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Syntax through the Wide-Angle Lens of Dialectics

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Abstract

I contend that we cannot understand the structures of language (***verbal thought***), if we do not understand the *mechanism* of thought. After a brief look at traditional syntactic theory, I propose a model of sentence analysis (G-nalysis), which, I argue, better serves language users – the 'spinners' of their 'webs of significance.'

In contrast to the purely descriptive approach to language, aimed at documenting its fleeting physical ***forms***, G-nalysis tries to identify the ***logical relationships***, the ***functions* of words** and **groups of words** (phrases and clauses) in the nexus of the sentence. Expounding on the two universal principles of sentence structure (synthesis and analysis), and showing how they operate in all human languages, I argue that dialectics facilitates students' understanding of syntax at all levels of education.

Specifically, I argue in favour of adopting G-nalysis in the teaching of grammar in secondary schools – in Papua New Guinea and beyond.

Keywords: generalization, dialectics, dialectical linguistics, syntax, syntactic analysis, ambiguity

I. TRADITIONAL WORD-BASED PRESCRIPTIVE GRAMMAR

Traditionally, ***word-based*** prescriptive grammars distinguished eight parts of speech by individual words' functions in the sentence (that is, by 'what a word does in a sentence'):

Word	Function
Nouns	name things
Pronouns	stand instead of nouns
Adjectives	describe (modify) nouns
Verbs	'action' words
Adverbs	describe verbs & adjectives
Conjunctions	join words, phrases & clauses
Prepositions	Are the 'connective tissue'; they show the 'positions' of things in space and time
Interjections	expressions of speakers' feelings & attitudes interjected, or 'thrown into' the midst of a clause: the 'SPICES'

The close-up focus on the functions of individual words, viewed in isolation even in the context of the sentence, overlooked the fluid nature of ***word-meanings in use***, the multi-layered relationships between word-meanings in the sentence mosaic. While focusing on single words, we miss the forest for the trees!

II. DESCRIPTIVE SYNTAX

In an attempt to capture these **relationships** between words in the sentence, descriptive linguistics widened the scope of the 'Parts of Speech' concept to include **groups** of words (**phrases**), viewed as **categories of lexical items** *defined by their morphological or syntactic behavior* (Tallerman: 1998, p. 31). Major word classes, such as Verb Phrase (VP), Noun Phrase (NP), Adjective Phrase (Adj.P), and Prepositional Phrase (PP), are distinguished by the morphology, functions, and patterns of distribution of phrase 'heads' [this covers both the slots the words can appear in and the modifiers that co-occur with them]. Because of the primary focus on single words (like 'heads' in a phrase), and because languages vary so widely in their physical structures, descriptive syntactic analysis concludes that word classes in different languages also vary:

> '…Groups of closed class words often pair up with a specific lexical word, such as noun or an adjective. To count as a distinct word class, a set of words must have some properties which distinguish them from other word classes in the language. If we don't find any such properties, then it would be unscientific to make artificial divisions in the data. … It is important … not to expect all languages to look the same. For instance, we shouldn't think that just because, say, English and Italian have an open class of adjectives, then all languages must have one. On the other hand, linguists now know that languages don't vary from each other at random. We can expect there to be a finite set of possible different word classes, from which each language 'selects' its own set of classes' (Tallerman: 1998, p. 49).

Based strictly on morphological description, the Igbo language of Nigeria appears to have only eight adjectives, [1] while other languages have 'very few or even no prepositions' (Tallerman: 1998, p. 34) – Latvian, for example, has no preposition '***in***'!

The sheer diversity of linguistic forms seemingly contradicts the idea of *universal* principles of human understanding which underlie and actively shape the grammars of all human languages. Yet, we know that looks can be deceptive – to paraphrase Shakespeare, 'What's in a *form*?' All human languages, regardless of their physical forms, express the same logical relationships that human minds see between things in our 4-D physical world – relationships based on resemblance, contiguity in space/time, and causality. Latvian may lack the preposition '*in*', but that does not mean that this spatial relationship does not exist in Latvian minds; it simply means that the speakers use a different way of expressing it:

| Nominative: | galds (table) | Locative: | galdaa (in the table) |
| | aviize (newspaper) | | aviizee (in the newspaper) |

While the forms of the physical structures (morphology) differ, their essence (meaning) remains the same. Formal tests used to categorize phrases by the morphological 'looks' and patterns of distribution

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[1] 'Igbo has 8 adjectives (they are actually converses); the English equivalents are: hot/cold; young/old; black/white; beautiful/ugly. The 'dispute' however rests on nouns that function as adjectives which some linguists insist should be classified as adjectives' (Prof. Ogunkeye, Funmi: Linguistics, University of Jos, Nigeria).

of their 'heads' lose sight of the actual **grammatical meaning** of the phrases, of their **collective function**. By implication, Kwamera adjectives, indeed, must be viewed as verbs, while in Igbo they become nouns (Tallerman: 1998, pp. 44-45). René van den Berg and Robert Busenitz, the authors of the recently published *Grammar of Balantak, a language of Eastern Sulawesi* , make a more nuanced claim that "Adjectival concepts (such as 'big', 'good' and 'red') are treated as stative verbs in Balantak," and agree that the twelve word classes they distinguish for Balantak[2] may not be the only conceivable classification (René van den Berg & Robert L. Busenitz: 2012, p. 27). Categorizing words by their 'looks' (morphology / syntactic distribution) and 'fixed' grammatical functions, assigned to them outside of each sentence mosaic, is indeed bound to be subjective to individual perception, for we all view the world through our own Mind's Eye and make sense of things in our own heads, based on our own personal experience. Yet, descriptive linguistic analysis has been generally deemed to reflect scientific facts.

I will argue that we cannot attain understanding of a complex whole (such as human language) by successively focusing on its parts (phonetics/phonology, morphology, syntax, semantics, pragmatics etc.) – '***The Whole is more than the sum of its parts***' (Aristotle: Metaphysics, Book I). Despite acknowledging the overlap between syntax and semantics, descriptive linguistics separates the two: syntactic theory, as illustrated above, focuses on the mechanical description of physical structures, while propositional semantic theories view sentences and their parts as bearers of some fixed 'objective' meaning, and attempt to pair the two, using Frege's Theory of Reference adjusted, in the case of double-indexing semantics, for *propositional attitude ascription* and *circumstances of evaluation*[3]. Ferdinand de Saussure dissected the Linguistic Sign into *word* and *meaning* (the *Signifier* and the *Signified*), and examined its 'body' and 'soul' separately, fixed in time, lifeless. Descriptive linguistics does virtually the same, only it dissects the larger units of language (propositions), and tries to pair them with their 'objective' meanings. However, sentence-meanings cannot be 'fixed' in dictionaries. Sentence meaning is not merely the sum total of the word meanings in it – it is the mosaic image that people 'see' through the lens of their own individual experience. The meaning of a sentence mosaic is a ***complex image/generalization***, and each Mind's Eye may see the 'picture' shaped by the grammatical relations between words in the sentence differently – which makes language inherently ambiguous. Look, for example, at this image above – people with normal eyesight will see Einstein, whereas near-sighted people will see Marilyn Monroe. Likewise, the vision of each Mind's Eye and, therefore, what it actually 'sees', vary according to individual experience (i.e., level of

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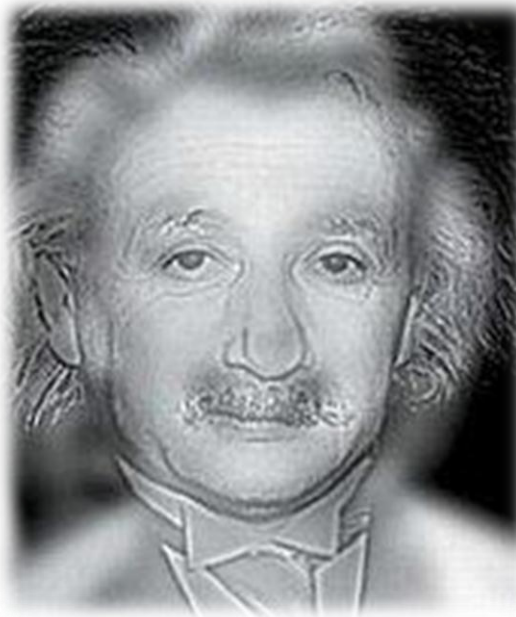
[2] nouns, verbs, pronouns, articles, demonstratives, numerals, quantifiers, adverbs, prepositions, conjunctions, interjections, and particles
[3] Quine (1970), Kripke (1972), Kaplan (1989), etc.

cognitive development, physical and psychological state, social and cultural environment, and circumstances of communication).

Inherent 'indeterminacy' of word meanings in use – another example:
What you see as the 'hands' of the highwayman below could as well have been the fins of a fish, or the feet of a duck in another pattern; it is the 'picture' that each Mind's Eye sees which makes parts of the whole to be what they are in each person's understanding.

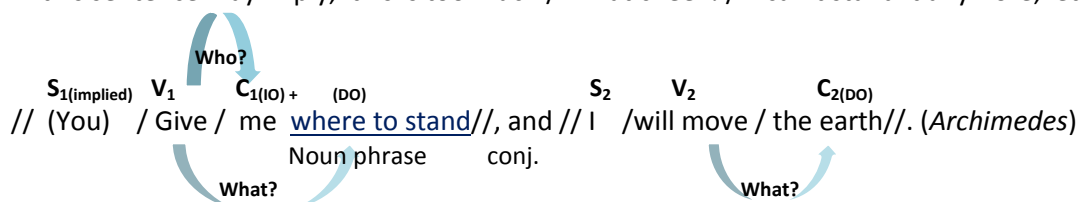Photos taken in a Highlands hotel (FB):   **East Sepik highwaymen**   **Gents' toilet sign**

'In use, words and their meanings are relatively independent of each other' (Vygotsky: 1934). A lot of meaning in our communications goes unspoken – meanings are more often than not *implied*, and so can be interpreted differently:

'Damn' in this sentence may imply, 'this is too much'/ 'what cheek!'/ 'I can't stand it anymore,' etc.

$$\text{Who?}$$

$S_{1(implied)}$ V_1 $C_{1(IO)} +$ $_{(DO)}$ S_2 V_2 $C_{2(DO)}$
// (You) / Give / me where to stand//, and // I /will move / the earth//. (*Archimedes*)
                    Noun phrase   conj.

What?   What?

Every generalization is an ***act*** of ***thought***, performed by human minds – collectively, we 'coin' denotative word-meanings; individually, we 'spin' out of them our 'webs of significance' – complex generalizations,

such as mosaics of sentence meaning. Because descriptive syntax ignores the process of **generalization**, the heart of all linguistic structures,[4] detailed grammatical descriptions without their logical underpinnings have become largely incomprehensible and irrelevant to non-linguists.

III. DIALECTICAL SYNTAX

Dialectical analysis uses the universal principles of human understanding to unravel the intricacies of syntax. Through its wide-angle perspective, traditional 'parts of speech' are nothing but the natural associations we make by perceived resemblance, contiguity, and cause/effect: adjectives connect ideas by resemblance; adverbs – by resemblance or contiguity, or cause/effect, while nouns are conceived by all three kinds of association. Traditional abstract concepts ('parts of speech') thus become concrete manifestations of verbal thought /human perception of the physical world. In contrast to traditional word-based grammar, dialectical syntax recognizes that *groups* of words can form 'chunks' of meaning and, therefore, groups of words (phrases and clauses) can perform one function (Noun, Adj. or Adverb). For example, in the mosaic below, it is groups of tiles that form the bird's wings, tail, eye, etc.:

Floor mosaic in Dallas International Airport, Texas (02/2012)

Generalizing syntactic analysis (G-nalysis) focuses not only on how single words function in the sentence, but also on how **groups of words** form **chunks of meaning** in the nexus of the overall sentence mosaic.

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[4] Temple, O. *The Rational Language Mechanism*: Key to Understanding Syntax. Journal of English Studies, Vol. 1, 2009, pp. 62-81; *Limitations of Arbitrariness*. The South Pacific Journal of Philosophy & Culture, Vol. 10, 2008-2009, pp. 107-125.

This method of analysis rests on a holistic, dialectical understanding of Language as a **social means** of **verbal thought**, a collectively created tool for thought exchange – a system of social signs which speakers put together to spin their unique 'webs of significance.' Viewed as an **act** of thought, language comes alive as the generalizations of living, thinking minds (collective and individual). The contradictions inherent in the complex whole of language, its psycho-physical, social-individual and historical dualities, necessarily make the mechanism of generalization (associations by resemblance, contiguity, & cause/effect) the **'Rational Mechanism'** of language (Hume: 1748; Temple: 2009, 2011).

We associate ideas by resemblance, contiguity, & cause/effect, because throughout our evolution, our thoughts have reflected our experiences in the 4D world, our perceptions of resemblance between things and the various spatial, temporal and causal relationships between them. These relationships are gist of the so-called 'journalistic' questions, **Who, Does What, to Whom, When, Where,** and **Why?** To answer these questions, we make connections between things based on some perceived resemblance, contiguity in space & time, and cause/effect – expressed by word-meanings that answer these questions (single-handedly or 'working together' in groups); we call these word functions 'Parts of Speech.' The associations that drive the process of thought result in generalization on multiple levels; they connect word-meanings into 'chunks' of meaning in the mosaics of complex generalizations. Dialectical syntax uses the Rational Mechanism of Language (the principles of generalization) to identify the grammatical functions of words and groups of words in the sentence, the 'connections' our minds make between them in our 'webs of significance.'

Word	Function		Answer Questions:
Nouns	Words/phrases/clause that name things		*What? Who?*
Pronouns	stand instead of nouns		*What? Who?*
Adjectives	Words/ phrases/ clauses that describe nouns by **RESEMBLANCE**		*Which? What kind?*
Verbs	name actions or states of being, while carrying also the meaning of time [**SYNTHESIS/ CONJUGATION** with SUBJECT]: *A verb is that which, in addition to its proper meaning, carries with it the notion of time … It is a sign of something said of something else*. (Aristotle)		
Adverbs	describe verbs by	**RESEMBLANCE**: **CONTIGUITY** I in space/time: **CAUSE/EFFECT**:	*How? Where? When? Why? With what consequence? On what condition?* et cetera
	*Adverbs also describe adjectives (qualities)		
Conjunctions	join words, phrases & clauses [**CONTIGUITY**]		
Prepositions	Are the 'connective tissue'; they show relative 'positions' of things in space and time [**CONTIGUITY**]		
Interjections	expressions of speakers' feelings & attitudes interjected, or 'thrown into' the midst of a clause: the 'SPICES'		

Dialectical approach to syntax has another advantage – we need very few terms /simple concepts, i.e.:

- The traditional 8 parts of speech
- The sentence, S/V/C, nexal pattern
- Noun, Adjective, & Adverb clauses
- Noun, Adjective, & Adverb phrases, and
- The **two universal principles** of sentence structure:
  - *Synthesis* of what we speak about with what we say about it [the nexus of the Subject, Verb & Compliment (S/V/C), in whichever order they come], and
  - *Analysis* (aka *Modification*/*Recursion*): adding detail, 'color'/'pixels' to any of the major sentence constituents (S/V/C).

IV. GENERALIZING SENTENCE ANALYSIS (G-NALYSIS)

The **synthesis** of generalization holds sentence mosaics together. The **analysis** of generalization 'zooms in' on parts of the 'mosaic', adding detail, colur to them, increasing their pixel resolution. 'Generalizing' syntactic analysis aims to elucidate both aspects of the process; therefore, *G-nalysis* uses a two-step procedure:

1. The first step is to identify the major 'parts' of all the 'nexuses' present in the overall synthesis (sentence mosaic).
2. The second step, once all the S/V/C patterns have been identified, is to figure out how all the words, phrases, and clauses (S/V/Cs) relate to each other – what do they actually *do* in the sentence? This is done by asking the relevant logical questions, which indicate the 'part of speech' (function) of the word, phrase, or clause in the sentence.

G-nalysis uses simple diagrams to show the relationships between nexal patterns (**quadrangles** = independent SVCs, and **triangles** = dependent SVCs):
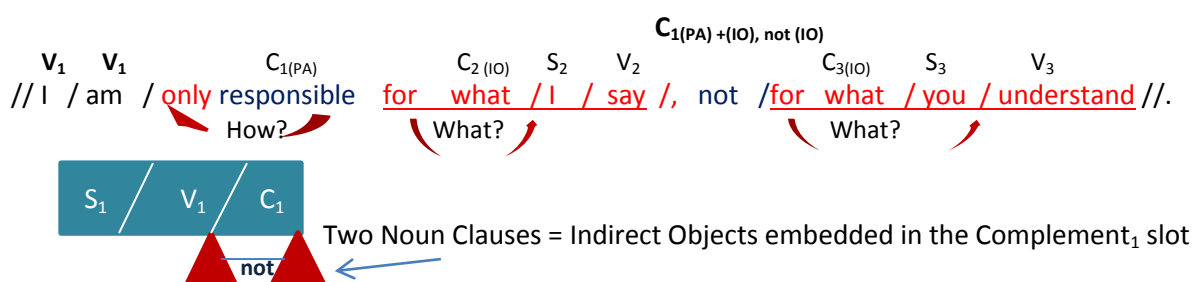
Thus, it is the *common function* (purpose, the fusion of semantic and grammatical *meaning*) of words working together that binds them into a unit of compound meaning, either naming something in the nexus (noun function) or adding detail to a sentence constituent (adjective or adverb function).

Phrases are different from dependent clauses only structurally: while clauses have their own nexal patterns (S/V/Cs), phrases do not; both phrases and dependent clauses are defined by their common function: words in them *work together as one part of speech* (noun, adjective, or adverb).

Thus, the universal **Rational Mechanism of Language** (generalization) works through the ***synthesis*** of word-meanings into the nexus of the sentence and ***analysis*** (description, modification, specification) of the nexus constituents:

- ***Synthesis*** connects the 'bones' of the 'skeleton' into the 'Subject, Verb, Complement' pattern of the proposition; their nexus (in whichever order they come)represents the linear (syntagmatic) relationship between them, and
- ***Analysis*** zooms in on the major *parts* of the sentence mosaic & describes them by resemblance, cause/effect & contiguity in space/time – it puts 'flesh' on the bones of the sentence.

The mechanism of spinning human 'webs of significance,' infinite in their diversity, operates without exception in all human languages. Different grammars use different *tactics* to build their sentence mosaics, but the *strategy* of synthesizing complex generalizations through only three types of association our minds make is universal. Look, for example, how this Rational Language Mechanism, so elegant in its simplicity, expresses the same causal relationship in so many different ways:

English: '**I think, therefore, I am**':

Yoruba: Mo wa láàyè   nitoripé   mo n ronú.

                    I   be alive   for reason that (because) I Asp:think

                    Mo n ronú   nítorí   náà   mo wa láàyè

                    I Asp:think   for reason that (for that reason /therefore) I   be   alive

Krio: Ah de tink, so na mi.

Japanese: Ware omou, yueni ware ari.
                    Watashi wa kangaemasu, dakara watashi wa sonzai shimasu.

Latvian: Es domāju – tādēļ es esmu.

German: Ich denke, also bin ich.

Dutch: Ik denk, daarom ik besta.

Russian: Я мыслю, следовательно, я существую.

Greek: Σκέφτομαι άρα υπάρχω .

Bahasa Indonesia: Saya pikir, mahanya Saya ada.

Mussau: Aghi nongina, aghi anna.

Telei of S. Bougainville: Nne aposi, eguko nne.

Tolai: Iau nukia, ba iau iau.

How different speakers **use** words or **perceive** the relationships between words/ groups of words in the sentence mosaic determines their functions in the sentence and affects the overall meaning of the sentence mosaic.

FLEXIBILITY OF G-NALYSIS

Because we all make sense of things in our own heads, people often 'see' the connections between words differently, making different 'sense' of the same mosaic image. This tongue-in-cheek FB comment is an example of this kind of ambiguity:


G-nalysis effectively represents different 'visions' of connections between word-meanings and groups of word-meanings in the sentence mosaic – moreover, **G-nalysis *encourages* analytical thinking**… So long as the relationships between words, phrases and clauses 'make sense' and are supported by the way the words/groups of words answer the common-sense logical questions, they are always a possibility, and students enjoy figuring out all the possible relationships between them.

In this case, the verbal noun phrase 'be stoned' can be interpreted as the infinitive of the passive verb or the infinitive of the stative verb 'be' + the past participle of 'stone' functioning as predicate adjective:

S_1 V_1 $C_{1(IO)}$ S_2 V_2 $C_{2 \text{ (P verbal N)}}$
// If a man / lays /with another man,/ he / should / be stoned.//

S_1 V_1 $C_{1(IO)}$ S_2 V_2 $C_{2 \text{ (P verbal N) + (PA)}}$
// If a man / lays /with another man,/ he / should / be   stoned.//
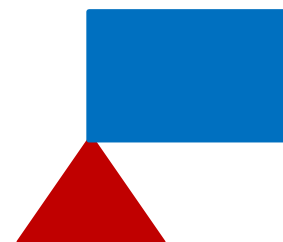
Dialectical linguistics views **word-meaning** as the smallest unit of language, because it has all the psycho-physical and socio-historical properties of the whole (Vygotsky: 1934; Temple: 2011). A *word* without meaning is not a word of language ('*nonsense*' has meaning), and *meaning* comes into existence only through words. Yet, we can use meaningful words in grammatical patterns, and yet find that *together*, they make no 'sense' at all, as in:
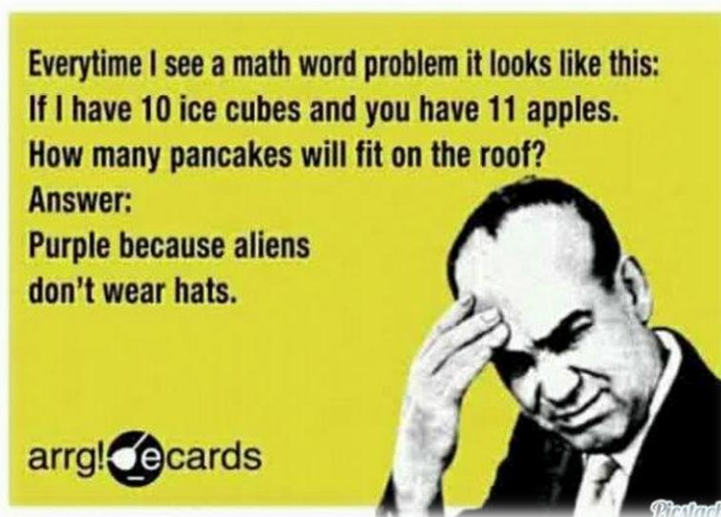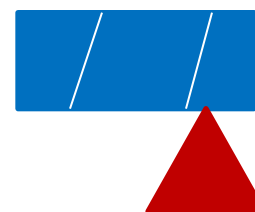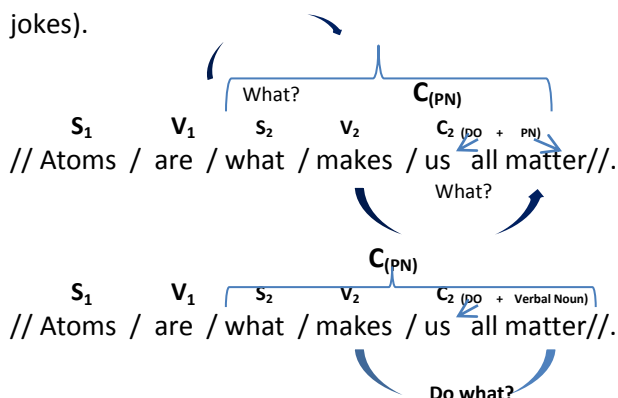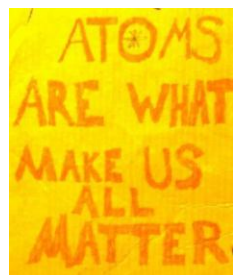
This happens when we cannot 'connect' parts of the discourse mosaic (words, phrases, clauses, etc.) into a meaningful pattern, using the logic of human understanding (associations by resemblance, contiguity, and cause/effect).

Unlike Chomsky's 'Green ideas sleep furiously,' the example above has clauses that do make sense on their own, but not together, for lack of logical connections. Dialectical sentence analysis examines the **synthetic sense** we, thinkers, make of word mosaics and how they clump together into larger chunks of meaning. Our minds look for some connection between ideas (by resemblance, or contiguity, or cause/ effect, or by all three associations) in order to 'see' the 'whole' pattern. G-nalysis focuses on the *logic* of these connections between words and groups of words in the sentence mosaic, because it is that which determines their grammatical functions.

**A couple examples of structural ambiguity, and how G-nalysis deals with it**:

Since we all make sense of things only in our own heads, people often perceive the relationships between word-meanings /chunks of word-meanings in the sentence mosaic differently. G-nalysis uses the universal principles of human understanding to diagram those generalizations by identifying the various logical relationships between parts of the 'mosaic' that people 'see' through the lens of their personal experience. G-nalysis captures and dissects the fluid 'Indeterminacy of Meaning' – a source of numerous jokes and puns! This makes G-nalysis a lot of fun (which students of syntax highly appreciate ☺ Re: Appendix for more linguistic jokes).

What? $C_{(PN)}$

S_1 V_1 S_2 V_2 $C_{2\ (DO\ +\ PN)}$
// Atoms / are / what / makes / us all matter//.
What?

$C_{(PN)}$

S_1 V_1 S_2 V_2 $C_{2\ (DO\ +\ Verbal\ Noun)}$
// Atoms / are / what / makes / us all matter//.
Do what?

Some more examples of G-nalysis:

Example 1.
George Zimmerman got over 200k in donations on his website, OJ is like "why couldn't they have had PayPal back when I was killing people!" - (Bill Maher on FB 04/05/2012)

Where?

S_1 V_1 What? $C_{1(DO)}$
// George Zimmerman / got /   over 200 K   / in donations   on his website, //
                          How?   Adv. phrase   adv. of place phrase

Which kind?   C$_{2(PA)}$

S$_2$ V$_2$ V$_3$ S$_3$ C$_{3(DO)}$ + (DO)   S$_4$ V$_4$ C$_{4(DO)}$

// OJ / is / like "why couldn't / they / have had / PayPal/ back / when / I / was killing/ people!"

What?   Why couldn't they … **when?**

,

Noun clause

Adverb of Time clause
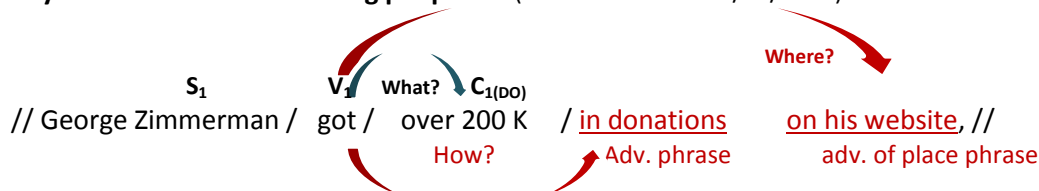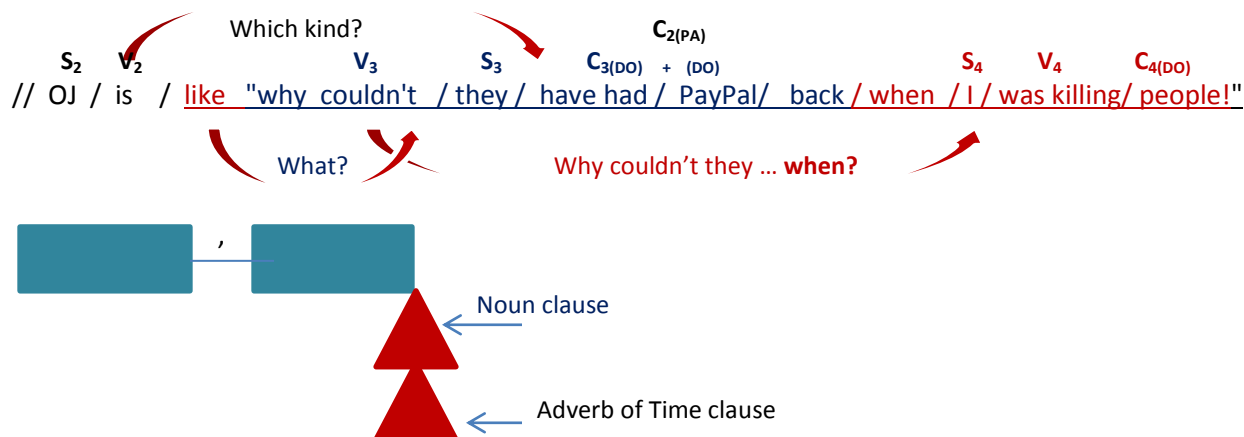
Example 2.
I am hard at work, being idle. (Oscar Wilde)

S   V   C$_{(PA)}$ **How?**

// I / am / hard at work, being idle //.
         Adj. phrase   Adv. of manner phrase

Simple sentence:

Example 3.
For Spacex, the next few hours will be nail-biting. (CNN commenting on the launch of the Mars explorer)

C$_{.1(IO)}$ S   V   C$_{.2(PA)}$

// For Spacex, / the next few hours / will be / nail-biting.//

Simple sentence:

Example 4.
I am so hip, even my errors are correct (Nikki Giovanni: *Ego Trippin'*)

S$_1$ V$_1$ C$_{1(PA)}$ S$_2$ V$_2$ C$_{2(PA)}$

// I / am / so hip // even my errors / are / correct.//

How hip?

Example 5. Thanks for the remind. [A FB comment, 26062012]

C

S   V   (IO)   (DO)

// [I / give / you] Thanks for the remind //
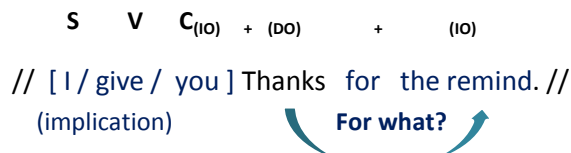   (implication)   Adv. of Reason phrase

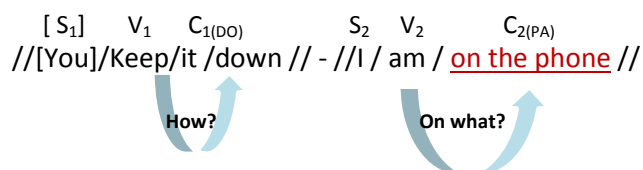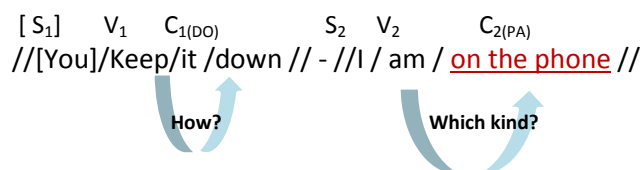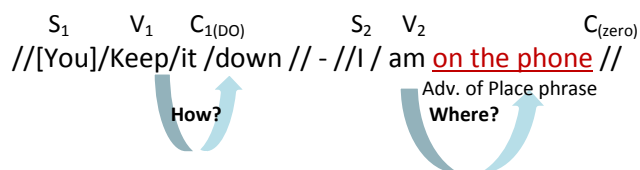Why do I give you thanks?

Simple sentence

Because the 'remind' (a noun in this case) is the 'thing' for which I am thanking you, this sentence could also be analyzed as:

$$\text{S} \quad \text{V} \quad \text{C}_{(IO)} \; + \; (DO) \qquad + \qquad (IO)$$

// [I / give / you] Thanks   for   the remind. //
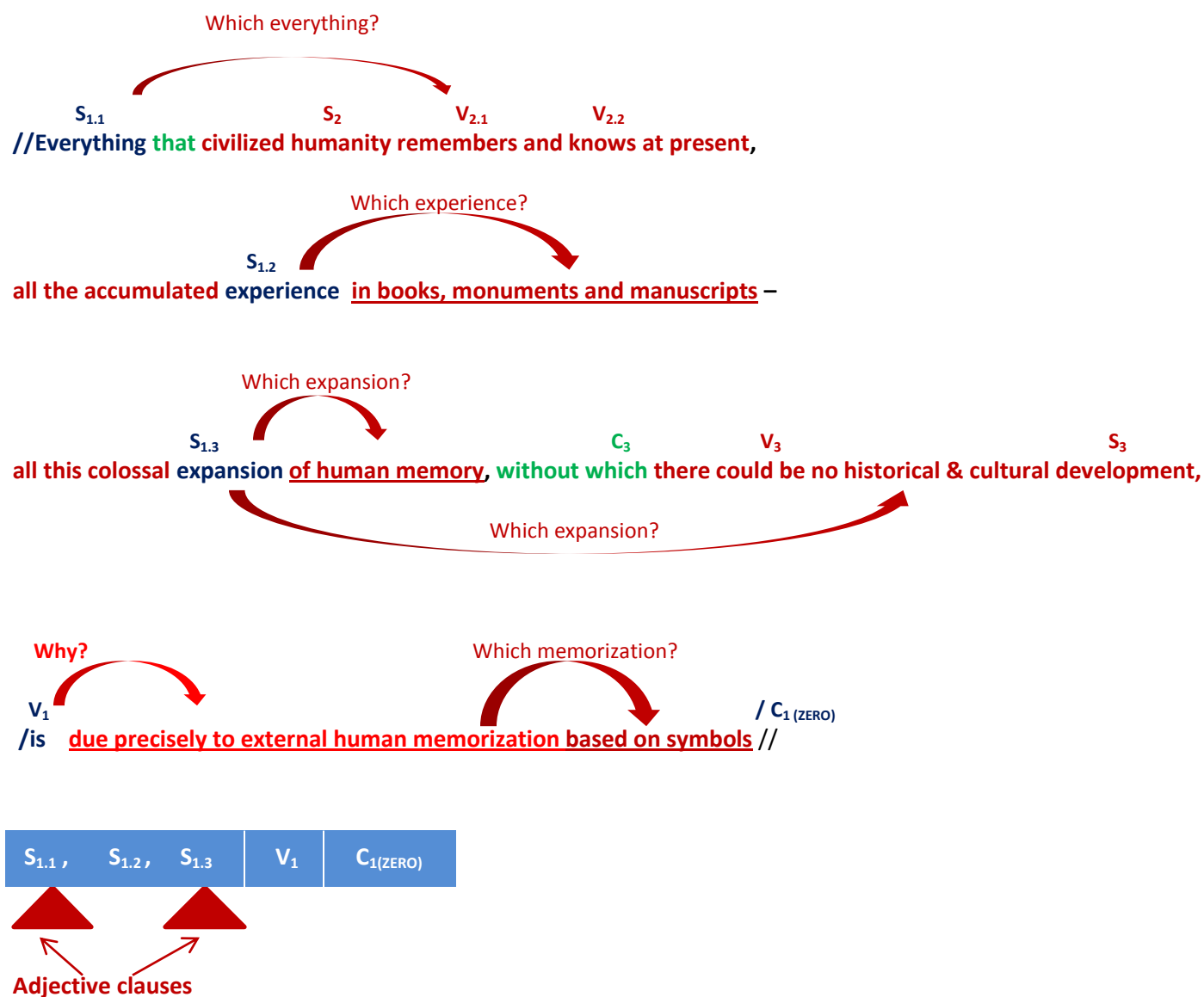
(implication)   **For what?**

Example 6. Keep it down - I am on the phone!

Here, '*on the phone*' is presented literally, as an **Adverb of Place phrase**, in which case it answers the '**Where?**' question and belongs in the **V** slot of the S/V/C nexus; but it could also be understood as a *Predicate Adjective phrase* describing the Subject (= I'm busy), or an **Indirect Object** of the verb 'be' – in both cases, it would then fill the Compliment slot).

$$\text{S}_1 \qquad \text{V}_1 \qquad \text{C}_{1(DO)} \qquad \text{S}_2 \quad \text{V}_2 \qquad \text{C}_{(zero)}$$

//[You]/Keep/it /down // - //I / am on the phone //

Adv. of Place phrase

How?   **Where?**

$$[\,\text{S}_1] \qquad \text{V}_1 \quad \text{C}_{1(DO)} \qquad \text{S}_2 \quad \text{V}_2 \qquad \text{C}_{2(PA)}$$

//[You]/Keep/it /down // - //I / am / on the phone //

How?   **Which kind?**

Compound sentence

$$[\,\text{S}_1] \qquad \text{V}_1 \quad \text{C}_{1(DO)} \qquad \text{S}_2 \quad \text{V}_2 \qquad \text{C}_{2(PA)}$$

//[You]/Keep/it /down // - //I / am / on the phone //

How?   **On what?**

Compound sentence

Example 7.

Everything that civilized humanity remembers and knows at present, all the accumulated experience in books, monuments and manuscripts – all this colossal expansion of the human memory, without which there could be no historical and cultural development, Is due precisely to external human memorization based on symbols (Vygotsky: 1930).

Which everything?

$S_{1.1}$ S_2 $V_{2.1}$ $V_{2.2}$

//**Everything that civilized humanity remembers and knows at present,**

Which experience?

$S_{1.2}$

all the accumulated experience in books, monuments and manuscripts **–**

Which expansion?

$S_{1.3}$ C_3 V_3 S_3

all this colossal expansion of human memory, **without which there could be no historical & cultural development,**

Which expansion?

Why?   Which memorization?

V_1 / $C_{1\,(ZERO)}$

/**is**   due precisely to external human memorization based on symbols //

$S_{1.1}$, $S_{1.2}$, $S_{1.3}$	V_1	$C_{1(ZERO)}$

Adjective clauses

As can be seen from the above examples, syntactic analysis becomes easily comprehensible when grammatical functions of words and groups of words in the sentence are assigned based on the logical relations between them. The logic of human thought – generalization – is universal; therefore, the principles of human understanding (associations by resemblance, contiguity, and cause/effect) determine the grammatical functions of words and groups of words in the sentence (that is, the 'parts of speech'). Consequently, all human languages have only eight parts of speech (word classes).

G-nalysis uses the logic of human thought to expose the grammatical functions of words in the sentence and the relationships between them – that is why it is easily comprehensible to students of language at all levels. It is for the reason of this simplicity that it should be taught in secondary schools, to improve the students' language and thinking skills.

V. CONCLUSION

I have argued that the ***generalizing syntactic analysis*** (G-nalysis):

- Harnesses the energy and creativity of living, *thinking* minds spinning their unique individual 'webs of significance': '*There is nothing that is either good or bad, but thinking makes it so.*'
- Uses the universal mechanism of human thought (generalization) to explain syntactic structures
- G-nalysis assigns grammatical functions to words and groups of words (phrases and clauses) in the main sentence according to perceived logical relationships between them.
    - The purpose of the **G-nalysis** is to (1) identify all the nexal patterns in the sentence, and (2) determine how all of the clauses (S/V/Cs) and phrases (groups of words that function as adjectives, adverbs, or nouns), as well as individual words relate to each other.
- Because G-nalysis reflects the workings of individual minds, it is effective in the analysis of ambiguous sentences.
- The simplicity and 'naturalness' of generalizing sentence analysis renders it enjoyable and effective at all levels of linguistic study, and particularly in secondary schools.

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