THEMATIC STRUCTURE AND SIMULTANEOUS INTERPRETATION. SOME EXPERIMENTAL EVIDENCE

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1.   Introduction

In the Systemic Functional mode, Theme is seen both as "the starting point of the message" (Halliday 1985: 38) and as "an orienter to the text" (Fries 1995a: 318), providing a framework for the interpretation of the message. These two characteristics of Theme have led to the formulation of hypotheses concerning its usefulness as a guide to the understanding of the text (see, for example, Berry 1992, Fries 1995a, Whittaker 1995). Recent work by Taylor Torsello (1996, 1997) has extended these hypotheses to include the role of Theme as 'path indicator' for simultaneous interpreters working from English into Italian. This study reports on six experiments carried out with the aim of offering evidence concerning this hypothesis and discussing the implications that Theme may have for simultaneous interpretation and for the training of would-be interpreters. Simultaneous interpretation, besides being my own professional interest, is chosen as a particularly appropriate environment for testing the above mentioned functions of Theme, since ongoing understanding is so vital and so constantly at risk in this activity.

   Correct understanding of the Source Text (henceforth ST) is also essential in consecutive interpretation. But whereas consecutive interpreters listen to the ST, understand it and then translate the core of the message into the Target Language (TL), simultaneous interpreters are called upon to carry out these activities at the same time. This makes simultaneous interpreters more vulnerable to factors influencing, both positively and negatively, the immediate comprehension of the text that is to be translated. I hope this study will show the important role that Theme may play both as a guide to the correct understanding of the incoming text and as an orienter to the text itself, delimiting possible rhematic options.

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1   This paper will adopt the Systemic convention of capitalising words which refer to functions of language (Subject, Theme, Rheme) so as to distinguish them from other word classes (noun, verb, adverb)

2.   Theme

The notion of Theme was initially formulated by Mathesius as early as 1939 and was then developed by members of the Prague School. Mathesius described Theme as:

> *that which is known or at least obvious in a given situation and from which the speaker proceeds.* (Mathesius, in Daneš 1974: 106)

In his definition of Theme, Mathesius combines two notions: a) the information which is *given*, and b) the information *from which the speaker proceeds*.

Fries (1983) refers to Mathesius' view of Theme as 'combining approach' which he contrasts with Halliday's 'splitting approach'. Halliday's formulation of Theme abstracts out Mathesius' second function, separating it from the first, which is ascribed to the given element.

Halliday defines Theme as "the point of departure of the message" (1994: 37). Therefore, the unmarked Theme of indicative assertions is the Subject. If another element is placed at the beginning of the clause, it constitutes a marked Theme (Taylor Torsello 1996: 114). In his description of Theme, Halliday also distinguishes simple Themes – *i.e.* simple units, "without any further internal structure" (1985: 53) – from multiple Themes – "where the part of the clause functioning as Theme has a further internal structure of its own". In Halliday's model, Theme always contains a single experiential element – which he calls *topical Theme* – with one or more Thematic elements before it which are textual (*though, if, but*) and interpersonal (*obviously, tragically, possibly*). The sequence textual^interpersonal^topical[2] may be varied, but the ideational component always comes at the end of the Theme. Whatever follows it is automatically part of the Rheme.

Halliday's view of Theme has recently been challenged to some extent by Berry (1992, 1995), Ravelli (1995), Matthiessen (1995) and Taylor Torsello (1996, 1997). They suggest that Halliday's definition of Theme ought to be broadened so as to include textual and interpersonal elements occurring after the first experiential constituent. In other words, they suggest treating as 'thematic' all the elements occurring in pre-verb position, the verb being undoubtedly part of the Rheme. This view of Theme seems to be supported by Ravelli's (1995: 224) dynamic perspective:

> *each of the clause elements continues to contribute to the departure point of the message, but [...] once the Process is reached, the clause is inevitably under way.*

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2   The circumflex ^ stands for 'followed by' (Halliday & Hasan 1989).

This study will adopt Halliday's model in the analysis of the thematic structure of the four texts chosen for the experiments. Nevertheless, following suggestions found in Berry, Ravelli, Taylor Torsello and Matthiessen, the thematic boundaries have been broadened up to and including the Subject in indicative assertions. This contrasts with Halliday's model, in which the Subject of thematically marked structures, though possessing thematic flavour, is called *displaced Theme* and is analysed as being part of the Rheme. Example n° 1 shows the difference in the two approaches:

On this very Monday night[3], a sports journalist was horribly mutilated (...) (sentence 4, text 1)

Theme	Rheme

Halliday's model

Theme	Rheme

Ravelli, Taylor Torsello, Berry and Matthiessen

A few problems were encountered in the application of Halliday's model of analysis to the four texts investigated. Sentence n° 1 of the first text, for example, opens with an Adjunct which is extremely important for the thematic development of the whole text:

- *Mr President, <u>tragically</u> the situation in Algeria shows no signs of improving*

Tragically is a comment Adjunct, encoding the author's intervention in the text. Although Halliday does not include comment Adjuncts in the list of possible interpersonal elements, it has been analysed as an interpersonal Theme.

In the corpus, there is one instance of metaphorical interpersonal Theme, *i.e.* an interpersonal Theme that was not realised congruently:

-*<u>I'm particularly heartened by</u> the Algerian Foreign Minister's suggestion in London yesterday, as I understand it, that renewed talks between the different factions are imminent.* (sentence 10, text n° 1)

The thematic structure of this sentence is problematic since the Rheme (*that renewed talks between the different factions are imminent*) is an embedded clause dependent on the word "*suggestion*", here indicated as being part of the Theme. In order to analyse the thematic structure of this sentence, it was reformulated in the following way:

Fortunately the Algerian Foreign Minister suggested in London yesterday that renewed talks between the different factions are imminent – or at least this is what I understand.

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3   Marked Theme is in **bold** type.

This version of sentence n° 10 shows the rhematic value of "*renewed talks between different factions are imminent*" and the interpersonal function fulfilled by the mentally projecting clause "*I'm particularly heartened by*". Consequently, the revised version of sentence n° 10 has been analysed as follows:

Fortunately the Algerian Foreign Minister suggested in London yesterday that renewed talks

αTint[4]	αTtop	αRheme	βTtext	βTtop

between the different factions are imminent – or at least this is what I understand

	βRheme	γ

A second problem was encountered in the analysis of textual Themes such as

As you are aware, the United Nations has just resoundingly celebrated its 50th anniversary (sentence 4, text n° 2)

"*As you are aware*" has been analysed here as a metaphorical textual Theme, since it is being used as a continuative whose function is to remind listeners of information which is still to come but that the speaker treats as being shared.

Finally, as for topical Themes, their boundaries have been broadened so as to include the Subject of thematically marked structures.

A dynamic perspective (see Ravelli 1995 and Taylor Torsello 1996) has also been adopted, since this seems particularly likely to contribute to an understanding of the mechanisms involved in simultaneous interpretation, where the source text is available only as an incoming flow.

3.   Texts

The data analysed consist of four tape-recorded speeches delivered at the European Parliament by three British MPs (texts n° 1, 2 and 3) and the former Secretary General of the United Nations, Mr Boutros Boutros-Ghali (text n° 4). The reason these particular texts were chosen is because they belong to a genre – that of political discourses at the European Parliament – all the students involved in the experiments were quite familiar with. Tape-recorded speeches have been preferred to written texts to be reproduced in a linguistic laboratory since intonation fulfils extremely important functions: 1) it organises and controls interactions, 2) it splits the message into semantic units, 3) it indicates the relationships between such units, 4) it signals their informativity, 5) it

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4   See appendix for the legend.

indicates participants' attitudes towards the message and 6) indicates the speech acts performed (Taylor Torsello 1992: 91-130). In other words, intonation provides extra information which is vital to the correct understanding of the text and has therefore been included in this work.

The four texts share important features of the context of situation, which Halliday (1989: 6) defines as "the environment of the text". The context of situation consists of three components which serve to interpret the social context in which meanings are being exchanged: the *field,* the *tenor* and the *mode of discourse.* The *field* refers to what is happening, the *tenor* to the participants involved in the action, their statuses and roles, whereas the *mode of discourse* refers to how the language is being used and is functioning in the overall situation. The context of situation in texts n° 1, 2, 3 and 4 is quite similar: all the texts were delivered at the European Parliament in 1992 (*field*), by four representatives of international institutions (European Parliament and United Nations) (*tenor*). The only difference in the 4 texts lies within the *mode of discourse*: whereas texts n° 1, 2 and 4 are written texts to be read – as indicated by frequent use of hypotaxis and embedding and by high grammatical intricacy (Halliday 1990) – text n° 3 seems to be closer to impromptu speech (Consorte 1997: 41).

Although the subject matter of texts n° 1, 2, 3 and 4 is different – civil war in Algeria, EU enlargement, war in Northern Ireland and UN-EU relations respectively – they seem to develop in the same way: the first part of each text tends to focus on the presentation of the subject matter (S), which is developed in the second part and, finally, possible solutions are suggested, according to the sequence:

introductionS^explanationS^solutionS^.

As for the grammatical properties of the Themes in the four texts I investigated (see Fries 1995a e 1995b), none of them uses predicated Themes – the so called "cleft sentences" – or thematic equatives (the so-called 'pseudo cleft sentences') – *i.e.* thematic structures where the Theme + Rheme pattern is presented in the form of an equation, where Theme = Rheme (Halliday 1994: 41). In the corpus there is one instance of embedded clausal Theme:

- *Ignoring the basic human rights will do nothing but deteriorate the situation* (sentence 6, text n° 1)

and there are a few instances of nominalisations being used as Themes. Texts n° 1, 2, 3 and 4 make relatively little use of marked experiential Themes: 4 in texts n° 1 and 4, 1 in text n° 3 and 0 in text n° 2. These figures seem to contrast with Francis' study (1990) on the grammatical properties of the Themes of news

reports, editorials and letters where large use was made of nominalisation, thematic equatives and predicated Themes.

As for the number of simple Themes compared to multiple Themes, while text n° 1 has more multiple Themes (7 occurrences) than simple Themes (3), text n° 2 and 4 have more simple Themes (10 and 4 respectively) than multiple (1 the former, 2 the latter). On the contrary, in text n° 3, the number of simple and multiple Themes is roughly the same (8 simple Themes against 9 multiple). Finally, whereas in texts n° 2 and 4 multiple Themes are mainly made up of textual components, in texts n° 1 and 3 textual Themes are often associated with interpersonal Themes. This would seem to explain the difference between texts n° 1 and 3 – encoding the author's intervention in the text through the use of interpersonal Themes – and texts n° 2 and 4, where little reference is made to participants. The grammatical properties of the four texts are summarised in Table n° 1.

		Text 1	Text 2	Text 3	Text 4
Length of Text	Clauses	18	17	39	13
	T-units[5]	13	11	18	8
Density of Cl/T-unit		1,4	1,5	2,1	1,6
Grammatical properties of Themes	Simple Themes	3	10	8	2
	Multiple Themes	7	1	9	4
Marked Themes	Clauses	2	0	1	2
	T-units	3	0	1	2
Embedded clauses in Thematic position		1	0	0	0
Thematic equatives		0	0	0	0
Predicated Themes		0	0	0	0
Nominalisations as Theme		1	2	0	1
Interpersonal Themes		3	0	5	1
Textual Themes		5	2	8	2
Ttop/S		9	9	14	7
addition/sequence (and, or, but)		2	2	7	1

Table 1: Grammatical properties of Themes in texts n° 1, 2, 3 and 4 (Fries 1995a e 1995b)

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5   A T-unit is a clause complex containing one main clause and one or more hypotactic clauses dependent on it (Fries 1995a: 318).

These results seem to indicate that texts n° 1, 2, 3, and 4 are quite similar: they share important features of the context of situation, the subject matter is developed following the same strategy and the grammatical properties of Themes can be easily compared. This would seem to suggest that the four texts analysed belong to the same genre (Fries 1995a, 1995b), which is that of political discourses at the European Parliament.

4.   Experiments

The experiments were carried out at the SSLMIT, in Trieste. Thirty-seven subjects were involved: 3 British teachers from the SSLMIT, one of whom an experienced interpreter, 14 novice students of translation and interpretation, 5 student interpreters having passed at least one exam of simultaneous interpretation from English into Italian (SI) and 5 interpreters having passed their final course exams (FI). Before each experiment, information concerning the field (*where?*), the tenor (*who?*) and the mode of discourse (*how?*) was provided to students so as to make them aware of the overall context of situation and help them delimit the number of possible rhematic options. I believe the context of situation plays a crucial role in the correct understanding of texts, since it provides a framework for the interpretation of the message and helps delimit the number of possible occurrences in the Rheme.

   Six separate experiments were carried out (see table below). In the first, 3 British teachers from the SSLMIT were asked to complete the path opened by the Themes of text n° 1. In this experiment, the Themes of text n° 1 were written on a piece of paper, while teachers' answers were recorded on tape[6]. After each answer, the original sentence was made available to the teachers, who could therefore check their answers against the original text. In the second experiment, 14 novice students of interpretation and translation (8 aspiring translators and 6 aspiring interpreters) were asked to complete the path opened by the Themes of text n° 2, suggesting one possible rhematic option. As in the first experiment, the Themes of text n° 2 were written on a transparency to be projected with an overhead projector. Students' answers were not tape-recorded, as in the first experiment, but were written on a pre-established piece of paper. The second experiment consisted of three stages: in the first, the Macrothemes – *i.e.* the Themes of main clauses – were projected using the projector. The students were then asked to complete the path opened by the Macrothemes of text n° 4, suggesting one possible rhematic option. In the second, Microthemes – *i.e.* Themes of hypotactic, included or embedded clauses – were made available to students together with the Macrothemes. Students were then asked to provide a

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6   Full transcriptions of the results of the experiments can be found in Consorte 1997: 383-433.

second version (called version B), either confirming or contradicting the first. Finally, in the third stage, the original sentence was projected integrally.

In the third experiment, 5 student interpreters (SI) having passed at least one exam of simultaneous interpretation from English into Italian were asked to translate simultaneously the original tape-recorded version of text n° 3. The same was done in the fourth experiment involving 5 interpreters having passed their final course exams (FI). This time they were asked to translate text n° 2.

In the fifth experiment, 5 interpreters from SSLMIT (3 FIs and 2 Sis) were involved. They were asked to listen to the Themes of the tape-recorded version of text n° 1 and complete the sentence by suggesting possible Rhemes (only one answer was accepted). After each answer, students were asked to listen to the original sentence, in its integral version (Theme + Rheme), so as to check their answer against the original text. This was repeated until the end of the experiment. The opposite was done in the sixth experiment involving five aspiring interpreters; this time, 3 of them were student interpreters (SI) having passed at least one exam of simultaneous interpretation from English into Italian while 2 were final interpreters (FI) having passed their final course exam. These students were asked to listen to the Rhemes of text n° 1 and suggest possible Themes (only one answer was accepted). Unlike experiments n° 1 and 2, original tape-recorded speeches were used for these four final experiments. This provides interpreters with extra information that may be useful in the understanding of the text and in the anticipation of the Rheme. The six experiments are summarised in the following table:

1° Experiment:	3	British teachers Text n° 1 Theme Given: Guess Rheme.	2° Experiment:	14	Students of Interpretation & Translation Text n° 4 Theme Given: Guess Rheme.
3° Experiment:	5	Interpreters (1 exam passed) Text n° 3 Simultaneous interpretation	4° Experiment:	5	interpreters (final exams passed) Text n° 2 Simultaneous Interpretation
5° Experiment:	5	aspiring interpreters Text n° 1 Theme Given. Guess Rheme	6° Experiment:	5	aspiring interpreters Text n° 1 Rheme Given: Guess Theme.

Table 2: Experiments n° 1, 2, 3, 4, 5 and 6

5.   Criteria

Eight criteria were adopted in the analysis of the results of the six experiments: *mild phrasing change, mild semantic error* and *gross semantic error,* borrowed from Barik's study on simultaneous interpretation (1971), *construction* and *generalisation,* taken from Kintsch and Van Dijk's model of discourse comprehension and production (1978), *shared information,* taken from De Feo's research on simultaneous interpretation (1993) and *re-elaboration* and *syntactic equivalence,* which are my personal contribution to this study. When applying these criteria to the corpus, a few changes were made: whereas Barik applied his model to simultaneous interpretation, in this study, students were asked to complete the path opened by Themes rather than translate simultaneously texts n° 1, 2, 3 and 4. As a consequence, definitions have been broadened so as to meet the needs of this research.

A descriptive approach was adopted in the analysis of the results: answers analysed as *generalisation, construction, mild phrasing change, re-elaboration, shared information* and *syntactic equivalence* were always considered 'near' the source text, whereas answers analysed as *mild semantic errors* and *gross semantic errors* were always considered to be 'far' from the source text.

Further criteria have been used to distinguish mild semantic errors from gross semantic errors. These are: *context of situation, personal encyclopaedia, logic, shift in perspective* and *opposite to the original.* Whenever the answer provided by teachers and students contradicted one of these criteria, it was always analysed as mild semantic error. If two or more criteria were contradicted or if the answers provided by teachers and students were the opposite of the original, they were always analysed as gross semantic error.

The criteria adopted in the analysis are summarised in the following table:

Near the ST	1. *generalisation*
	2. *construction*
	3. *mild phrasing change*
	4. *re-elaboration*
	5. *shared information*
	6. *syntactic equivalence*
Far from the ST	7. *mild semantic errors*
	8. *gross semantic errors*

Table 3: Criteria used in the analysis

6.   Results

At the basis of this study is a function often attributed to Theme, that of 'anchor' (McGregor 1990: 31) to the text, enabling a correct interpretation of the message. Fries says that:

> *Theme functions as an orienter to the message; it orients the listener/reader to the message that is about to be received and provides a framework for the interpretation of that message.* (1995a: 318)

The students and teachers involved in the four experiments show a good ability to follow the path opened by the Themes of text n° 1 and 2, as indicated by the following figure.
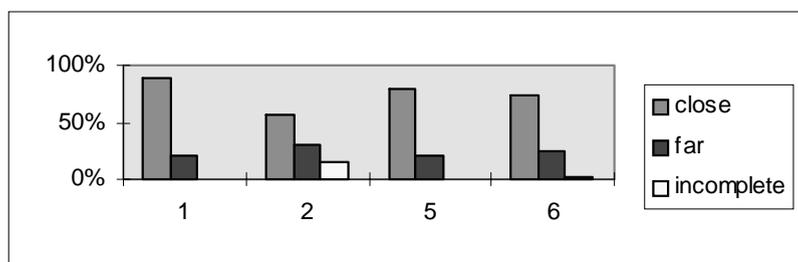

Fig. 1: Rate of incomplete, close and far sentences in the 1st, 2nd, 5th and 6th experiment.

Such an ability seems to improve with experience: the best results among the teachers involved in the first experiment were indeed achieved by P1, an experienced interpreter (see table below).

	N° of sentences close to the ST	N° of sentences far from the ST	Tot. sentences	Rate of far sentences	Rate of close sentences
Professor 1	12	1	13	8%	92%
Professor 2	10	3	13	23%	77%
Professor 3	8	4	12	33%	67%

Table 4: Rate of incomplete, close and far sentences.

Furthermore, final interpreters and student interpreters obtained better results than the aspiring translators and the aspiring interpreters[7] involved in the second experiment (see table below).

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7   Aspiring interpreters had not yet passed any exam of simultaneous interpretation.

	Rate of close sentences	Rate of far sentences	Rate of incomplete sentences
2nd experiment (aspiring I and T)	55,2%	29,6%	15,3%
5th experiment (I)	76%	21,8%	2,2%
6th experiment (I)	85,4%	5,6%	9%

Table 5: Rate of incomplete, close and far sentences in the 2nd, 3rd and 4th experiment.

This would seem to suggest that experience and practice do help aspiring interpreters enhance their ability to make assumptions.

No great difference can be observed in the performance of aspiring interpreters and aspiring translators (2nd experiment).

As to the second experiment, better results were obtained by aspiring interpreters and translators in version B – where *Microthemes* (Themes of hypotactic, embedded and included clauses) were also available – as compared to version A, where only *Macrothemes* (*i.e.* Themes of main clauses) were provided.
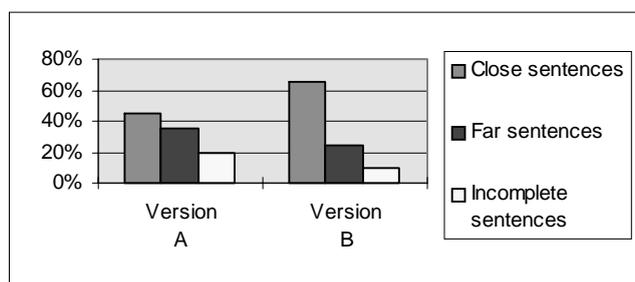
Figure 2: Versions A and B in the second experiment

This would seem to confirm Halliday's (1994: 48) view of Theme which he describes as functioning both below and above the clause level.

Finally, mention ought to be made of experiments n° 3 and 4: in this case FIs (final interpreters) and SIs (student interpreters) were asked to translate simultaneously texts n° 2 and 3. Special attention was therefore paid to interpreters' performance and to the possible use of Theme as an indicator of the direction that the following portion of text is likely to take. Analysis of interpreters' delay (the lag between source text onset and interpretation onset) seems to indicate that the starting point of their translation tends to correlate with Theme, falling near its end, and in particular near the Subject (see Table 6 and Fig. 3).

|	**Number of Occurrences**	**Proportion**
Topical Theme + Subject	40 out of 145	27,6%
Topical Theme - Subject	0 out of 145	0%
After Subject/topical Theme in hypotactic clause	7 out of 145	4,8%
After hypotactic clause	3 out of 145	2,1%
Metaphorical Interpersonal Theme	2 out of 145	1,3%
After Verb	21 out of 145	14,5%
Other before Theme	1 out of 145	0,7%
Other after Theme	55 out of 145	40%
Incomplete sentences	13 out of 145	9%

Table 6: Interpreters' delay
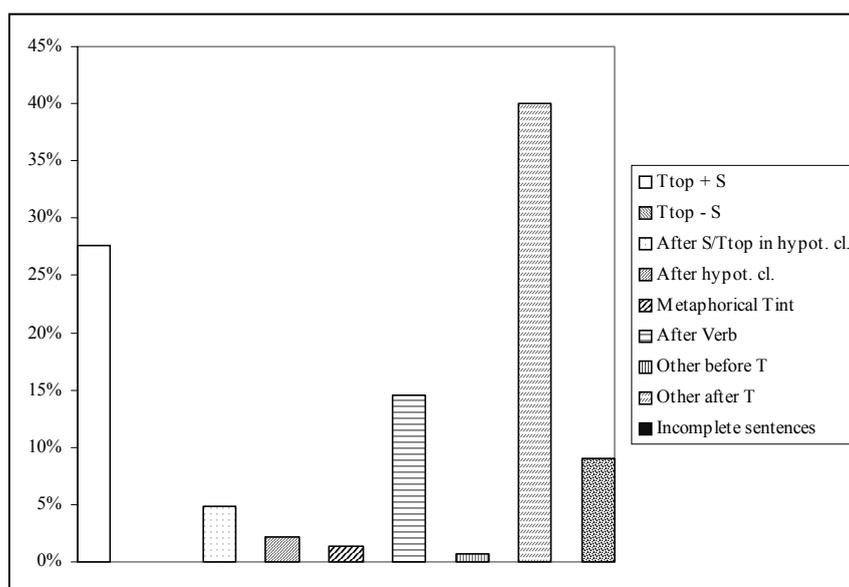
Figure 3: Interpreters' delay

These results would seem to suggest that interpreters from English into Italian do make use of Theme – as it has been delimited here – as an 'orienter' to the message.

Novice students of interpretation – as they admitted during the test – often tend to concentrate on the end of the sentence (Rheme), where the information

focus is located, whereas less attention is paid to the beginning of the sentence (Theme). Nevertheless, these results would seem to suggest that greater emphasis ought to be placed on the beginning of the sentence, where the thematic elements are located, so as to be able to follow the logical development of the text. Good interpreters probably do this instinctively, but novice interpreters ought to be made aware of the function of Theme since this might help them make assumptions on the direction/s the text is likely to take.

7.   Implications for the training of would-be interpreters

The implications for the training of would-be interpreters would seem to be the following: simultaneous interpretation is a dynamic activity, since interpreters start their translation of the source text without even knowing what direction the text will take.

Interpreters start uttering a few neutral words, 'discard' less probable options and convey the *vouloir dire* of the speaker only after full understanding of its meaning. Therefore, a dynamic model (Ravelli 1995, Taylor Torsello 1996) seems particularly appropriate when dealing with the mechanisms involved in simultaneous interpretation, where the text is not presented synoptically – text as a product – but is perceived as an incoming and progressive flow – text as a process.

The results of the experiments also emphasise the importance of the context of situation and its role in the correct interpretation of texts. Before starting any interpreting performance, students ought to be made aware of the identity of the speaker (name, sex, age, nationality), where the communication is taking place (international organisation, political meeting, roundtable), who is involved (participants, their statuses and roles), and how each speaker is going to deliver his/her speech (written text to be read, impromptu speech, notes etc.). This extra information would presumably help students make assumptions on the incoming text. In other words, the context of situation is essential, in that it makes students aware of the overall situation and helps them delimit the number of possible rhematic options.

It would also be useful to use tape-recorded texts or written texts with pauses inserted after the Theme. This would help young interpreters learn to make assumptions about the subsequent portion of text (Rheme). This exercise is not new: Ilg (1978), for example, suggested that it ought to be used to teach aspiring interpreters to anticipate the verb when translating from German into French. The results of this research have led me to believe that this exercise would also be useful to teach students how to follow the logical development of an argument throughout the text, thus easing their comprehension efforts in simultaneous interpretation (Gile 1985).
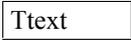
There are also important implications for the training of would-be consecutive interpreters. Consecutive interpretation consists of two stages: in the first, interpreters listen to the source text and 'take note' of the main ideas conveyed by the speaker. In the second, interpreters deliver the source text into a different language. During the *prise de notes,* interpreters summarise and conceptualise the ideas developed by the speaker, and they do so by 'taking note' of the Subject , the Verb and the Complements. A missing Subject – here analysed as part of the Theme – may therefore negatively affect the immediate comprehension of the message. But, while consecutive interpreters have enough time to reflect and re-elaborate their message, simultaneous interpreters would need to make an extra effort to 'guess' this missing thematic information.

8.   Conclusion

This study is an attempt to provide experimental evidence on the role of Theme as a guide to the correct understanding of texts in simultaneous interpretation. Despite the limited scope of these experiments, results seem to offer some clear sign of the central role of the thematic structure both in the organisation of language – Themes do not occur randomly but are sensitive to the strategies of the speaker and to genre (Fries 1995) – and in the understanding of texts (Whittaker 1990, Taylor Torsello 1996). This seems to be particularly useful for simultaneous interpreters, who are called upon to reproduce the message conveyed by the speaker, without even knowing what the direction of the text would be. In other words, simultaneous interpretation is a 'borderline communicative event': this makes interpreters particularly sensitive to any factor influencing, both positively and negatively, the immediate understanding of the text. However, further experimental studies would be needed, with a greater number of students involved and with a larger corpus, in order to confirm or contradict the results of this work.

Appendix

Thematic structure of texts n° 1, 2, 3 and 4
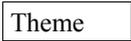
Theme	Theme

Ttop	topical Theme

Tint	modal/interprersonal Theme

Ttext	textual/structural Theme

	embedded clauses

β	Theme of hypotactic clauses (clause complexes)

	Theme of included clauses

Ttop/S	topical Theme/Subject

	Minor clauses

Symbol	Meaning
*	displaced Theme
‖	end of a clause
[[ ]]	embedded clauses
<< >>	included Clauses
{}	cotextual and contextual information useful to the interpretation of the text.
Bold	marked Themes
Italics	hesitations, false starts
=	meaning retrievable with certainty or near certainty
=*	meaning retrievable with less certainty
→	cataphoric reference
←	anaphoric reference
β	hypotaxis
α	main clause in parataxis
δ, γ	clauses at different levels (than hypotaxis and parataxis)
1,2	parataxis

Macroanalysis of text n. 1

1. Mr President, tragically, the situation in Algeria shows no signs [[of improving]].

Tint	Ttop/S

2. ||α Indeed the list of deaths grows longer by the day ||β as the fundamentalists

Ttext	Ttop/S

murder their opponents into silence. ||

3. Women, intellectuals and journalists {=some of the victims of civil war} are

Ttop/S

bearing the brunt of the violence [[handed out by the fundamentalists]].

4. ||α **On this very Monday night**, a sports journalist {= the most recent victim} was

Ttop	*

horribly mutilated and killed ||βα bringing to 32 the number of journalists [[killed over
the past two years]], ||ββ 8 of whom have been killed since the beginning of the year.||

5. The Army's attempt [[to crush the terrorists]] will do nothing but deteriorate the

Ttop/S

situation.

6. ||α [[Ignoring basic human rights]] will only serve to swell the terrorists' ranks||.

Ttop

7. ||α Mr President, negotiations and elections are surely the only way out of this civil

Tint	Ttop/S

war,||β**desperately difficult though this** may be to achieve||.

10. ||α And   I'   {= the rapporteur}   m particularly heartened by the Algerian Foreign

Ttext	Ttop/S	
Tint		Ttop

Minister's suggestion in London yesterday, <<β as I understand it>>, [[that renewed

talks between the different factions are imminent.]]

11. ‖α.Now, the political parties in Algeria must take up the President of Algeria's

Ttext	Ttop/S

invitation [[to take part in the preparations for the Presidential elections]] *and he said...which is said...*‖βα 'cause he is said to ‖ββ be in favour of fair elections. ‖

12. However   they {← = fair elections}   cannot be organised without a cease-fire, ‖

Ttext	Ttop/S

13. and   this {← = cease-fire}   must be the starting point for any talks ‖.

Ttext	Ttop/S

14. Thank you ‖

Macroanalysis of text n. 2

1. The decision [[taken at the Essen summit]] [[to develop a strategy for the

Ttop/S

enlargement of the European Union]] [[to include the Countries of Central and

Eastern   Europe]] is likely to dominate the discussions at the '96 Intergovernmental

Conference‖.

2. The scale of the enlargement now under consideration{← = enlargement to East} is

Ttop/S

far greater in terms of its potential impact on the existing policies and on present Member States of the European Union than any of the previous occasions [[when new Countries joined the EU]].

3. **Unlike the three Countries[[which joined in January of this year]]**, the

Ttop	*

potential new members from Central and Eastern Europe would all be net beneficiaries

from the annual budget‖.

4. ‖α Approximately half of the European Union's annual budget is now being used‖β

Ttop/S

to finance the needs of the Common Agricultural Policy, with a large part of the remainder [[allocated to the structural Funds]].

5. ‖αAll of the East European Countries have a stronger than average dependency on

Ttop/S

agriculture ‖βα compared to the existing European Union Countries ‖ββ where a lot [have] serious structural, economic and social problems‖.

6. ‖αThe East European Countries would therefore be entitled to a large proportion of

Ttop/S

the existing resources available from the CAP and structural Funds,‖β as these two Funds are administered at present.

7. ‖β**And unless the budgets available to both the CAP and the structural Funds,**

β

are significantly increased,‖α the Countries and Regions with strong agricultural

	Ttop/S	

sectors [[situated on the periphery of the existing EU]] {→= Spain, Ireland, Greece and

Portugal} are likely to have to bear a disproportionably greater share of the cost of enlargement to the East than the more highly developed Regions and Countries at the centre of the present European Union‖.

8. ‖αThe peripheral Countries – Spain, Ireland, Greece and Portugal – are already

Ttop/S

grappling with serious structural [and] economic problems, such as higher than average unemployment and lack of competitiveness of their products, ‖βassociated with high transport costs in the Internal Market‖.

9. These Countries{← = the peripheral Countries} will require guarantees[[that their

Ttop/S

existing benefits and transfers from both the CAP and the structural Funds are maintained as long [[as is necessary [[to reduce the imbalances [[which already exist

within the Community]]]]]]]].

10. I   {= the rapporteur}   welcome the prospect of membership by the East European

Ttop/S

Countries.

11. But this membership must be accompanied by a clear commitment on the part of the

Ttext	Ttop/S

existing Members [[[‖α to increase the EU budget to the levels necessary [[to extend present EU policies to these Countries]]‖β without imposing severe restrictions on the operation of these policies in the present Member States]].

12. Thank you, President.

▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓

Macroanalysis of text n. 3

1.Thank you, President.‖

▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓

2. (*President's voice*) And I {= the rapporteur} also welcome the opportunity

Ttext	Ttop/S

[[to take part today in this historic debate]].

3. ‖α I   also want ‖β to thank our President for the very dignified statement [[he

Ttop/S

made at the last session.]]

4. *Ehm...*‖β **as has been said**‖α the Parliament {=European Parliament} was originally

βTheme	βRheme	Ttop/S
Ttext		Ttop/S
Theme		*

created as a forum for reconciliation between previously warring peoples‖.

5. ‖β**Though we now seem to spend a lot of our time discussing intricate**

β
β

legislation, ‖αα   I   think   ‖   αβ we   mustn't lose sight of this original goal.‖

	Ttop/S	Rheme	βTtop/S
	Tint		Theme

6. The European Parliament is a living and vibrant symbol [[1α that violent and tragic

Ttop/S

conflicts can be left ‖1β where they belong, to our histories‖ 2 and that we can move
on]].

7. The Parliament has no axe to grind on either side in Northern Ireland.‖

Ttop/S

8.It   {← = European Parlament}   just seeks to play [[whatever role it can in [[bringing about

Ttop/S

a peaceful settlement]]]]

9.‖α And   I   hope   ‖ β that   the debate   will be taken by the people of Northern

Tint			Ttext	Ttop/S
αTtext	αTtop/S	αRheme	βTtext	β /S

Ireland as a signal by elected representatives of Europeans [[who have suffered]], to fellow Europeans [[who are now slowly emerging from conflict]], [[that their future can be one of trust, respect, justice and most importantly peace]].

10.||1α I   would like to pay tribute, <<γ as other speakers have>>, to all of those [[who

Ttop/S

brought us to this point]], in particular to the Irish and British Governments,to my colleague John Hume, << 1βα who <<1ββ as has been...Ehm...properly said here>><< 2 and he's been properly saluted>>, played a very pivotal role in the whole process>>|| and to my own party leader, Mr Dick Spring || δ who, as Minister for Foreign Affairs, has kept Northern Ireland at the top of his political agenda||

11.The contribution and   courage [[shown by all of these]] has brought the whole of

Ttop/S

Ireland real hope for its future||.

12.I   welcome the establishment by the Irish Government of a Forum for peace

Ttop/S

and reconciliation||.

13. And no one   should feel threatened by this body||.

Ttext	Ttop/S

14. ||αI   believe ||βα the European Parliament could play an extremely useful role in||ββα by

Theme	Rheme	βTheme	
Tint		Ttop/S	

demonstrating ||βββα that it is not the creature of nationalist Ireland,<<ββββ as some fear>>, but an attempt [[to lead to a peaceful solution]].

15.||αAnd I   think ||β that *if* the European Union can help bring peace to Northern Ireland, ||

Theme	Rheme	βTtext	βTtop
Tint		Ttext	Ttop

16. *and I would suggest* ‖2α   and   I   think*...Ehm..*‖ 2βone way [[to do this]]

αTtext	αTtop/S	αRheme	βTheme
Tint			Ttop/S

would be [[α by actually sending participants ‖ *to take part from our Parliament* ‖β to
take part in the Forum]].

17.This {← = participation of European MPs to the Forum for peace and reconciliation} would

Ttop/S

be one way [[of*...of...of* showing *that the...Ehm...vio...Ehm...*the...the important role [[we can play]]]].

18.‖αAnd   I   just want ‖βα to refer, <<γ Chairman in closing>>, to the joint motion

Ttext	Ttop/S

[[that was agreed by all of the parties last night]], and in particular to the second paragraph of that motion ‖βββ which <<ββαI hope>> will be voted through successfully later]].

19.‖αAnd I   would plead <<βas set out in that second paragraph>>, with all of the

Ttext	Ttop/S

paramilitary organisations on both sides ‖ αβ to play their part in [[bringing about a peaceful settlement]].

20.Thank you, Mr President‖.

▨▨▨▨▨▨▨▨▨▨▨▨

Macroanalyis of text n. 4

1. ‖α Mr President, ladies and gentlemen,   allow   me first of all ‖βto tell you, with a

Tint	Tint/Ttop

certain amount of solemnity, the importance [[I attach to my presence here before you]].

2. In the first place because Europe,   since the outset of the building of the Community,

Ttext	Ttop/S

has been an essential partner to the United Nations‖.

3. But also because we {=* the people who are responsible for the world order} are entering

Ttext	Ttop/S

a period of history [[1 in which many problems need to be rethought in their totality‖2 and in which Europe , by virtue of the values [[that are its own]], can serve as an inspiration for international society in the post-cold-war period anniversary]].

4. βAs you are aware‖αthe United Nations   has just resoundingly celebrated its 50th

βTheme	βRheme	Ttop/S
Ttext		Ttop/S
Theme		*
Tint		Ttop

anniversary‖.

5. **During the ceremonies**,   the 146 Heads of State and Government [[who came to

Ttop	*

reaffirm their faith in the principles of the Charter]], all insisted on the essential role [[‖αthe

United Nations must play ‖β in serving as a framework for the global society [[in which we have now entered]]]]]].

6. ‖αLike them {← = Heads of State and Government} I   am   convinced ‖β that   the

Ttop		*	
Ttop		Tint	Ttext	*

United   Nations   cannot   be reduced to an institution [[which assumes the responsibility on an

emergency basis for the conflicts and the confrontations [[that emerge in many spots of our Planet]]]].

7. ‖β**Important as that role   may be**,‖α1 the United Nations must also keep abreast of the

Ttop		*
β Theme	βRheme	αTheme

major changes in the world,‖α2 foresee tomorrow's problems, ‖α3 identify the new dangers [[that threaten us]] ‖α 4 and grasp international reality in its evolution and in its globality‖.

8. ‖αInternational public opinion and States are today well aware ‖βthat the great problems

Ttop

of mankind's future are essentially transnational problems‖.

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