in this research is the reason why noun phrases are important in English language; besides we will know the syntactic role that they can fulfill, the internal structure that noun phrases can have, as well as the lexical extension that noun phrases can have. To know these items better, two theses report made by students of English pedagogy program will be analyzed in order to compare how is the evolution that they may have over the time, and how many elements can incorporate. It is likely that the thesis report that is modern have more elements than the old thesis report; we will know about this item later.

Now, we will know to see the general definition of grammar, as well as the rules and principles that grammar has, besides we will see the components that grammar can interact with, and how grammar can be divided. Moreover, we will see the different categories that grammar has; we must start with a general definition of grammar, because grammar is also important regarding the structure of a language, and syntax is part of grammar as well.

1- What is grammar?

First of all, grammar is the system and structure of a language; also grammar can be defined as something that can generate an infinite set of well-formed English sentences from a finite set of rules or principles (Jong-Bok Kim and Peter Sells, 2008). Moreover; according to Huddleston and Pullum, the grammar of a language describes the principles or rules governing the form and meaning the words, phrases, clauses and sentence; so, grammar can interact with other components such as: phonology, graphology, lexicon and semantics. The rules of grammar help us decide the order we put words in and which form of a word to use; therefore, grammar is a set of rules that help us to read, write, and speak correctly and properly. In addition, grammar basically establish the structure of a thought based on its lexical configuration of words. Grammar itself can be divided into two components like syntax and morphology; syntax is focused on the way that words combine each other to form phrases, clauses and sentences (Jim Miller, 2002); when we talk about syntax, we refer to the set of rules that allow us to combine words in our language into larger units (Sidney Greenbaum and Gerald Nelson, 2002). Nevertheless, morphology deals with the formation of words; in fact, morphology studies how words are formed out of smaller units called morphemes (Galasso, 2002).

On the other hand, Grammar has lexical categories, grammatical categories or word classes, also they are called parts of speech. Parts of speech are particular grammatical word classes; they refer to linguistic categories of words, and normally we see them the basis for syntactic analysis of a language (David Crystal 1967).

In English language words can be considered as the smallest elements that have distinctive meanings, based on their use and functions, words are categorized into several types or parts of speech. Each part of speech explains not what the word is, but how the word is used; that is to say, the part of speech indicates how the word functions in meaning as well as grammatically within the sentence.

1.1 Parts of speech

When we talk about grammar it's useful to know some basic terms; one of the main concepts that are very important in grammar are called words classes, better known as parts of speech (John Eastwood, 1994). Actually, parts of speech are commonly referred to lexical categories, grammatical categories or word classes; also they refer to how we categorize each word in the English language; in fact, we can define parts of speech as a category of words based on their function and the way they work in a sentence; parts of speech are the basic types of words that English has (Cambridge Dictionary, 2013).

We also can define as part of speech like a class of words sharing important syntactic or semantic features; a group of words in a language that may occur in similar positions or they may have a similar role in a sentence. Each word in English language belongs to one of the eight parts of speech, and each word also may be classified in two categories like content word or a function word. Content words belong to the major parts of speech that consist of nouns, verbs, adjectives and adverbs and represent ideas, actions, objects and attributes; while function words are those which do not have clear lexical meanings or obvious concepts related to them, we can find examples of function words like: articles, auxiliaries, demonstratives, quantifiers, prepositions, names and conjunctions.

In English language we can find eight parts of speech such as: nouns, verbs, pronouns, conjunctions, prepositions, adjectives, adverbs, and interjections (Murphy, 2009).

1.2 Verbs

Verbs are words that can express a physical action, a mental action, or a state of being; a verb describes what a person or thing does or what happens (Brock Haussamen, 2003). A verb is one of the main parts of a sentence or question in English; they can tell us what people (or things) are doing or being. Verbs are a necessary component of all sentences; they have two important functions: Some verbs put stalled subjects into motion while other verbs help to clarify the subjects in meaningful ways. The two main categories of verbs are action verbs and linking verbs; both categories are strong enough to be used in sentences.

Examples:

I <u>love</u> pizza. I <u>turned</u> the page (action verbs)
I <u>am</u> a teacher. I <u>turned</u> green (linking verbs)

1.3 Adverbs

An adverb is a word which usually describes a verb; some adverbs have the suffix "ly" and including they can modify an adjective or another adverb (Randolph Quirk & Sidney Greenbaum, 1973); it tells you how something is done, and also may tell you when or where something happened; that is to say, adverbs answer question such as: how?/ when?/ where?/ in what manner?/ to what extent?.

Examples:

The union members arrived <u>early</u>.
We play basketball <u>badly</u>
The office is <u>upstairs</u>
They <u>often</u> go to the stadium

1.4 Adjectives

Adjectives describe, modify or give more information about a noun or pronoun; they are always near the noun or pronoun they are describing; they typically modifies a noun and denotes a temporary or permanent quality associated with that noun. Most adjectives can be premodified with the intensifier "very"; and most of them can be made comparative or superlative with "more" or "most" (Quirk and Greenbaum, 1973).

Examples:

This flowerpot is <u>breakable</u>
The valley is a <u>beautiful</u> place
The teacher is a <u>very intelligent</u> person

1.5 Pronouns

Pronouns are used for replace a noun or a noun phrase to avoid repetition; they can fulfill the same role that a noun, due to they can act as a subject, direct object, indirect object, object of the preposition, and more. Without pronouns, we would have to repeat the nouns. For example, personal pronouns can be used as pointers to the speech situation (Quirk, 1985).

| Pronoun as subject | Pronoun as object | [17] [18] [18] [18] [18] [18] [18] [18] [18 | | | | |
|-----------------------|-------------------|---|------------|--|--|--|
| ı | me | mine | myself | | | |
| you | you | yours | yourself | | | |
| he | him | his | himself | | | |
| she | her | hers | herself | | | |
| it | it | its | itself | | | |
| we | us | ours | ourselves | | | |
| you | you | yours | yourselves | | | |
| they | them | theirs | themselves | | | |

[&]quot;My IEMS book, pronouns chart"

1.6 Prepositions

Prepositions are words governing and preceding a noun or pronoun, and they express the relation to other words or elements (Huddleston and Pullum, 2002). Prepositions can express relations between two or more entities, between two events or other abstract relations (Carter and McCarthy, 2006). In general, prepositions are kinds of grammatical words or function words that mainly contribute to the grammar structure of sentences (Thornbury, 2002); prepositions that are the most common in English like *at*, *in* and *for*, only consist in one word; therefore, they are simple, and prepositions that consist in more words like *along with*, *away from*, *out of*, are called complex prepositions (Quirk and Greenbaum, 1989).

Examples:

He put the scissors <u>in</u> the drawer The car crashed <u>against</u> the wall They are talking <u>about</u> the lecture

1.7 Conjunctions

Conjunctions play an important role in the speech and they are used as coordination to conjoin clauses, clause elements and words; and also they are used for coordinate words in the same clause (Leech and Svartvik, 1994).

Examples:

In winter, you can put on your socks <u>and</u> a sweater
I was reading the newspaper <u>while</u> I was listening to music
You must study hard <u>in order to</u> improve your life
He bought a car <u>as well as</u> a house

1.8 Interjections

Interjection are emotive and exclamatory words that are attached to the rest of the sentence; this kind of words is more common in the spoken language; that is to say, in situations of conversations (Greenbaum, 1996). Also interjections can be defined as words that are purely emotive which do not enter in syntactic relations (Quirk, 1985); they are words or sounds thrown into a sentence that help to express some feelings that we have in our mind (Crystal, 1995).

Examples:

<u>Hurrah!</u> We passed the exam

<u>Ouch!</u> I have a terrible toothache

<u>Wow!</u> That is a big building

<u>Come on!</u> You cannot say that kind of things

1.9 Noun

First of all, nouns are words that denotes a person, place, or thing; nouns can denote all kinds of physical objects and substances, including they can denote abstract things (Huddleston and Pullum, 2005, p83). In a sentence, nouns answer the questions who and what; they may be proper names, which are examples of proper nouns; other examples of proper nouns are: names of people, countries or cities; besides, they are always

written with capital letter at the beginning of the word. Nouns may have many kinds of meaning such as: concrete nouns, which refer to physical things such as: *pencil*, *laptop*, *glass*, *radio*, *chair*; therefore, concrete nouns refer to what is viewed as a material entity (Quirk, Greenbaum, Leech, and Svartvik, 1985). On the other hand, there are abstract nouns, which refer to ideas and qualities such as: *time*, *belief*, *charity*, *courage* (Eastwood, 1994); that is to say, something that we cannot see or touch; also abstract nouns refer to actions and states (Greenbaum and Nelson, 2002). Actually, nouns can be countable or uncountable; these types of nouns will be explained next.

1.9.1 Countable Nouns

These types of noun can be identified easily and clearly in entire units, so, in this way we can count them (Eastwood, 1992); actually, countable nouns denote classes of individual entities of the same kind; for example, if we say the word: *computer*, we are denoting the complete class of computers, and when we numb computers, we are referring to the quantity of the members of the class (Huddleston and Pullum, 2005, p87). Countable nouns are divided into singular or plural; therefore, numbers can be used for countable nouns. For example, we can say: *one apple, two gloves, etc...;* other elements that we can use for singular countable nouns are articles like *a/an*, so, we can say for example: *a table, an ant, a blender.* We never must use the singular countable noun alone; therefore, it must have an article before, we cannot say things like: *I want apple*, the correct form is: *I want an apple* (Murphy, 1985).

On the other hand, in the case of plural countable nouns, we can use the noun alone; so, for example is correct to say *I like carrots*; we are talking about carrots in general. Furthermore, for plural countable nouns, we can use words like *some* and *any* (Murphy, 1985).

Examples:
Do you have <u>any</u> siblings?
They broke **some** cups

Other words that can be used with plural countable nouns are many and few:

There are <u>many</u> students in the classroom I have a **few** friends who live abroad

1.9.2 Uncountable nouns

Actually, uncountable nouns are normally substances, concepts or things that cannot be divided into separate elements. We cannot use numbers with these kind of nouns; therefore, we cannot use articles such as *a/an*, but we can use the article "the" words like *some* and *any* for these types of nouns; also other words that can be used with uncountable nouns are *much* and *little* (Murphy, 1985, p138).

Examples:

Would you like <u>some</u> tea? I don't have <u>any</u> money We don't have <u>much</u> time Maybe you need a <u>little</u> help

Nevertheless, uncountable nouns that are invariably singular cannot be combined with any numeral. On the other hand, exist a small number of uncountable nouns that are invariably plural; but even so, they cannot be combined with any kind of numbers (Huddleston and Pullum, 2005, p86). A good number of uncountable nouns denote physical substances that can divide themselves into small groups or quantities of the same kind; for example, when we cut meat, the pieces can be counted and described by the noun "meat"; the same thing happens when we cut cheese, because of the slices are small quantities of the noun "cheese" (Huddleston and Pullum, 2005, p87).

Although not all abstract nouns are uncountable, "there is a considerable degree of overlap between abstract and non count" (Quirk, 1985, p247)

2- Noun Phrase

A noun phrase is a phrase or a group of words that have a noun as a nucleus, and they function as a unit within a sentence; therefore, they can fulfill the same role of a noun (Kolln and Funk, 2009, p18); it is a linguistic constituent that functions as subject, object, subject complement, or complement of a preposition. According to Huddleston (2005, p14), "a noun phrase is simply a phrase with a noun as a head"; so, noun phrases have a noun as a head and also they have a phrase that specifies the noun. In addition, a noun phrase is a phrase that can act like a subject, object, and complement of a clause; and also it can act like a complement of preposition (Leech, 2003, p231). This type of phrase is a very useful term for words in a noun position is nominal (Geist, 1970); besides, noun phrases in English language consist of a noun head with or without modifiers (Stageberg, 1977). The four important elements of

structural function of a noun phrase are: the head, which is the central element, the determiner and the pre-modifier which function in the pre-head position and the post-modifier which functions in post-head position (Downing and Locke, 2008). Noun phrases in English can include a complement to the noun, but that is something optional; but when we change the noun phrase for a verb phrase is different, because most times is necessary include a complement (Van Gelderen, 2002)

As we mentioned before, a noun phrase may have as a nucleus a noun or a pronoun; if the nucleus of a noun phrase is a noun, it may be combined with determiners, pre-modifiers and post-modifiers. Otherwise, if the noun phrase has a pronoun as a nucleus, determiners will not occur, and even if any modifiers occur, these are normally post-modifiers (Bakken, 2006).

There are two type of noun phrases; the noun-headed phrases and the pronoun-headed phrases. Both have similarities regarding their function; nevertheless, pronoun-headed phrases play different roles within a sentence or a text; for example, pronouns substitute the whole nouns and noun phrases, making the use of the language simpler, because of they do not specify who is the person or the type of things are being that referred to (Hasselgård, 1998).

According to Quirk and Greenbaum: "the noun phrase typically functions as subject, object, complement of sentences, and as complement in prepositional phrase". In English language, noun phrases consist in of a noun head with modifiers or without modifiers; sometimes the modifiers can be included before or after the head.

Noun phrases can be pre-modifiers or post-modifiers; generally, pre-modifiers are determiners and quantifiers, adjectives and derived adjectives. And post-modifiers are prepositional phrases, non-finite clauses, and relative clauses (Stageberg, 1977). In addition, other pre-modifiers can be participle noun, genitive, adverbs and other phrases or sentences; and post modifiers can be finite clause, nonfinite clause, and prepositional phrases.

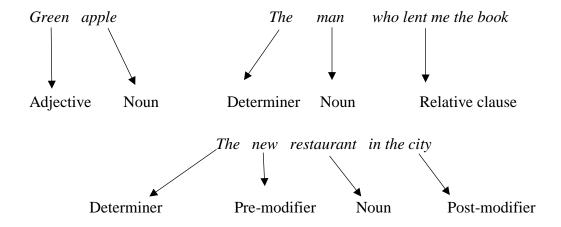
Regarding its internal structure, noun phrases can contain determiners, articles complements, internal and external modifiers, and sometimes can include a pronoun that replace the noun (Huddleston and Pullum, 2005).

Examples in relation to its syntactic function: Noun phrase as subject: <u>The blue car</u> is fast Noun phrase as direct object: I need a red shirt

Noun phrase as object of preposition: My brother lives in the white building

Noun phrase as indirect object: Roger bought the big dog a house

Examples in relation to its internal structure:



Example in relation to its lexical extension:

3- Noun clause

In the first place, a noun clause is an essential construction in English represented in a dependent clause which works like a noun. A noun clause is a kind of dependent clause that performs nominal functions and also performs the grammatical function of direct object (Huddleston, 1984). Noun clauses traditionally are complement clauses, due to we can find them in slots in the main clause that ordinary noun phrases can occupy (Miller, 2002); and also, noun clauses consist of a subject and predicate that can act like a noun This type of clause begins with *that*, a question word or *if/whether*; they can be object of a verb, sometimes noun clauses can be used like a subject. When the clause is the subject, we cannot forget the word "that", whose function is of complement the meaning of the head noun. Also noun clauses can be complement of *be* (*Eastwood*, 1994). This type of clause is used to say what someone says or thinks as well; that is to say, it is what we call reported speech or reported clause, due to we include the word "that" to indicate what other people say; for example: *He*

said that he was going to work. Furthermore, nominal *that* – clauses refer to actions relating to facts, because as we mentioned before, we use the word *that* to say the actions.

The function that can have a noun clause is to take the place of a noun which functions as a subject, direct object, indirect object, subject complement, object preposition and appositive (Megginson, 1996:1)

According to Quirk (1985) "The function of a part of a phrase or clause which follows a word, and completes the specification of a meaning relationship which that word implies."

On the other hand, noun clauses or nominal clauses can function like a complement within sentences based on their semantic contents; because of they can complement verbs, adjectives, prepositions or nouns (Huddleston and Pullum, 2002).

We can find noun clauses in a variety of forms, either from the most common forms or less common forms; the following structure is for the most common ones: *that-complement clauses and to-infinitive clauses*, and for the less common ones is: of + -ing clauses and wh-complement clauses (Downing and Locke, 2006). Actually, the function that noun clauses have is to denote the content of their head nouns or add descriptive information; the noun complement clause gives the whole content of the preceding noun report.

In English language we can find two types of noun clauses such as: finite noun clauses and non-finite noun clauses. Finite noun clauses are those whose first word of the verb phrase is finite (Leech and Svartvik, 1975: 213). In the case of non-finite noun clauses the first verb in the verb phrase does not mark a tense or agreement (Stageberg, 1971: 225); moreover, this type of clause can function as a subject, direct object, subject complement, appositive, and adjective complement (Quirk, 1985: 1061).

Regarding its structure, it does not have gaps, because of its structure is complete and there is no unit in the clause replacing the head noun as the antecedent. We can link the head noun and its subsequent complement clause with be into a new construction (Quirk et al., 1985).

Examples:

He knows that his project will be approved I don't know if Paul is working I wonder who lives in that house You have not told me whose pencil this is

Chapter III

Research Methodology

Next, in this chapter, we will see how the analysis is done and how noun phrases evolves over the time; we will be able to see the analysis under the three dimensions such as the syntactic function, internal structure and lexical extension. For this step, I will compare two theses made by students of the English Pedagogy program in the University Ucinf; one of them is from 2013 and the other one is from 2016, and also to do the analysis I will use the Excel program, where I will select all the noun phrases found in both theses.

The document from 2013 was written by Nelson Domke and Jaime Panes, it is titled "School children who speak Mapudungun and Spanish would learn English as a third language in a more efficient way than school children who just speak Spanish".

The document that belongs to the year 2016, was written by Andrea Cariaga, Stephanie Muñoz and Ignacio Vidal, and it is titled "Improving L2 listening skill in twelve to fifteen-year-old students".

Before start the analysis with these two theses, I had to consider from the abstract until the references; that is to say, I only focused on those pages, and the quantity of pages on each thesis, considering from the abstract until the references, they have about fifty eight pages. After create a spreadsheet on Excel, the first step that I did for the methodology is, to read the thesis and then to extract sentence and type it on the spreadsheet; the second step, I only focused on the noun phrases that the sentence has, because of there are many sentences that have more than one noun phrase. For analyze the noun phrase, I looked the position that the noun phrase is in the sentence to figure out the syntactic function, then, I observed the elements that it has to analyze the internal structure.

And finally, to figure out the lexical extension, I only numbered the quantity of words of the noun phrases.

Results

First of all, most of the sentences had more than one noun phrase, and the quantity of sentences that were extracted to analyse were the following:

| Thesis 2013 | Thesis 2016 |
|---------------|---------------|
| 252 sentences | 268 sentences |

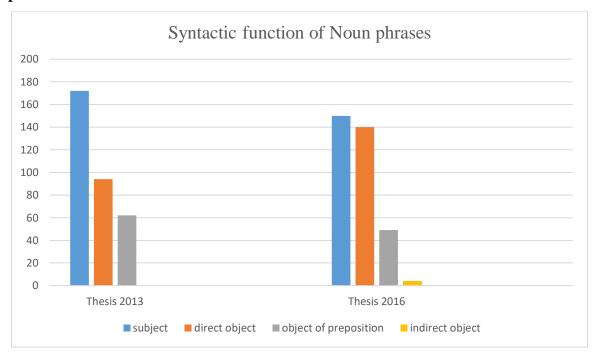
Thesis 2013

| Syntactic function of noun phrases | Quantity of noun phrases | | | | | | | |
|------------------------------------|--------------------------|--|--|--|--|--|--|--|
| Subject | 172 | | | | | | | |
| Direct Object | 94 | | | | | | | |
| Object of preposition | 62 | | | | | | | |
| Indirect Object | 0 | | | | | | | |

Thesis 2016

| Syntactic function of noun phrases | Quantity of noun phrases | | | | | | |
|------------------------------------|--------------------------|--|--|--|--|--|--|
| Subject | 150 | | | | | | |
| Direct Object | 140 | | | | | | |
| Object of preposition | 49 | | | | | | |
| Indirect Object | 4 | | | | | | |

Graph n°1



This first graph shows the quantity and the frequency of how noun phrases function in both theses in relation their syntactic function. We can see that in both theses the majority of noun phrases act as a subject; but the difference is that in the thesis from 2016 there was a decrease about that, due to in the thesis from 2013, a quantity of 172 noun phrases function as a subject, and 150 noun phrases function as a subject in the thesis from 2016. Regarding the function as a direct object, we can see that there was an increase since 2013 until 2016, this is due to the students from the English Pedagogy Program manage the use of the noun phrases; there was a decrease in relation to their function as object of preposition, because in 2013 there were 62 noun phrases as object of preposition, and in 2016 only 49. We can notice that the function of indirect object is not very common; in fact, in the thesis from 2013 was not used by the students, and in 2016 only there were four noun phrases as indirect object.

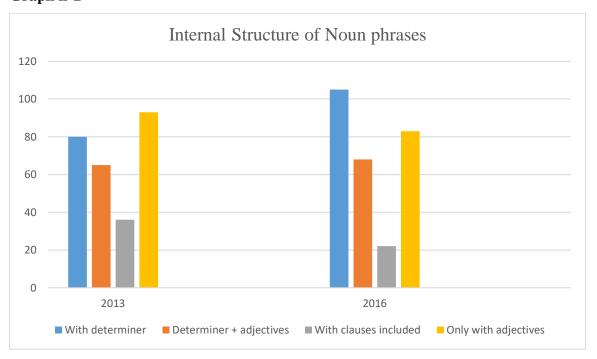
Thesis 2013

| Internal structure of Noun phrases | Quantity of Noun phrases |
|------------------------------------|--------------------------|
| With detrminer | 80 |
| Determiner + adjectives | 65 |
| With clauses included | 36 |
| Only with adjectives | 93 |

Thesis 2016

| Internal structure of Noun phrases | Quantity of Noun phrases |
|------------------------------------|--------------------------|
| With detrminer | 105 |
| Determiner + adjectives | 68 |
| With clauses included | 22 |
| Only with adjectives | 83 |

 $Graph \ n^{\circ}2$



This second graph shows the internal structure of nou phrases in both theses; in this case we can see that in 2013, most of noun phrases have only adjectives, but in 2016 there was a decrease about that. In fact, there were 93 noun phrases only with adjectives in 2013, and in 2016 there were 83 noun phrases only with adjectives. However, what is repeated with more frequency in 2016 is noun phrases with determiners only; also there was a little decrease regarding noun phrases with clauses as post-modifier, it means that the students were not able to include many cluases. On the other hand, we can notice that the quantity that is near, is in relatoion to noun phrases with determiners + adjectives; in fact, there was a total of 65 noun phrases with determiner and adjectives in 2013; and in 2016 there was a total of 68 noun phrases with determiner and adjectives; therefore, there was a little increase.

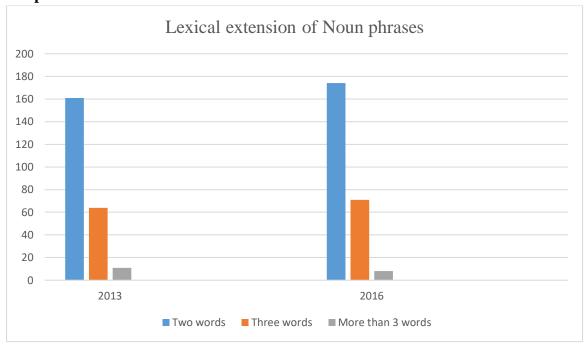
Thesis 2013

| Lexical extension of Noun phrases | Quantity of noun Phrases |
|-----------------------------------|--------------------------|
| Two words | 161 |
| Three words | 64 |
| More than 3 words | 11 |

Thesis 2016

| Lexical extension of Noun phrases | Quantity of noun Phrases |
|-----------------------------------|--------------------------|
| Two words | 174 |
| Three words | 71 |
| More than 3 words | 8 |

Graph n°3



This third graph shows the use of elements or quantity of words in noun phrases over the time. For example, we can notice that in many cases the students use noun phrases of two words; 161 in 2013 and 174 in 2016; so there was an increase; also we can see in this graph another increase regarding the use of noun phrases with three words between 2013 and 2016; 64 in 2013 and 71 in 2016. And finally, the only decrease that we can notice is the use of noun phrase with more than three words; this is due to it is a very complex structure, because they have to incorporate more words.

Chapter IV

Conclusion

There is an improvement in the ability and the management of the students from English pedagogy program to use words in the academic articles like the thesis; they have been able to use many words some cases over the time, although we could notice that the most complex part was the use of noun phrases with more than three words; in fact, there was a low quantity of the use of noun phrases with more than three words; this is due to there are students are not accustomed to use that type of noun phrases; as we could see before, the maximum quantity that they were able to use were noun phrases with three words.

On the other hand, it means that the English Pedagogy program could be more complex for next students' generation; because of they must be able to apply more elements at the moment of writing, especially, academic articles, like for example in this case the thesis. Therefore, if the students in future generations study grammar and syntax, they not only will be able to recognize the correct structure of English language, but also incorporate or apply different elements at the moment of writing

In addition, when the students have to write an academic article or any kind of university project, they must know the structure of noun phrases and their function and their importance, and that is the reason for the students must study grammar, because as we mentioned before, grammar establish the correct structure, rules and principles of a language. Therefore, when the students have a good management of grammar structure, they we will be able to do their academic projects in a formal way, including applying more complex structures, such as incorporate more elements or clauses.

This demonstrates that the English pedagogy program would be a challenge for the future students' generation, but at the same time, it will be very helpful for the next generations of students, due to they will be able to learn more over the time. As we mentioned before noun phrases are really important, due to they help us to know what a text is about. Besides, noun phrases can be elaborated in complex structures (Quirk & Greenbaum, 1973).

We must not forget that noun phrase is the only part of grammar that is multifunctional, because as we saw at the beginning of this research, noun phrase can function like subject, object, complement of a clause and complement of preposition (Leech, 2003).

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Annexes

| Thesis N°1, 2013 | | | | | | No | ın Phrases | | | | | | J | | | | | | | o: - |
|--|-----------|--------------------|----------------------|---|------|--------|--------------------------|---------|-------------|-----------------|------------------|-------------|---------------|----------|-----------------------|---------------|----------------------|---------------------|-------------------------|--|
| Phrases | det | adj 1 | | Modifier adj3 | adj4 | 1 | Nucleus | pp | adj 1 | Post-N adj2 | lodifier adj3 | N | F | Relative | verb | complement | Clause complement | complement | complement | Syntactic Fund |
| 1 The present study was carried out | the | present | | | | | study | | | | | | | | | | | | | subject |
| 2 to analyze the way a group of bilingual Mapuche school children and a group of | the | | | | | | way | | | Mapuche | | | - | | | | | | | direct object |
| a group or biningual waput rescriber children and a group of 3 non-Mapuche school children react to a new language | a | | | | | | group | of | bilingual | non- Mapuche | school | children | | | react | to | a | new | language | subject |
| 5 Based on previous studies | | previous | | | | | studies | | | | | | | | | | | | | object of preposition |
| 6 bilinguals should have performed better in the final assesment | the | final | | | | | assessment | | | | | | | | | | | | | object of preposition |
| The results showed that this does not occur within this 7 intercultural context | The | | | | | | results | | | | | | | | showed | that | this | does | not | subject |
| bilingual Mapuche children and monolingual non-Mapuche | | | | | | | children | | monolingual | non- | | | | | | | | | | |
| 8 children coexist | | bilingual | Mapuche | | | | | | monolingual | Mapuche | | children | | | coexist | | | | | subject |
| 9 an attempt is made to explain bilinguals' failure | an | | | | | | attempt | | | | | | | | | to | explain | bilinguals' | failure | subject |
| 0 Chile has a huge mixture of culture 1 A stage that is constantly evolving | a a | huge | | | | | mixture stage | of | | | | culture | t | hat | has | constantly | evolving | | | direct object subject |
| the development of modern telecommunication systems have | | | | | | | devlopment | | | telecommu | | | | | have | | | | | |
| 2 been helpful Chilean society has had an enormous influence of English | the | | | | | | | of | modern | nication | | systems | | | been | helpful | | | of English | subject |
| 3 speaking countries | | Chilean | | | | | society | | | | | | | | has had | an | enormous | influence | speaking countries | subject |
| English is the language of film and music industry which is critical due to the huge impact these elements have on | | | | | | | English/languag | | | | | | | | | | | | | |
| 4 peoplearound the globe | the | | | | | | e | of film | | | | industry | v | vhcich | is | critical | due to | | | Subject/ direct obje |
| the huge impact these elements have on people around the .5 globe | the | huge | | | | | impact | | these | | | elements | | | have | on | people | around | the globe | direct object |
| | 0.0 | | | | | | English | | 01000 | | | Cicinonio | | | nuvo | | | in the | | |
| 6 speaking English is a huge help in the busniness world English is commonly used among foreign language speakers | | speaking | | | | | | | | | | | - | | is | a huge | help | business | world | subject |
| 7 throughout the world | | | | | | | English | among | | | | | | | is | commonly | | | | subject |
| English speakers earn higher incomes than non-English 8 speakers | | | | | | | English speakers | | | | | | | | earn | higher | incomes | than | non-English speakers | subject |
| 9 the handling of this language has a positive connotation | the | | | | | | handling | of | this | | | language | | | | a | positive | connotation | | subject |
| 0 the person who speaks it | the | | | | | | person | -4 | | | | | V | vho | speaks | it | | | | subject |
| the entire society of a certain region many non-English speaking countries have adopted English as | the | entire | | | | | society | of | certain | | | region | \dashv | | have | | as the most | | to study | subject |
| the most important language to study formally Children that, as well as most of the Chilean population, speak | | many | non-English | speaking | | | English | | | | | | | | | English | important | language | formally | subject/ direct obje |
| 3 just one language, Spanish | | | | | | | Children/ language | of the | Chilean | | | population | t | hat | speak | just | one | language | Spanish | subject/ object of preposition |
| people who belong to certain indigenous group or live in a 4 multicultural context | | | | | | | people/group | 0 | | | | | | vho | belong | to | certain | indigenous | aroup | subject/ object of preposition |
| | | | | | | | State | | | | | | , v | | | | | Ů | | |
| 15 the State of Chile recognizes the existence of eight ethnias. These people, especially students, have to face new challenges. | | | | | | | existence people | of | Chile | | | | - | | recognizes have to | the existence | of | eight | ethnias | subject/ direct obje |
| 6 in terms of language acquisition | | These | | | | | challenges | in/ of | terms | language | | acquisition | | | face | new | | | | subject/ direct obje |
| Most of them study following an intercultural bilingual reducational program | an | intercultural | bilingual | educational | | | program | | | | | | | | | | | | | direct object |
| The following research focuses specifically on English | ull | | um igudi | Julia de la composição | | | research | | | | | | \dashv | | | | on English | | | subject/ direct obje |
| 8 acquisition on bilingual children 9 located in a town in the ninth region of Chile | a | following | | | | | town | in | the | ninth | region | Chile | - | | focuses | specifically | acquisition | on bilingual | children | object of preposition object of preposition |
| attend an important number of children who were born and grev | | | | | | | number | | uio | 111101 | region | Offile | | | were born | | | | | object of prepositi |
| up within a Mapuche community. | an | important | | | | | number | of | children | | | | ٧ | vho | grew up were | within | a | Mapuche | community | direct object |
| The rest of the students correspond to monolingual children that | | | | | | | students | | | | monolingu | | | | born | | | | | |
| 1 were born and grew up in the town | The | rest | | | | of the | | | correspond | to | al | children | t | hat | grew up | in | the | town | in the | subject/ direct obje |
| These groups of monolingual and bilingual are having English | | | | | | | groups | | | | | | | | are | | | | coming | |
| 2 as a subject at school in the coming years. 3 Chilean population that belongs to an ethnic community | | These | | | | | population | of | monolingual | bilingual | English | | | hat | | as a to | subject | at school ethnic | years community | subject/ direct obje |
| the government promulgated a law called Indigenous Law which | | Chilean | | | | | government | | | | | | · | nat | beiongs | 10 | an | etnnic | community | subject |
| 4 is deepened in the indigenous Law's section | The | | | | | | government | | | | | | - | | promulgated | a law | called | indigenous | law | subject/ direct obje |
| The state recognizes that the indigenous of Chile are the | | | | | | | state | | | | | | ecogniz | | | | | are the | of the human | |
| to progeny of the human groups the national territory since pre-Columbian times that preserve | The | | | | | | | | | | | | s t | hat | the | indigenous | of Chile | progeny | goups | subject/ direct obje |
| 6 ethnic and own cultural manifestations | The | national | | | | | territory | since | columbian | | | times | t | hat | preserve | ethnic | and own | cultural | manifestations | subject |
| ethnic communities since now are those groups that correspond | 4 | | | | | | communities | | | | | | | | | | | | pre- Columbian | subject/ object of |
| 7 to people whose roots come from pre-Columbian times | - | ethnic | | | | | | since | now | are | those | groups | t | hat | Correspond | to people | whose roots | come from | times | preposition |
| 8 a notion of what a ethnic community is about the population that states being part to an ethnic | а | | | | | | notion | of | what | a | ethnic | community | - | | is | | | | | subject |
| g community. | the | | | | | | population | | | | | | t | hat | states | being | part to an | ethnic | community | object of preposition |
| These results were provided by two different governmental | | | | | | | results | | | | omermen | | | | | | Chilean | | | subject/ object of |
| o entities that measure the Chilean population with different aims. | | These | | | | | | by | two | different | tal | entities | t | hat | measure | the | population | with different | aims | preposition/ direct |
| the attention is paid on the population that belongs to the 1 Mapuche community | the | | | | | | attention | on | the | | | population | t | hat | belongs | to | the | Mapuche | Community | subject/ object of preposition |
| 2 Censo is the enumeration of the people of a country. | the | | | | | | enumeration | of | the | | | people | | | is | | | | | direct object |
| Censo is the widest and the most important consultation aplied to the entire population. | the | widest | most | important | | | consulation | | | | | | | | | | | | | direct object |
| a new question was added since the Censo applied in Censo | 1.0 | | | | | | question | | | | | | | | | | | | | |
| 4 1992 in order to recollect information about ethnic groups. The following ethnic communities were officially considered | а | new | | | | | | | | | | | | | | | | | | subject |
| 5 since Censo 2002 | The | following | ethnic | | | | communities | | | | | | | | | | | | | subject |
| the purpose of this question has been to collect information to identify the population that belongs to an ethnic community in | | | | | | | purpose | | | | | | | | | | | | | |
| 6 Chile. | the | | | | | | Laiboog | of | this | | | question | | | | | | | | subject |
| the government can establish policies and appropriated and adjusted programs to their reality and idiosyncrasy. | the | | | | | | government | | | | | | | | | | | | | subject |
| the numbers provided after Censo applied in 2002 to seek the | u IIO | | | | | | | | | | | | \dashv | | | | | | | Laujuut |
| population of people that belongs to an ethnic community in 8 Chile. | the | | | | | | population | of | | | | people | 1 | hat | belongs | to an | ethnic | community | in Chile | direct object |
| These results show that 692.192 people of the Chilean | | | | | | | | | | | | | | | | | | | | , |
| population declared being part of one of the 8 ethnic g communities mentioned previously. | | These | | | | | results | | | | | | | | | | | | | subject |
| this number correspnd to a 4,6% of the total population of Chile | the | total | | | | | population | of | | | | Chile | | | | | | | | object of prepositi |
| 1 the population declared not being part of an ethnic community | the | | | | | | population/ community | | | | | | | | | | | | | subject/ object of preposition |
| 2 this investigation is developed in the ninth region of the country | the | ninth | | | | | region | of | | | | country | | | | | | | | object of preposition |
| the ethnic population is in this region. | the | ethnic | | | | | population | | | | | | | | | | | | | subject |
| the ethnic population registers its major concentration in the ininth region with 203.950 people. | the | ethnic | | | | | pupulation | | | | | | | | | | | | | subject |
| the ninth region has the 23,5% of people that belong to an 5 ethnic community. | the | ninth | | | | | region/ community | | | | | | | | | | | | | subject/ object of preposition |
| INE shows that the Mapuche group is the greatest ethnic | | | | | | | community | | | | | | \dashv | | | | | | | |
| 6 community of Chile | the an | greatest ethnic | ethnic | | | | | of | | | | Chile | - | | | | | | | direct object |
| 7 the total population that stated being part of an ethnic group. these percentages were taken from the results of the Censo | all | Ou II II C | | | | | group | | | | | | | | | | | | | object of prepositi |
| 8 applied in 2002 and published in 2005. | | these | | | | | percentages | | | | | | | | | | | | | subject |
| CASEN stands for survey of national socio-economical g characterization | | national | socio- economical | | | | characterization | | | | | | | | | | | | | object of prepositi |
| CASEN is aimed to provide information that allows the | the | | | | | | situation | of the | | | | non-lot | | | | | | | | |
| to government to know periodically the situation of the population the people that stated being part of an ethnic community | the | | | | | | | or trib | | | | population | - | | | | | | | direct object |
| reached1.188.340 people. | the | Th. | | | | | people | | | | | | t | hat | stated | being part | of an ethnic | community | | subject |
| 2 This amount rose significantly after 7 years since Censo 2002. the ethnic population increased from the 4,6% to a 7% of the | | This | | | | | amount | | | | | | \rightarrow | | | | | | | subject/ object of |
| 3 total population of Chile. | the | ethnic | | | | | population | | | | | | | | | | | | | preposition |
| the reader is familiar with the quantity of people that belong to | the | | | | | | reader/ community | | | | | | | | | | | | | subject/ object of preposition |
| | | | | | | | research | | | | | | | | | | | | 2. | |
| an ethnic community in this country this research will deepen in the information provided by | | This | | | | | . 20041011 | | | | | | | | | | | | 36 | ubject |
| a an ethnic community in this country this research will deepen in the information provided by Painemal that was taken by the results of CASEN | | 11110 | | | | | | | | | | | | | | | | | | |
| a an ethnic community in this country this research will deepen in the information provided by 5 Painemal that was taken by the results of CASEN the total population that stated being part of an ethnic group 6 neither speak nor understand the native language. | the | total | | | | | population | | | | | | t | hat | stated being | part | of an | ethnic | group | subject |
| al an ethnic community in this country this research will deepen in the information provided by 5 Painernal that was taken by the results of CASEN the total population that stated being part of an ethnic group 6 neither speak nor understand the native language. These results are encouraging in a way in which the ethnic | the | total | | | | | population results | | | | | | t | hat | stated being | part | of an | ethnic | group | |
| at an ethnic community in this country his research will deepen in the information provided by 5 Painemal that was taken by the results of CASEN the total population that stated being part of an ethnic group in either speak or understand the nathe language. these results are encouraging in a way in which the ethnic 7 communities can keep or growing Painemal says that nowadays people can still see ethnic | the | total | | | | | results | | | | | | t | hat | stated being | part | of an | ethnic | group | subject |
| al an ethnic community in this country this research will deopen in the information provided by 5 Painment that was taken by the results of CASEN the total population has tated being part of an ethnic group is not provided to the provided of the provided part of these results are encouraging in a way in which the ethnic 7 communities can keep on growing. Painment says that nowadays people can still see ethnic 3 communities in the countryside or even in big clies | the | total | | | | | results | in the | | | | countryside | t | hat | stated being | part | of an | ethnic | group | |
| a in ethnic community in this country his research will deepen in the information provided by 5 Painemal that was taken by the results of CASEN the total population that stated being part of an ethnic group in either speak nor understand the nathe language. these results are encouraging in a way in which the ethnic 7 communities can keep or growing Painemal says that nowadays people can still see ethnic | the | total | | | | | results | in the | | | | countryside | | hat | | part | of an | ethnic | group | subject |

| Process Proc | cachers statering skill | Syntactic Function subject subject subject subject of preposition subject subject dipole of preposition subject subject dipole of preposition subject direct object subject of preposition subject direct object of preposition subject direct object of direct object direct object direct object direct object direct object subject direct object subject su |
|--|--------------------------|--|
| The control of the property | teachers | subject subject object of preposition subject subject object of preposition subject direct object direct object subject of met object finate object finate object subject of met object finate object finate object subject of preposition subject of preposition subject direct object direct object direct object direct object subject direct object |
| 3. The methodology focuses on registering and any process of the funding logical or process focus followings in a process for funding from the funding logical or process for funding from the funding gradual or process for funding gradual or gradual gradual or gradual gradua | teachers | subject subject depet of proposition subject depet of proposition subject subject depet of proposition subject direct object direct object subject direct direct direct subject direct diplect subject direct object subject |
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| 2 paragraphic of fiss use in to comprehension of interiors of paragraphic of the secondary of the secondar | teachers | subject subject subject direct object/ object of preposition subject direct object of preposition subject subject direct object direct object subject subject subject |
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| This assumption is based marriey on the labor of notices on the listening of a married component in the case would extend the set of the content of the cont | | direct object direct object subject subject |
| we have been able to notice that this skill in particular in rot used The learning and can be focused and make effective in the LE The learning and can be focused and make effective in the LE The learning and can be focused and make effective in the LE The learning and can be focused and make effective in the LE The learning and can be focused and make effective in the LE The learning and can be focused and make effective in the LE The learning and can be focused and make effective in the LE The learning and cancel and make effective in the LE The learning and cancel and make effective in the LE The learning and cancel and make effective in the LE The learning and cancel and make effective in the LE The learning and cancel and make effective in the LE The learning and cancel and make effective in the LE The learning and cancel and make effective in the LE The learning and cancel and make effective in the LE The learning and cancel and make effective in the LE The learning and cancel and make effective in the LE The learning and cancel and make effective in the LE The learning and cancel and make effective in the LE The learning and cancel and make effective in the LE The learning and cancel and make effective in the LE The learning and cancel and make effective in the LE The learning and cancel and make effective in the LE The learning and the learning a | | direct object subject subject |
| The learners in this case and control adults of develop their literary. The learners in this case and control adults of develop their literary. The project is intereded to demonstrate through the analysis of the project is intereded to demonstrate through the analysis of the project is intereded to demonstrate through the analysis of the project is intereded to demonstrate through the analysis of the project is intereded to demonstrate through the analysis of the project is intereded to demonstrate through the analysis of the project is intereded to demonstrate through the analysis of the project is intereded to demonstrate through the analysis of the project is intereded to demonstrate through the analysis of the project is intereded to demonstrate through the project is demonstrated through the project is demonstrat | listening skill | subject |
| The conjugate is intended to demonstrate through the analysis and the configuration of the analysis and the configuration of the config | listening skill | |
| Listening is a critical component of larguage completine and substitution of the larguage completine and substitution of larguage completine and substitution of larguage completine and substitution of larguage completine a | listening skill | desired to |
| Literately is a result component of language component on an encount of the property control of the pr | listening skill | direct object object of prepostion |
| We take into account the nation concepts which no economical of the main concepts which are corrected to the main corrected and the day and the process of the formation is already and the process of | listening skill | direct object/ object of preposition |
| 27 Usalinning is the most improvint concept of his framework. 28 Usalinning is an extra process of description will be most improved in the process of a section in the process. 29 The processes at work are listen, shape, a improved and respond. 31 Communication 31 Communication 40 Personal Communication 41 Personal Communication 42 Personal Communication 43 Personal Communication 44 Personal Communication 44 Personal Communication 45 Personal Communication 46 Personal Communication 47 Personal Communication 48 Personal Communication 49 Personal Communication 40 Personal Communication 41 Personal Communication 42 Personal Communication 43 Personal Communication 44 Personal Communication 45 Personal Communication 46 Personal Communication 47 Personal Communication 48 Personal Communication 49 Personal Communication 49 Personal Communication 40 Pers | | |
| 15. The processes at work are 1 stars, analyze, interpret and respond. 15. Communication 15. Communica | | direct object direct object |
| 13 communication The bornest of a seed dozes testing are: a states comprehending of the communication obtained by listening invalidates the same lived of the communication obtained by listening invalidates the same lived of the communication obtained by listening invalidates the same lived of the communication obtained by listening invalidates the same lived of the communication obtained by listening invalidates the same lived of the communication obtained by listening invalidates the same listening with the proposed dispersion from the beginning will be proposed to depot the same listening with the proposed dispersion from the beginning will be proposed to the listening will b | | subject subject |
| The communication obtaining billioning by staining includes the same level of large of the communication of the co | | subject/ direct object |
| The proposed objectives from the beginning will be applied throughout by proceed and process of selectives from the process of selectives process of selec | | subject/ direct obejct |
| 3.5 the possibility that the process of interrupt with one process | | subject |
| 37 comprehension of latering The comprehension of activities stills Namerous activities can develop (staining stills Vaschers can incorporate activities of a laterial stills Vaschers can incorporate activities of laterial stills Vaschers can incorporate activities of laterial stills Vaschers can incorporate activities of laterial vaschers Vaschers can incorporate activities in away that reflects real-world Vaschers can incorporate activities in away that reflects Vaschers can incorporate activities of vaschers Vaschers can incorporate vaschers Vaschers can incorporate activities of vaschers Vaschers | | subject subject |
| 39 integration of Seturing a way internal reflects resilvant frequency and a second component that requires practice to be a second c | | subject/ direct object subject/ direct object |
| 40 Improved that requires practice to be 41 this skill will generate and incomplete learning in language acquisition the stacking of listoring to the students is about how to improve their | listening | object of preposition |
| 4.1 this still will generate and incomplete learning in language acquisition this stall will generate and incomplete learning in language acquisition the teaching of lidening to the stallowfork is about how to improve their teaching | improved | direct object |
| 42 performances of listening in classroom the performances of | | subject/ object of preposition subject/ direct object |
| 43 hey can develop the appropriate environment the appropriate the appropriate of the appropriate environment the appropriate appropriate environment the appropriate configuration and transfer environment the appropriate configuration and transfer environment the appropriate configuration and the appropriate co | | direct object |
| 44 to success the propiets relevance this proposal with appropiate relevance this process with appropiate relevance this process with appropiate relevance the process will be processed to the process with a process | | subject/ direct object direct object |
| 47 The process of latening is composed by three stages the process' stages of latening | | subject/ object of preposition |
| 48) a positive and adequate environment is created for fistering to occur. I a positive adequate environment In this stage teachers preagre subtents in order to introduce them to the instruction | | subject |
| 50 The task should involve the listener in getting information the task/ listener | | direct object subject/ direct object |
| 51 knowledge of listening the knowledge of listening | | direct object |
| 52 Per Nava at ready statement to the temperature of the temperature o | | subject/ direct object direct object |
| 54 students should be able to give specific information specific information statening condisioned an expendit post the found to the statening condisioned an expendit post the samers to be | | direct object |
| 55 active an essential part which require the learner to be 56 the skill of listening listening was not always seen as an active process the skill process | active | direct object subject/ direct object |
| 57) listening was only soen as a recepte skill in language learning a receptive skill in language learning skill are her receptive as an inches mental process and acrive mental process and service mental proces | | direct object direct object |
| The development of listing obtains the least attention from teachers the based attention from teachers the based attention from teachers the development of listing obtaining the least attention from teachers the development of listing obtaining the least attention of the development of listing obtaining the least attention of the listing obtaining the listi | | subject/ direct object |
| 60 inscribed singulary transcript grower focustry focusions famoury on recently associated analysis associated analysis associated from the focus focus focus for focus | | direct object |
| Co. Islanning is strongly connected with speaking in the learning of English the learning of learner on boys to speak | | object of preposition |
| The period of time for Islanting means observation and learning which | | subject |
| 65 Istanting practice is and is not the main perception of this problem the main perception of this problem | | subject/ direct object |
| 66 (bascher The trained role of 6) 67) the toacher asked the students if they like animals The toacher asked the students if they like animals The | | subject/ direct object subject/ direct object |
| 68) they istanced a recorded dialogue about animats a recorded dialogue about animats 69) This assort looked like a chase istanting leason this 70 This testing the entire leason was deed by 24 nimites the Interview of the entire leason was the entire leason and | | direct object subject/ direct object subject/ object of preposition |
| in which one minute of listering was supported by 23 minutes of not 71 listering and activities activities | | object of preposition |
| 72 These processes are: bottom-up and top-down These processes are: bottom-up and top-down message mes | | subject/ object of preposition |
| 74 it would be very helpful for the learner because can understand the learner All this uncones is increase or desemble the bettermum dailed the the learner | | object of preposition |
| 75 ilearners (the bottom-up skills of learners) 76 The villal procedure here is assumption (the villal procedure | | direct object subject |
| 77 it discusses the significance and disduces the information the information information information and information informat | | direct object direct object |
| 79 They might consider what steps to follow over the plan plan When we exhablish these two groups of process printing we may notice groups/ | | object of preposition direct object/ object of |
| go Islaming not as a particular or individual competence two competence two competence competence learners must be conscious of these couple of practices disturb their statistics of these couple of practices disturb their | | preposition object of preposition |
| 12. This assumption is very important This assumption proving the promunication of the audionts the promunication of students (the product of the students) and the province of the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) and the product of the students (the product of the students) are students (the product of the students) and the students (the product of the students) are students (the product of the students) and the students (the product of the students) are students (the product of the students) and the students (the product of the students) are students (the product of the students) and the students (the product of the students) are students (t | | subject object of preposition |
| A4 to analyze or study the schorique has English is excressed the technique december in the English is excressed as excressed as technique decembers increasing prograsively record decembers as Si leaders utilize necord elements in the interior and the interior | | direct object direct object |
| Recorded materials are accessible and have a low cost and play them 87 are a famous economical play them recorded materials | | direct object subject |
| 88 Nuge clasroons can affect the spound of the lapss 89 he subcroons can affect the spound of the lapss 90 he subcroons can affect the spound of the lapss 10 he subcroons can affect the spound of the lapse can affect the lapss 10 he subcroons can affect the spound of the lapse can affect the | | direct object subject |
| This process can be developing in an academic or autonomous 90 circunstance process 91 (Laurenz construct their courage their courage | | subject direct object |
| the major part of the application is based on recorded extracts- on 192 lapse the major part of the pa | | subject |
| hence materials are a part of a course book or a supplementary 39 material 49 teachers should not record their own listening materials 4 teachers should not record their own listening materials Therefore the course of the cou | | subject/ object of preposition direct object |
| gs far recorded extracts are the information recorded on tape the recorded information recorded in the recorded information in the recorded in the recorded information in the recorded in the | | subject/ direct object |
| gg this term is used for refer situations in which visitors came to the class 97 Use literating has a principal advantage over recorded estrators a principal advantage over recorded estrators a principal advantage over recorded estrators | | subject/ object of preposition direct object |
| The students can interact with the speaker on the basis of what they gla ar sample the students' basis of the students' basis of the students' basis of | | subject/ object of preposition |
| 99 These all sounds are means of testing ability Authentic tasks should so nose that resemble as much as possible the Authentic tasks about the sound as possible the Authentic tasks Authentic tasks | | direct object subject |
| teachers abouts by to bear this in mind when they set tasks for their but students | | object of preposition |
| 102) The purpose of the lost should define the Istak the purpose of the lost should define the Istak the purpose of the lost should define the Istak the purpose of Istak of the lost should be shou | | subject/ direct object subject direct object |
| students like making use of various audio-visual devices to obtain their substances and the students like making use of various audio-visual devices to obtain their substances | | direct object |
| 106 laschers wort their autkomit to be able to have Istenting material their student to be able to have Istenting material student material student material (17) much recorded speech on the radio or on the internet is of this type much recorded speech on the radio or on the internet is of this type much recorded speech on the radio or on the internet is of this type. | | direct object subject |
| 108 it is most of the time too dilicuit for lower-level students bwer-level students | | object of preposition indirect object |
| sudents need to be able to listen a diversity of things in a number of a sudents of the state of | | subject/ direct object |
| 111 they need to be capable to acknowledge parallegulatic clues sundengenic clues supplies the significant part of this will depend on the particular type or style they 112 are overline to the significant part of this sparticular type or style they show the significant type of the significant | | direct object subject |
| The majority of students are completely capable of listering to 133 different things The majority/ things of students | | subject/ direct object |
| 114 The listening principles are composed by four principles The listening principles principles | | subject |
| | 37 | subject/ object of preposition direct object |
| 115 This principle is connected with the practice of listening This principle is connected with the p | | object of preposition |
| 11s The principles commended with the practice of interioring. This principles is commended with the practice of interioring. This imbuffers may here audited texts of interioring and interioring the saction of the interioring and interior | | subject/ direct object subject direct object |
| 115 This principle is commended with the practice of intenting. This principle is commended with the practice of intenting. This principle is commended with the practice of intenting. This principle is commended with the practice of intenting. This principle is commended with the practice of intenting. This principle is commended with the practice of intenting. This principle is commended with the practice of intenting. This principle is commended with the practice of intenting. This principle is commended with the practice of intenting. This principle is commended with the practice of intenting in the practice of intenting intenting in the practice of intenting intent | | direct object subject |
| 115 This principle is commended with the practice of inflamency 116 Monthern way there had better did defense times. 118 Monthern way there had better did defense times. 119 Imans and one to all the time 119 Imans and one to time the and to all the time 119 Imans and one to time the and to all the and | | |
| 115 The principle is commended with the practice of stakening This principle is commended with the practice of stakening The principle is commended with the practice of stakening The principle is commended with the practice of stakening The principle of the stakening and the principle of stakening The principle of the stakening and the principle of stakening The principle of the stakening and the principle of stakening The principle of the stakening and the principle of stakening The principle of the stakening and the principle of stakening The principle of the stakening and the principle of stakening The principle of the stakening and the principle of stakening The principle of the stakening and the principle of the | | subject/ direct object |
| 115 This principle is commended with the practice of inflamency 116 Monthern way there had better did defense times. 118 Monthern way there had better did defense times. 119 Imans and one to all the time 119 Imans and one to time the and to all the time 119 Imans and one to time the and to all the and | | subject/ direct object subject/ direct object direct object direct object |