



UNIVERSIDAD
Gabriela Mistral

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**

Student: Sebastián Hernández Lagos
Guide teacher: Freddy Espinoza G.

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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: **The blue car** 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*

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:

The red pencil

All the visitors came in the museum

A rotten apple

Both 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.

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.

Examples:

Food to buy *Flying squirrel*
(Noun) (Verb phrase) (Verb phrase) (Noun)

Report written by hand
(Noun) (Verb phrase)

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:

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.

Example:

Dog food → *Noun*

↓
Noun phrase

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 love pizza. I turned the page (action verbs)

I am a teacher. I turned 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 **early**.*

*We play basketball **badly***

*The office is **upstairs***

*They **often** 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 **breakable***

*The valley is a **beautiful** place*

*The teacher is a **very intelligent** 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	Possessive pronoun	Reflexive pronoun
I	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

“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 **in** the drawer*

*The car crashed **against** the wall*

*They are talking **about** 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 **and** a sweater*

*I was reading the newspaper **while** I was listening to music*

*You must study hard **in order to** improve your life*

*He bought a car **as well as** 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:

***Hurrah!** We passed the exam*

***Ouch!** I have a terrible toothache*

***Wow!** That is a big building*

***Come on!** 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 any siblings?

They broke some cups

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

There are many 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 some tea?

I don't have any money

We don't have much time

Maybe you need a little 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:

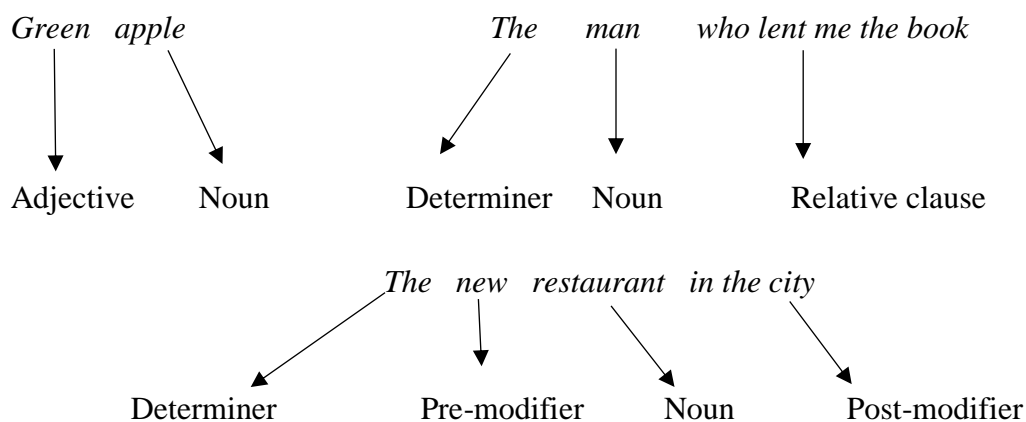
*Noun phrase as subject: **The blue car** is fast*

*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:

The house → *The big house* → *The big and beautiful house*

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 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

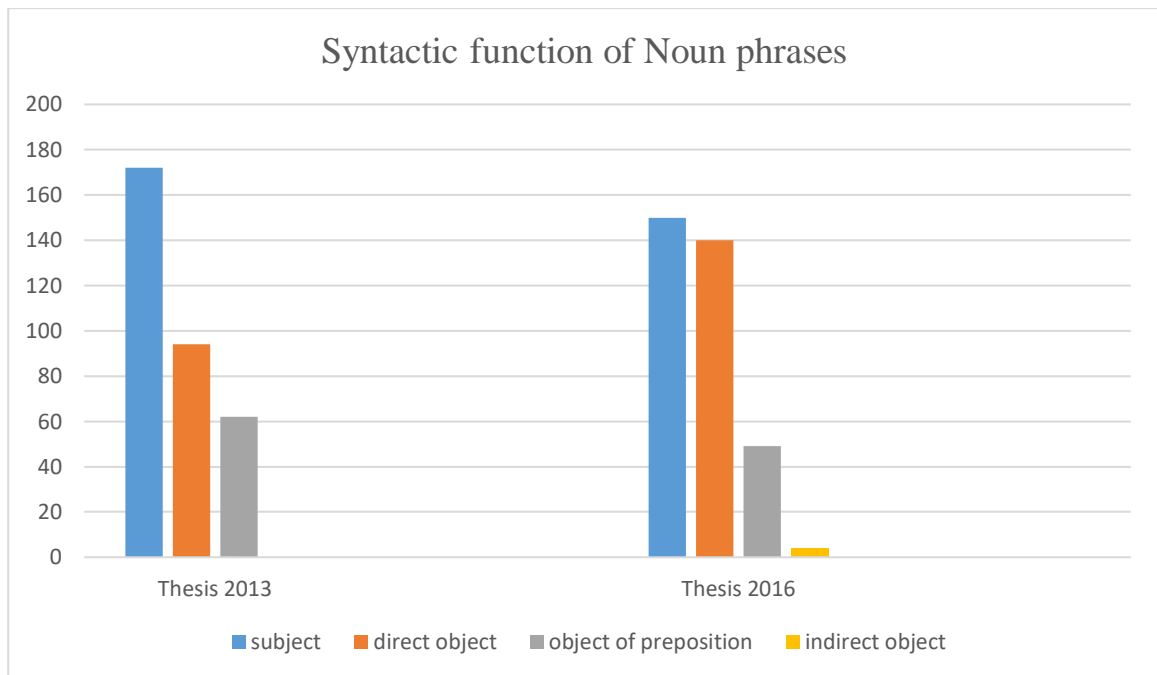
Thesis 2013

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 to 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.

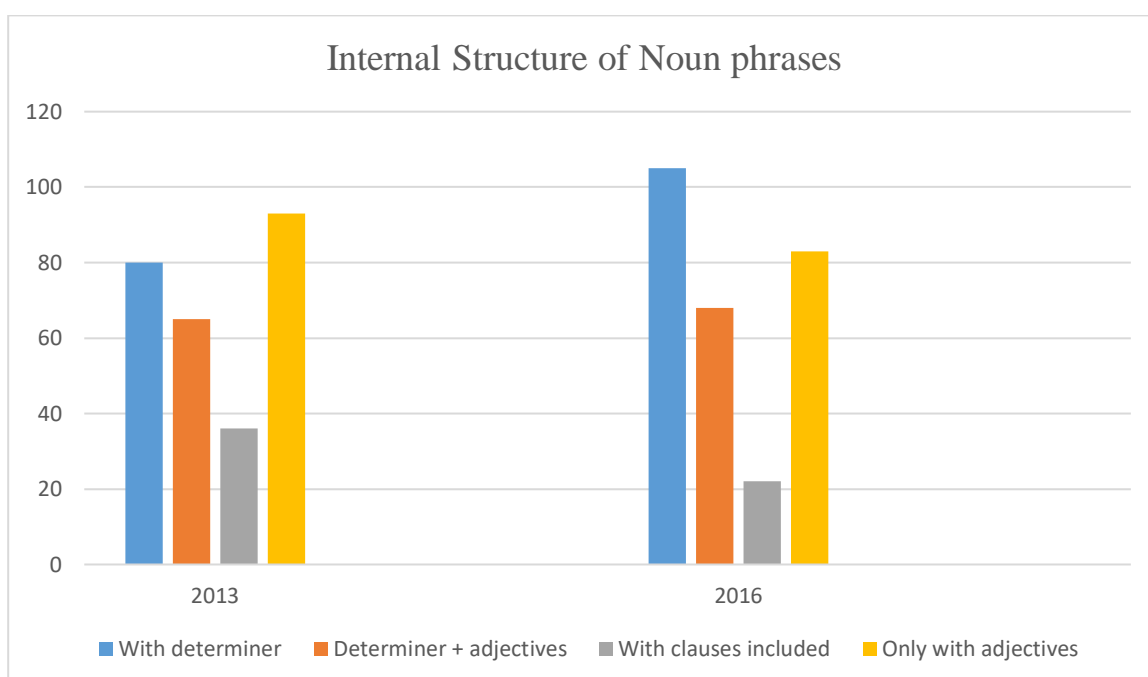
Thesis 2013

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°2



This second graph shows the internal structure of noun 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 clauses. On the other hand, we can notice that the quantity that is near, is in relation to noun phrases with determiners + adjectives; in fact, there was a total of 65 noun phrases with determiners 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.

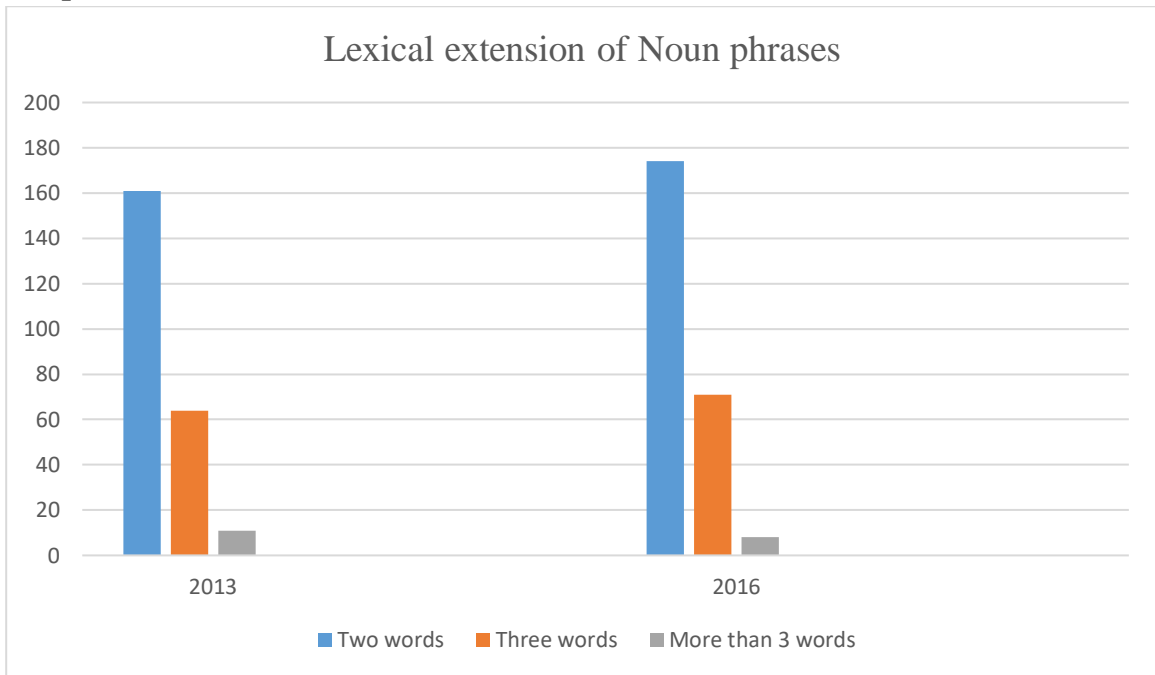
Thesis 2013

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		Noun Phrases										Clause					Syntactic Function	
N°	Phrases	Pre-Modifier				Nucleus	Post-Modifier					Relative	verb	complement	complement	complement	complement	
		det	adj1	adj2	adj3		adj4	pp	adj1	adj2	adj3							
1	The present study was carried out	the	present			study												subject
2	to analyze the way	the				way												direct object
3	a group of bilingual Mapuche school children and a group of non-Mapuche school children react to a new language	a				group	of	bilingual	Mapuche non-Mapuche	school children		react	to	a	new	language	subject	
4																		
5	Based on previous studies		previous			studies												object of preposition
6	bilinguals should have performed better in the final assessment	the	final			assessment												object of preposition
7	The results showed that this does not occur within this intercultural context	The				results					showed	that	this	does	not		subject	
8	bilingual Mapuche children and monolingual non-Mapuche children coexist		bilingual	Mapuche		children		monolingual	non-Mapuche	children		coexist					subject	
9	an attempt is made to explain bilinguals' failure	an				attempt						is made	to	explain	bilinguals'	failure	subject	
10	Chile has a huge mixture of culture	a	huge			mixture	of			culture		has					subject	
11	A stage that is constantly evolving	a				stage					that	is	constantly	evolving			subject	
12	the development of modern telecommunication systems have been helpful	the				development	of	modern	telecommunication	systems		have been	helpful				subject	
13	Chilean society has had an enormous influence of English speaking countries		Chilean			society						has had	an	enormous	influence	of English speaking countries	subject	
14	English is the language of film and music industry which is critical due to the huge impact these elements have on people around the globe	the				language	of	film		industry	which	is	critical	due to			subject/ direct object	
15	the huge impact these elements have on people around the globe	the	huge			impact	of	these		elements		have	on	people	around	the globe	direct object	
16	speaking English is a huge help in the business world		speaking			English						is	a huge	help	in the	business world	subject	
17	English is commonly used among foreign language speakers throughout the world					English	among					is	commonly				subject	
18	English speakers earn higher incomes than non-English speakers					English speakers					earn	higher	incomes	than	non-English	speakers	subject	
19	the handling of this language has a positive connotation	the				handling	of	this		language		has	a	positive	connotation		subject	
20	the person who speaks it	the				person					who	speaks	it				subject	
21	the entire society of a certain region	the	entire			society	of	certain		region							subject	
22	many non-English speaking countries have adopted English as the most important language to study formally	many	non-English	speaking		countries						have adopted	English	as the most	important	language	to study formally	
23	Children that, as well as most of the Chilean population, speak just one language, Spanish					Children/ language	of	the	Chilean	population		that	speak	just	one	language	Spanish	
24	people who belong to certain indigenous group or live in a multicultural context					people/group						who	belong	to	certain	indigenous	group	
25	the State of Chile recognizes the existence of eight ethnic groups					State existence	of	Chile				recognizes	the existence	of	eight	ethnic	subject/ direct object	
26	These people, especially students, have to face new challenges in terms of language acquisition	These				people	in/ of	terms	language	acquisition		have to face	new				subject/ direct object	
27	Most of them study following an intercultural bilingual educational program	an	intercultural	bilingual	educational	program											direct object	
28	The following research focuses specifically on English acquisition on bilingual children		following			research						focuses	specifically	on English	acquisition	on bilingual	children	
29	located in a town in the ninth region of Chile	a				town	in	the	ninth	region	Chile						subject/ direct object/ object of preposition	
30	attend an important number of children who were born and grew up within a Mapuche community.	an	important			number	of	children			who	were born	grew up	within	a	Mapuche	community	
31	The rest of the students correspond to monolingual children that were born and grew up in the town	The	rest			of the	students	correspond	to	monolingual	children		that	were born	grew up	in the	town	
32	These groups of monolingual and bilingual are having English as a subject at school in the coming years.	These				groups	of	monolingual	bilingual	English		are having	as a	subject	at school	in the coming years	subject/ direct object	
33	Chilean population that belongs to an ethnic community	Chilean				population						that	belongs	to	an	ethnic	community	
34	the government promulgated a law called Indigenous Law which is deepened in the indigenous Law's section	The				government						promulgated	a law	called	indigenous	law	subject/ direct object	
35	The state recognizes that the indigenous of Chile are the progeny of the human groups	The				state					recognizes	that	the	indigenous	of Chile	are the progeny	of the human groups	
36	the national territory since pre-Columbian times that preserve ethnic and own cultural manifestations	The	national			territory	since	pre-Columbian		times		that	preserve	ethnic	and own	cultural	manifestations	
37	ethnic communities since now are those groups that correspond to people whose roots come from pre-Columbian times	ethnic				communities	since	now	are	those	groups		that	Correspond	to people	whose roots	come from	
38	a notion of what a ethnic community is about the population that states being part to an ethnic community.	a				notion	of	what	a	ethnic	community		that	states	being	part to an	ethnic	
39	community.	the				population										community	object of preposition	
40	These results were provided by two different governmental entities that measure the Chilean population with different aims.	These				results	by	two	different	governmental	entities		that	measure	the	Chilean population	with different aims	
41	the attention is paid on the population that belongs to the Mapuche community	the				attention	on	the		population	people		that	belongs	to	the	Mapuche Community	
42	Censo is the widest and the most important consultation applied to the entire population.	the	widest	most	important	consultation											direct object	
43	is a new question was asked since the Censo applied in Censo 1992 in order to recollect information about ethnic groups.	a	new			question											subject	
44	The following ethnic communities were officially considered since Censo 2002	The	following	ethnic		communities											subject	
45	the purpose of this question has been to collect information to identify the population that belongs to an ethnic community in Chile.	the				purpose	of	this			question						subject	
46	the government can establish policies and appropriated adjusted programs to their reality and idiosyncrasy.	the				government											subject	
47	the numbers provided after Censo applied in 2002 to seek the population of people that belongs to an ethnic community in Chile.	the				population	of				people		that	belongs	to an	ethnic	community	
48	These results show that 692.192 people of the Chilean population declared being part of one of the 8 ethnic communities mentioned previously.	These				population	of			Chile							subject	
49	this number correspond to a 4.6% of the total population of Chile	the	total			population	of			Chile							subject	
50	the population declared not being part of an ethnic community	the				population/ community											object of preposition	
51	this investigation is developed in the ninth region of the country	the	ninth			region	of			country							object of preposition	
52	the ethnic population is in this region.	the	ethnic			population											subject	
53	the ethnic population registers its major concentration in the ninth region with 203.950 people.	the	ethnic			population											subject	
54	the ninth region has the 23,5% of people that belong to an ethnic community.	the	ninth			region/ community											subject	
55	INE shows that the Mapuche group is the greatest ethnic community of Chile	the	greatest	ethnic		community	of			Chile							direct object	
56	the total population that stated being part of an ethnic group.	an	ethnic			group											object of preposition	
57	these percentages were taken from the results of the Censo applied in 2002 and published in 2005.	these				percentages											subject	
58	CASEN stands for survey of national socio-economical characterization	national	socio-economical			characterization											object of preposition	
59	CASEN is aimed to provide information that allows the government to know periodically the situation of the population	the				situation	of	the		population							direct object	
60	the people that stated being part of an ethnic community reached 1.88.340 people.	the				people						that	stated	being part	of an ethnic	community	reached	
61	This amount rose significantly after 7 years since Censo 2002.	This				amount											subject	
62	the ethnic population increased from the 4,6% to a 7% of the total population of Chile.	the	ethnic			population											subject/ object of preposition	
63	the reader is familiar with the quantity of people that belong to an ethnic community in this country	the				reader/ community											subject/ object of preposition	
64	This research will deepen in the information provided by Painemal that was taken by the results of CASEN	This				research											subject	
65	the total population that stated being part of an ethnic group neither speak nor understand the native language.	the	total			population						that	stated being	part	of an	ethnic	group	
66	these results are encouraging in a way in which the ethnic communities can keep on growing	these				results											subject	
67	Painemal says that nowadays people can still see ethnic communities in the countryside or even in big cities	ethnic				communities	in	the		countryside							direct object	
68	this research referred to the oldest people that maintain the native language.	the	oldest			people						that	maintain	the	native	language	object of preposition	
69	They are the ones who teach their progeny to continue doing their rituals to keep alive the traditions	the				ones						who	teach	their progeny	to continue	doing their	rituals	
70																	direct object	

