Text Analysis 8 (Exam EOI 2004)

Texto C

With the rapid rise of foreign workers, the world is rethinking its immigration policies.

The foreign worker is many things for many people. For conservative politicians and trade-union organizers in industrial countries, he is the illegal migrant, a lawbreaker who deserves a one-way ticket back to whatever country he came from. For immigration advocates and business groups, he is a vital pillar of today´s globalized economic order; whether a legal resident of his new country or not. For the political leaders of developing countries, he is a modern-day "hero" who sends home a hefty portion of his paycheck to help support his family members and keep his old community afloat.

One point is incontrovertible: for better or worse, the ranks of foreigners holding jobs outside their homes is rising significantly. More important, the money they are remitting to their home countries is skyrocketing. Last year total remittances reached an estimated $100 billion, a jump of about 15 percent over 2002. Indian migrants sent back to India almost $15 billion, a source of foreign exchange that exceeds revenues generated by the country´s highly regarded software industry.

In the past, foreign workers and their remittances got scant policy attention. That´s not the case anymore. Immigration has become a major domestic and foreign-policy issue from Paris to Manila to Mexico City. Many developing countries, who have come to depend on remittances as a vital source of external finance, are pushing a promigration agenda. For good reason: Polish seasonal workers, for example, who harvest grapes in France, help ease pressure on their country´s 18 percent unemployment rate. Advanced nations are trying to balance their need of young workers with avoiding a massive influx of outsiders that might overwhelm their social systems.

Mexican President Vicente Fox has made immigration a cornerstone of his foreign policy. His government has been strenuously lobbying the United states to loosen its immigration policy, which has been greatly tightened for security reasons, and to grant amnesty to the roughly 4 million undocumented Mexican workers in America.

On the other hand, experts are also rethinking arguments against easy migration, that is, that it will lead to a "brain drain", emptying countries of their most capable workers and that remittances now dwarf the amount of official development assistance poor countries receive.

While remittance recipients often use the money for the bare essentials, experts say the money can have trickle-down benefits.

Migration will be the hottest topic at any international summit.

1. Mention the elements of cohesion.
2. What kind of text is it and what elements identify it so?
3. Find a structure that expresses "purpose" in the text. Propose an activity for students to understand how to express "purpose" in English.
4. What does "while" express in the text? Give synonyms.
5. Identify the relative clauses and classify them.

Suggested answers

1. Mention the elements of cohesion

This question might seem unmanageable at first sight. My advice is that you break it down into smaller chunks.

- **Define** cohesion clearly and then go over the different types of cohesive devices. **Define** each of them and **substantiate** with examples from the text (it is advisable to indicate paragraph and/or line).

- All types of **cohesive devices present** must be catered for: reference (+ internal subclassifications, which includes deixis), substitution, ellipsis, conjunction and lexical cohesion.

- NOTE: If you were asked about coherence, clearly define what it means + you could refer to the three aspects of the context of situation that has influence on a text (field, tenor and mode).

What remains clear is that you must know topic 8 inside out for the day of the exam.

Suggested answer:

Cohesion is a linguistic device used to produce well-formed texts in which every idea is inter-related with others by means of different linguistic and semantic resources. It may be defined as the links that hold a text together and give meaning to it. More scientifically speaking, Baker defined it as "the network of lexical, grammatical, and other relations which provide links between various parts of a text" (1992: 80).

Reference refers to how the encoder introduces participants and then keeps track of them once they are in the text through *pro-forms*.

- The definite article *the* is used on multiple occasions with **endophoric esphoric referenc**e, where the antecedent is to be found in the same phrase (*the rapid rise of foreign workers, the political leaders of developing countries*), but also with **homophoric** reference (*the world, the foreign worker, the illegal immigrant, the United States, in the past)*.
- Plenty of examples of referential personal and possessive pronouns *he, his*, *its*, *their*, with a clear endophoric anaphoric reference (*he is the illegal immigrant, whatever country he came from, the money they're remitting to their home countries a cornerstone of his foreign policy, emptying countries of their most capable workers*)
- **Deixis**: If an element is deictic, it means that it has to be interpreted by reference to the situation 'here and now'. Therefore, deixis is a form of referring that is tied to the speaker's context. Example: *last year (*temporal)

Conjunction, which De Beaugrande and Dressler (1981) call *junction*, refer to systematic relationships between sentences. It differs from the previous cohesive resources in that it is not a device to remind the addressee of previously mentioned elements. However, it is still a cohesive device for it signals relationships that can only be fully understood through reference to other parts of the text: conjunction specifies how what is to follow is connected to what was said before. Examples from the text: *for example*

(elaboration/extension)*, on the other hand* (adversity)*, that is* (elaboration), *while* (adversity)

Lexical cohesion refers to how the writer/speaker uses lexical items and event sequences to relate the text consistently to its area of focus or its field.

Synonyms: *(illegal) migrant, foreigners, immigrants, outsiders, undocumented workers*.

Lexical string related to money affairs (*money, remittance, paycheck, afloat, foreign exchange, revenues, finance)* and politics (*immigration policies, political leaders, domestic and foreign policy issue*).

Ellipsis occurs when some structural element that may prove repetitive or redundant is omitted. That is the case of the phrase *whether a legal resident of his new country or not* (a resident of his new country). This would be a case of nominal ellipsis, as the ellipted element is a nominal group.

Substitution is not present.

2. What type of text is it and what elements identify it so?

- In a question of this type, clearly **identify** the type of text.

- Then expound slightly on what you know of these types of text (at least **define** + include the **locutionary and perlocutionary forces** – check topics 10 to 16).

- **Substantiate** your answers with some instances from the text itself.

Suggested answer:

This text is clearly an expository text, which is written in an attempt to analyse, explain, describe and present events and facts that may be prove particularly convoluted, in this case foreign workers, the remittances they generate and immigration policies. The text under study provides very detailed information on the topic, supported by relevant evidence and appropriate discussion.

3. Find a structure that expresses "purpose" in the text. Propose an activity for students to understand how to express "purpose" in English.

The structure found in the text is the "infinitive of purpose", taught at Basic Level 2, together with variations such as *in order (not) to/so as (not) to*: *[…] a hefty portion of his paycheck to help support his family* (par.1); *his government has been strenuously lobbying the United states to loosen its immigration policy […] and to grant amnesty to […]* (par. 4).

We need to find an effective way to teach this structure, which is generally found hard by Spanish students, who tend to use the Spanish equivalent *for + -ing*. One possible activity could consist in asking the students *why* questions such as: *why learn English? Why work hard? Why save money? Why be nice to people? Why do exercise?* Students could answer these questions individually and then (i) compare in pairs and/or groups or (ii) play "find someone who".

4. What does "while" express in the text? Give synonyms.

It expresses contrast. Other options could be *whereas, whilst* (formal), *although/even though*.

5. Identify the relative clauses and classify them.

- **Define** restrictive/non-restrictive relative clauses, also called defining and non-defining, respectively:
- **Include all the relative clauses classified** into one type or another (this is known from the meaning, but in writing we also have the help of commas – non-defining).

Relative clauses are classified into defining and non-defining, also termed restrictive and non-restrictive, depending on whether they have restrictive reference or, on the contrary, add extra information. The latter are marked in writing by means of commas. Below we include the examples present in the text:

Defining relative clauses: par. 2: *a lawbreaker who deserves a one-way ticket back […]*; par. 3: *the ranks of foreigners holding jobs outside their homes […]* and *a source of foreign exchange that exceed revenues generated by the country's […]*; par. 4: *Polish seasonal workers […] who harvest grapes*.

Non-defining relative clauses: par. 5*: its immigration policy, which has been greatly tightened […]*

All the clauses above are introduced by a relative pronoun, except for two. These are **reduced relative clauses** –also known as '**contact clauses**'–, and are introduced by a non-finite verb phrase instead of a relative pronoun (-*ing* and -*ed* forms in the text): *the ranks of foreigners holding jobs outside their homes; revenues generated by the country's […]*