

## “Antecedent and Postcedent”: A Syntactic Study of the “ABC’s Principles” of the Binding Theory in the EFL Students’ Written Discourses

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### ABSTRACT

This study, whose major objectives were to diagnose the syntactic and un-syntactic affiliations between Antecedent and Postcedent along with their pro-forms in the EFL students’ Written Discourses, entailed a qualitative case study research design. The research placed the author as the key instrument in achieving the aims while the 32 ED students, which were purposively selected, were the research participants. The 1967 Corder’s clinical elicitation, observation, and transcript analysis were the techniques of collecting the data whereas the coding procedures of Error Analysis were drawn on analysing the data. The research findings specifically disclosed that, *firstly*, the students were capable of syntactically establishing the relationships between the N, NP, and AdjC as Antecedents and the N, NP, and PrepP as Postcedents along with their pro-forms. Accordingly, both provided meanings to their syntactic categories correctly. *Secondly*, they, however, violated the other syntactic relationships between the Adj, Adv, VP, EC, ES, DW, DWC, SCN/PCN as the Antecedents, and C1 *it*-extraposition and C2 as Postcedents and their pro-forms. The violations sourced from the students’ ignorance and naivety of repeating the unchanged words, phrases, clauses, sentences along with their insensitivity towards the co-text and context. In conclusion, the breakdowns of syntactically establishing the other eight Antecedents and two Postcedents within the produced written discourses strongly confirm that these should be critically taken into account in the ELT and learning’s programs along with integrating them with the other linguistic studies of the Binding Theory, Discourse Analysis of Anaphora and Cataphora, and Pragmatic Studies of Exophora, Endophora and indexicals.

## 1. INTRODUCTION

Why are “Antecedent and Postcedent”: A Syntactic Study of “Binding Theory (BT)” of the ABC’s Principles in the EFL Written Discourses?” The idea of proposing such a title strongly rested on four leading causes. *Firstly*, syntactically, the Antecedent and Postcedent have the immense roles in painting one’s written discourses. The most striking roles are both provide substantial meaning to the pro-forms/syntactic categories of Nouns (N), Noun Phrases (NP), Adjective (Adj), Adjective Phrase (AdjP), Adverb (Adv), Adverb Phrase (AdvP), Preposition (Prep), Prepositional Phrase (PrepP), Verb (V), Verb Phrase (VP), Entire Sentence (ES), Adjective Clause (AdjC), Clause (C<sub>1</sub>) *it*-extraposition, Clause (C<sub>1</sub>), Discontinuous Word

(DE), Discontinuous Word Combination (DWC), Singular/Plural Countable Noun (SCN/PCN) etc. The garnish itself serves as a modifier of recognising the entities of an object/person which/who is performing and acting upon something or which has existed previously or subsequently as in “the **few** who have finished delivering “*their*” speech may leave the class early.” Within this sentence, **few** serves as *plural indefinite* as Antecedent whereas “*their*” signifies the reference of possessive adjective of *limiting pronoun*. Similarly, the N., NP., Adj., Adv., Prep., C<sub>1</sub>., C<sub>2</sub>., etc coming after the personal pronouns are essentially called the Postcedent as in “after “*she*” read the short story, **Agnes** began writing down her executive summary” (Thewlis, 2000). This sentence designated that **Agnes** worked as the Postcedent of “*she*.” The fact

is that critical roles of Antecedent and Postcedent are, however, often overlooked within the produced compound, complex and or compound and complex sentences and the written discourses impinging on repeating the same pronouns or expressions. Ironically, most written discourses which are produced are almost at the levels of simple sentences so that their *contextual* (situational, cultural and interpersonal background contexts) and *co-textual* (the context of the text itself) roles are increasingly invisible, blurred, and disappeared (Cutting, 2002 p.8). The invisibilities can trigger the repetition of the same anaphora, Antecedent, and Postcedent surrounding the produced discourses and fire a gun of misinterpretation between a writer and a reader (as a text's analyst).

*Secondly*, from the standpoints of the text analysis and pragmatic studies of "reference," "co-text" consigns and hangs over the *linguistic materials* such as particular words, phrases, clauses, sentences, messages and other clues surrounding the discourses. Under the umbrella of the grammatical cohesions of exophoric, and endophoric references of anaphora and cataphora, substitution and ellipsis, the co-text (*co-textual context*) has the same basic work principles and goals as the Antecedent and Postcedent do, namely, describing the object or person who/which is performing a certain task/job. The principles assist a reader or a listener in determining and establishing the meanings of the utterances through the understanding of the *linguistic materials*. The co-text itself strongly highlights the roles of the endophora in referring to the *intratextual expressions* within the same discourses. A diminutive different from the Antecedent and Postcedent in grammatical or in syntactic studies, anaphora, *which links back to something that went before in the preceding text* and cataphora *which links forward to a referent in the text that follows*, purely refer to the pro-forms/syntactic categories of the N and NP whereas the Antecedent and Postcedent, which are defined as expressions of words, phrase, clauses and sentences, provide meanings to their pro-forms of not only N and NP but also Adj., AdjP., Adv., AdvP., Prep., PrepP., V., VP., ES., AjdC., C<sub>1</sub>, C<sub>1</sub>, DE., DWC., SCN/PCN etc. This explicates that the roles of the Antecedent and Postcedent within the discourses are broader than anaphora and cataphora. Anaphoric and cataphoric references, antecedent, and postcedent work side by side of describing the object/person carrying out a certain job.

*Thirdly*, another closely relating portion of the Antecedent and or Postcedent is exophoric reference. Exophora, as non-verbal expressions, critically points to the information inside the context or outside the co-text being led by the understanding of the situation, condition, atmosphere, genre, and the world of

knowledge in sending and delivering its messages. The exophora exists in the linguistic, situational, cultural, and interpersonal contexts which is linguistically characterised by the deictic markers (indexicals). The deictics themselves closely link to *anaphora*, *Antecedent* and *Postcedent* serving as providing the contextual information in relation to the speakers, the addressee, time, and place. Essentially, the indexicals are clustered into five domains, that is, Personal Deixis (I, you, we = N as anaphora); Spatial Deixis (there, here, this, that indicating Prep.p as Antecedent and or Postcedent); Temporal Deixis (now, today, yesterday, tomorrow); Social Deixis (showing participant roles and social status, i.e. John, The King and Queen, The poor, the Servant/Slave as Antecedent); and Discourse Deixis indicating the text deixis in encoding the utterances within the written discourses, i.e., by considering the elements of textuality such as substitution, ellipsis, reference of anaphora. These criteria serve as locating the utterances within the sequences of sentences or discourse (Renkema, 2004 p. 106-108; Cutting, 2002 p.10; Lyon, 1997 p. 377; Yule, 1996 p.9; Renkema, 1993 p.38; Levinson, 1983; Fillmore, 1997). Shortly, this, theoretically, signifies that the Reference, Antecedent, Postcedent, and Indexicals are highly critical of co-textually and contextually providing the decisive information about the speaker, the addressee, time, place, etc which ultimately impact on avoiding repetition, and, more importantly, shunning the writer and the reader (speaker and listener) from misinterpreting the discourses produced.

*Lastly*, the mention of the expected object/person co-textually and even contextually is essentially not only restricted to the classic principles of the endophoric references of the anaphora and cataphora referring back/forward to the N/NP exclusively. Such restricted mentions are narrower than Antecedent and Postcedent which are able to provide the clarity of information about the object/person (N/NP) and the other syntactic categories within the produced discourses. A linguist ever strictly explicated that the pronouns are the "dummy words" or *expletive* or *pleonastic pronoun* for endophora (anaphora and cataphora) which are merely exploited to meet the *syntactic requisite* without presenting an explicit meaning of the written discourses (Tesnière, 1969 p.86f; Crystal, 1999 p.20; Verhaar, 1995 p. 354; Renkema, 1993 p. 38; Cutting, 2002 p.10; Renkema, 2004 p.106-108; Radford, 2004 p.322). This study, under these four circumstances, aimed at diagnosing the EFL students' capability or incapability of establishing the syntactic relationships between Antecedent and Postcedent and their syntactic categories in their English written discourses. The proposed single research question was, "Given the

existing syntactic theory, what were the more sensitive particular critical issues being violated by the students when establishing the relationships between the Antecedent and Postcedent and their syntactic categories-based the “ABC’s Principles of Binding Theory” into their English written discourses?”

## 2. LITERATURE REVIEW

### ANTECEDENT AND POSTCEDENT: REVIEWS OF A SYNTACTIC STUDY OF ABC’S PRINCIPLES OF BINDING THEORY

Historically, “*Syntax*,” is carved up into two different Greek terms, namely, “*syn*” signifying “*together*,” and the “*taxis*” means “*an ordering*.” The lexis, which etymologically comes from the Ancient Greek, means “*coordination*.” It coordinates and governs the sentence structures in a given language like English. Linguistically, this kind of simple definition concretely contributes to establishing and setting the principles, rules, and processes of governing or putting the different categories of words together to construct the structures of the sentences or the textual units consisting of one or more words grammatically tied. The establishment and the set of such syntactic principles assist a writer produces communicative written discourses. The syntactic studies, therefore, encompass the “word order typology of the constituent order of a clause of a subject (V), predicate/verb (P/V) direct/indirect object (O); order of modifiers in a noun phrase (NP) such as demonstrative pronouns, possessive adjectives, numbers, adjuncts and adjectives; and order of adverbials” (Chomsky, 2002, p. 11; Comrie, 1981; Sakel, 2015 p. 61). The anaphora is a linguistic term linking to the Antecedent and pro-forms while the “*binding*” is the premier theoretical tenet of exploring the distinction between Antecedent and Postcedent. The details are as follows.

“*Binding*,” as linguistically defined, is the circulation of the elements of the anaphoric reference of pronouns and the other pro-forms of *pro-verbs*, *pro-adjectives*, *pro-adverbs*, *pro-prepositions*, *pro-prepositional phrases*, etc. As bindees for a man or binders for an object (living and unloving things), the personal pronouns contextually possess the Antecedent aiming at diagnosing the syntactic relationships –ways of putting words together in order to make sentences– which can take hold of between the given pronoun or noun and its own Antecedent or Postcedent as in “*Darrel* promised that *he* would come” vs. “*He* promised that *Darrel* would come.” Simply, this sentence explains that there is a distribution of the element of the anaphoric reference of pronoun between the Antecedent of “*Darrel*” and the pro-form of “*he*.” This reiterates that the second sentence is

unlikely if the personal pronoun of the subject “*he*” aimed at denoting “*Darrel*.” (Crystal, 1997 p.43). Shortly, in a historical trail of transformational grammar of Noam Chomsky, “*binding*” and *government theory* were born from the womb of a *syntactic theory* –grammatical arrangement of words in a sentence– and *phrase structure grammar* which strongly restricted in context-sensitive grammar or context-free grammar (Chomsky, 1993 and 1981), a term proposed by Chomsky for grammar was then opposed by other grammarians and syntacticians. The Government Theory is specifically assigned to establish the cases of the grammatical category of the eight parts of speech plus particles which then reproduce the grammatical function of words resulting in making or putting the phrases, clauses, sentences or discourses together (Allerton, 1979 p.150f; Lockwood, 2002 p.75ff). The “*Binding Theory*,” on the other hand, deals with the connection between pronouns and the expressions usually known as *co-referential*. Both are the first concepts built on the principles and parameters’ model of language and underlying the tenets of developing the minimalist program.

### *Binding Domains*

In general English linguistics, the three crucial conditions or principles of the established BT domains which are chiefly pertinent to the circulation of the pro-form of pronouns and nouns are, *firstly*, the condition/principle of Antecedent: *anaphora* which should be co-referential with the other nominal (their Antecedent) within the same sentences, the *reflexives pronouns* (re-talking about the subject of the sentence) and *intensive pronoun or self-intensifier* (re-stressing a noun/pronoun by reaching out and holding the area of its Antecedent to keep away from replicating the similar words) ending with *self* and *selves* as well as re-mentioning the previous named noun or pronoun, whose nominative forms of “*I*, *you* (singular), *he*, *she*, *it*, *one*, *we*, *you* (plural), are “*myself*, *yourself*, *himself*, *herself*, *itself*, *oneself*, *ourselves*, *yourselves*, and *themselves*.” Each has its own *reflexives and intensive* pronoun forms. Though using the same forms, the intensive pronoun or self-intensifier putting emphasis on an account serves as the adverbial/adnominal modifier (for example, *he* did it *himself* → *himself* is intensive pronoun or self-intensifier signifying that nobody else did it except *him* alone) whereas reflexives pronouns functions as the argument of a verb as in “*we* cook *ourselves* → *ourselves* acts as the argument role of the direct object.” The “*each other*, *one another*” etc are forms of the reciprocal pronouns as in the “sentence A: Keandra and Koyuki love *themselves* and the sentence B: Keandra and Koyuki love *each other*. The differences are the sentence A

(*reflexives pronoun*) is exercised when the subject strongly deal with "itself" → *themselves* while the sentence B (reciprocal pronoun of *each other*) is utilised when the subjects "Keandra and Koyuki" do the similar action relative to one another or show the same relation in performing the same things (Carnie, 2013; Leonardi, 2012 p. 40; Reuland et al, 2007 p. 260-283). Briefly, the anaphora of reflective and reciprocal pronouns are syntactically bound in their own areas or realms should be configurational or constituent commanded (c-command) and co-indexed with a DP (Determiner Phrase) within their own domain.

Secondly, syntactically, the condition/principle B: *personal pronouns* or *pronominal* merely signify the grammatical sense and principally correlates with the pronouns of, first-person as "I and we," second-person as "you" and third-persons as "he, she, it, and they." These pronouns receive and require dissimilar singular, and plural forms of pronouns; grammatical gender of its own Antecedent where "she" refers to female, "he" points to male whereas "it" signifies non-living things/objects or living things of unambiguous sexual category/characteristics. Hereinafter, another association of pronoun is a formality (familiarity) or it is closely related to the T-V distinction. This association –formality– is the form or expression of socio-linguistically addressing one's talk partners or friends, siblings, pets (particularly in the 2<sup>nd</sup>-persons) for various levels of social stratifications, politeness, courtesy, social distance, age, etc toward the addressees. The last associated pronominal is the "case." Grammatically, the case consists of nominative or subjective (marking the subject of a verb or predicate of a noun or an adjective), accusative (marking the direct object of transitive verb) and genitive cases (marking a word, modifying a noun, or signifying the attributive association with one noun to the other ones). The reflective such as "myself, herself, ourselves, oneself, etc; possessive adjectives such as my, your, their, etc; and possessive forms of yours, mine, its, theirs, etc are strongly associated with the personal pronouns. Syntactically, the first, second or third persons usually act as the Antecedents so as to keep away from replicating the same Antecedents as in "Marry ran away and her parents and brother could not find her (Marry is the Antecedent of her)." Another case in point is "After they are promoted as the managers of two commercial banks, her brothers, Darrel and Keandra, will be sworn in by the Finance Minister ("they" are the Antecedents of her brothers, Darrel and Keandra)." In this context, the *personal pronouns* or *pronominal* should be, therefore, free in their own domains. They must not be constituent commanded and co-indexed with a DP within their own domain (Gaynesford, 2006).

Thirdly, the **R-expression**, standing for "Referring expression," is the last principle C of the Binding Theory. The principle C is normally clustered into three categories, namely, noun phrases, anaphora and pronominal. These three categories of R-expression lay emphasis on names such as Darrel, Aswita, and the definite DP like tiger, Rose, etc. R-expression, therefore, should be unbound, must not be c-commanded and co-referenced (Trask, 1993; Crystal, 2008). However, in his theoretical and empirical explanations of the Government and Binding Theory, Chomsky critically discloses that the R-expression, which does deal with the analyses of anaphoric reference and pronominal, is the analysis of overt NP whereas John Lyons who discloses the *referent relations* closely relates it to the pragmatic studies. The determiners, pronouns, and proper nouns are critical parts of R-expressions. The R-expressions can refer to, first, the *NP of any structures* whose indispensable function is to mark for the definiteness of "the" and or the demonstrative adjective of "those" such as "the student" in sentence, "The student leaves for school early in the morning; or "The book in the school bag" in sentence, "The students put the books in the school bag. The second is the *NP substitution* of pronoun such as *it* in these sentences "it is very expensive; they in they left for school yesterday, etc. Such pronouns vary and they depend on their contexts or the speakers. Technically, the R-expressions, in fact, relate to the deictic elements. The last is proper noun/name linking the type of R-expression signified by the definite article for examples, "Ucok, Semarang, the Monas Tower, the Trio Macan, etc." Individual or specific reference, definite reference and indefinite reference, collective reference and distributive reference are different classes of reference relations (Cann, 1993; Kripke, 1980; Lyon, 1977; Saeed, 1997).

The three domains of Binding Theory of Principle A: Anaphor; Principle B: Pronominal; and Principle C: R-expression serve as to explicate the most potential syntactic affiliation between Antecedent and Postcedent and pronouns or other pro-forms of pronoun, *pro-verbs*, *pro-adjectives*, *pro-adverbs*, *pro-prepositions*, *pro-prepositional phrases*, etc by initially applying the basic standard definition or Reinhart's definition of the c-command or proposed by Tanya Reinhart in 1976 (Sportiche, Koopman, & Stabler, 2014 & 2013 p. 24 & 120; Carnie, 2002 p. 57; Lasnik, 1976 p.1-22). Shortly, the c-command signifies the closest (local) connection between the personal pronouns or other pro-forms and their Antecedents within the sentences/discourses. The c-command is as in the following cases in points. Firstly, sentence A: **She** said that **Rahayu** will be coming.

Sentence B: **Her** brother said that **Rahayu** will be coming. The “*She*” does not point to “Rahayu.” In fact, the BT, however, explicates that *she* c-commands *Rahayu* whilst the “*her*” fails to c-command *Rahayu* in sentence B. The “*her*” and *Rahayu* probably co-refer as *her brother* and this is probably *Rahayu’s brother*. Unfortunately, the pronominal “*her*” fail to c-command the R-expression of *Rahayu* as the sister of DP (*her*) is the NP governing/dominating the terminal node (*brother*) and not the terminal node of *Rahayu*. It can be seen that the pronoun is free in its domain. This is the condition B of Binding Theory.

Secondly, **Keandra** talked about **himself**. The anaphora of “*himself*” is bound by its domain *Keandra*. The “*himself*,” therefore, is co-referenced with the Antecedent “*Keandra*.” The “*himself*” is c-commanded by the Antecedent “*Keandra*.” This means that the sister of the DP (*Keandra*) should dominate the DP (*himself*). The “*himself*” is the subject to the condition A of Binding Theory. The sentence, “**Keandra** talked about **himself**,” however, violates the principle C because this principle of the R-expression is essentially free, not bound. To obey the condition C, the writer is required to change the R-expression *himself* to another one such as *sexual scandals amongst politician* as in “**Keandra** talked about *sexual scandals amongst politician*.” Structurally, the R-expression “*Keandra*” is not c-commanded by any Antecedent DP. Lastly, the sentence 1: “the compliment for **Darrel** normally gratifies **him**.” The sentence 2: “the compliment for **each member** normally gratifies **them**.” These two sentences show the differences. Although the sentence 1 is correct grammatically, *Darrel* which represents an R-expression fails to c-command the *him*. By contrast, the sentence 2 is incorrect grammatically because *each member* does not link to the “*them*.” Lastly, the sentence 3 is “Aswita does **not** buy *any* bag.” The sentence 4 is “*Anyone* does **not** buy a bag.” The licenser of “**not**” in this sentence (see sentence 3) c-commands the NPI *any* whereas the licenser *anyone* in sentence 4 does not c-command the NPT *not buy a bag* because the NPI *anyone* does not link to the “*not*.” The “*Any*” in *not buy any* book shows the negative phrasal relationship and dominates NPI “*any*.”

### Antecedent and Postcedent

A series of brief explanations of the relationships between the Binding Theory and the Antecedent as well as Postcedent signify that the *syntactic categories can act as the Antecedent to the various pro-forms*. The Antecedent, as it is defined, is the linguistic expressions such as words, phrases, clauses or sentences giving the explanation for the second expression along with providing meaning of its own or

it is the object or the person which is identical with the one s/he has mentioned, referred back to, pointed to, or talked about but previously existed. The Postcedent (which is interpreted as “*after/behind*”), on the other hand, describes the object or the person after mentioning the pronouns or other pro-forms of Adj, Adv, V and sentence. The different types of Pronouns replace the N and NP with or without the determiner; the Pro-Adj replaces the Adj or the AdjP serving as the Adj such as “*so*.” The Pro-Adv replaces the Adv/AdvP serving as the Adv such as ‘*how, like that*.’ The Pro-PrepP replaces the Prep/PrepP acting as the Prep/PrepP such as ‘*when, there*.’ The Pro-V replaces the V/VP acting as the V/VP such as ‘*do/does*.’ The Pro-Sentence replaces the entire sentences or clauses or the sub-sentences such as ‘*which/who*’ (Rödl, 2012 p.22-25). The pro-form is stereotyped by the pronoun whereas the Antecedent or Postcedent is labelled by N/NP. For more details, the followings are the cases in point of both Antecedent as well as Postcedent. The selected words or phrases boldface are pro-forms and the underlined ones are their Antecedent.

- a. Darrel explicated **he** is fond of eating Pecel Lele (Darrel (N) as the A of the personal pronoun of **he**).
- b. My beautiful girl prefers swimming to jogging. **She** invites her friends to swim every Saturday (NP as the A).
- c. Keandra is very happy, and **so** is Darrel (Adj. as the A).
- d. She had landed in the evening **when** the protesters clash with the police (PrepP as the A).
- e. Shanty teaches in the open space. All students flock **there** (PrepP as the A).
- f. The president detailed the scandals very bluntly. The public expected it **like that** as well (Adv as the A).
- g. Gamara presented clearly, but Gabute did not **do the same** (VP as the A).
- h. Gamasi eats chocolates all the time, **which** all understand about (entire clause as the A).
- i. The senators failed to pass the graft bill. **This** discourages the constituents to vote (ES as the A).
- j. Everyone shouted who asked for help. **He** suffered a lot (DW as the A).
- k. The ideas have been examined by Darrel, but Keandra will not **do it** (DWC as the A).
- l. The man, who crossed the street, is my father (adj. clause as the A).
- m. If she borrows one, there is **a pen** in my bag (singular countable noun/Scn as the A).

These instances indicate that the syntactic category can factually act as the Antecedent to a pro-form, whereby the pro-forms themselves are a diverse bunch. Hereinafter, the followings are the illustrative examples of Postcedent.

- a. When **she** has been here, my mother will take Aswita for a walk (N as the Post).
- b. In **his** new car, my buddy always drives the entire day (NP as the Post).
- c. I suggested **it** to her that I will leave for later than planned (clause/C<sub>1</sub> as the Post. This is the example of *it*-extraposition).
- d. My sons have been **there**, at the airport (prepositional phrase as the Post).
- e. Darrel has tried to drive **afterwards** before the car engine was repaired (clause/C<sub>2</sub> as the Post).

In practise, the Postcedent is infrequently used and hardly ever compared it to the Antecedent. The differences between them are habitually discounted seeing that the Antecedent has grammatically and syntactically represented to refer back to the object/person or to stand for both. This obscurity makes most foreign students and language teachers baffled and befuddled and they, therefore, prefer to use a popular term in re-mentioning to something or someone that is "...refer(s) back to..." The mystification is not the barometer of measuring the debate if referring back to the final destination (purpose) of this study, however.

### Generic Antecedent

The Generic Antecedent is a grammatical, syntactic, textual, and or pragmatic *reference* being isolated in the teaching of English so far but it is still heavily exploited in everyday written/spoken discourses. In essence, the Generic Antecedent represents the general, unknown, and even irrelevant classes of the genders and this usually generalises the unidentified and mysterious objects or persons in everyday interactions. Besides, it is specifically widespread in formal and informal discourses. The generalisation in the Generic Antecedent serves as to hide the object or the one's identity from view, for examples (Antecedent is in boldface and the referring pronoun/anaphora is in italics and underlines), "the **speakers** violated their own orders," or "the **farmer** who works hard to grow chillies lose continuously." The generalisations (only a small part of the examples appearing here, of the lexis of the "**speakers**" and "**farmer**") remain a subject of substantial heated discussions (clash of ideas) because the GA in these sentences are unclear who are the "*speakers* and *farmer*" meant here and it, therefore, the Generic Antecedent is often exercised in "generalising something or politically tricking someone and blurring something (Balhorn, 2004 p.79-104; Editors of the American Heritage Dictionaries, 1996)."

### Gender in English

More previously described Antecedent or Postcedent points to either specific or generic object/objects such as angler than a man/woman did. The single pronoun, therefore, which is appropriate to refer back to the *thing/things*, is "*it* ↔ *it* or *they* ↔ *them*" and this is trouble-free to understand. In contrast, when Antecedent or Postcedent signifies particular individual whose gender is hence identified, the correct referring pronoun is either *he* or *she*. It depends on the one's gender. The pronoun "*they*" is exercised in referring to the generic and plural A. This is not tricky as the pro-form of *they* is not specific gender. Other than, the intricacy occurs when taking a singular pronoun to point to a single and unspecified person whose gender is changeable. The reference is equally to a hypothetical or imaginary male or female. As a result, it leads to the misinterpretation of the role of the stereotyped gender. Such a condition leads to the storm of the debate in English as in "**a doctor** must ensure that he gets enough breaks or a **manager** must treat her employees well." These cases in point designate that either speaker/writer or listener/reader means that all doctors are female or all managers are male. The vagueness, conversely, comes when a listener/reader has dissimilar understanding in interpreting the speaker/writer's specific intention. It must be well realised that all languages communicated around the world use words either in *making distinction* such as (case in point in making distinction) "my brother say..., but my sister states..." or *constructing generalisation* such as (examples of generalisation) my siblings say..., or any/every student believes... ( Foertsch & Gernsbacher, 1997 p.106-111).

The choice of pronoun to re-mention to the generic, generalised singular Antecedent amongst the English speakers/writers has become conflict-ridden such as *any teacher*, or *every nurse* (it is difficult to identify its own gender whether *he* or *she*) whereas the plural generic Antecedent as *teachers* or *nurses* may be pointed to "*they*" as plural pronoun. The "*they*" is known as the gender-unspecific whilst *she* or *he* is the gender-specific. The followings are the cases in point of the *accepted*, *declined*, and *unworkable* English gender constructions (Wagner, 2004).

- a. All **people**<sub>A</sub> rejected the bills. As result, they<sup>pronoun</sup> were laid off (It is **acceptable** as all people is plural).
- b. All **people**<sub>A</sub> rejected the bills. As result, he<sup>pronoun</sup> was laid off (it is **unacceptable** as all people is the expected A of *he* while *he* is the singular pronoun which cannot become a plural A).
- c. Each **one**<sub>A</sub> comes late. She<sup>pronoun</sup> is punished, therefore (this is **declined** as reader/listener

- questions whether *she* is generic or a member of all female?).
- d. Each **one<sub>A</sub>** comes late. *They*<sup>pronoun</sup> are punished, therefore (it is **unacceptable** as it refers to the modern writing styles).
  - e. Each **one<sub>A</sub>** comes late. *She or he*<sup>pronoun</sup> is punished, therefore (it is **numb** but recommended by Chicago Manual of Style).
  - f. When a **person<sub>A</sub>** gets sick, *he*<sup>pronoun</sup> may take a rest (this is **disputed** as he is specific or generic).

The ways-out of opposing the stereotyped role of the gender is, first, to employ the pronoun contradictory to the desired gender such as "a **manager** must treat "*his*" employees." The last is to build the Antecedent plural then entails the use of the plural pronoun which may not be gender-specific as is "**managers** must treat "*their*" employees." The other approaches of going up against the stereotypes are to apply the male pronoun as the gender-neutral pronoun; employ both pronouns together; draw on another pronoun instead; discover a new pronoun; exchange male and female forms; exploit the female pronoun instead; rearticulate the sentence to evade the need for a pronoun; circumvent the pronoun by repeating the noun it substitutes; utilize the plural (Quinion, 2002).

### 3. METHODOLOGY

This study entailed the case study research design. The authors were placed as the key instruments whereas the number of small group of English Department students (n=32; one classroom) was the selected research participants of the purposive sampling individuals being observed whose written transcripts were qualitatively exploited as the premier sources of the data. The data sourced from the students' weekly written tasks in one even semester. The 1967 Corder's *clinical elicitation* was a technique of obtaining the data where each individual was required to write an English composition. As the multiple ones, not a single approach, observation, the protocols or transcript analysis, and interviews were the techniques of searching and collecting the desired samples of the data. The holistic or coding procedures of Error Analysis (EA) were, on the contrary, exercised in

analysing the data. The collected data were then, identified, described, explained and re-examined (evaluated/corrected) to draw a conclusion.

The steps of reassessing the data were to break them into two portions of Antecedent and Postcedent; searching their un-syntactic (ungrammatical) relationships between the pro-forms and their Antecedent and Postcedent and identifying and categorising their specific functions. These stages aided the author to disclose the more sensitive problematic issues being faced by the students in applying the basic ABC's principles of the Antecedent and Postcedent into their written discourses. The credibility or internal validity, Transferability or external validity, Auditability or Dependability (reliability), Confirmability or naturality and objectivity were steps of testing validity and reliability of the data. These four kinds of (qualitatively) testing the validity and reliability of the data aim at achieving the more trusted and valid estimation of the qualitative outcome for specific constructs (the observed research participants were required to comment on the draft of the case study report (Baskarada, 2014; Yin, 2013; Mills, Durepos, Wiebe, 2010; *Baxter & Jack, 2008*; Fraenkel, & Wallen, 2009; Sugiyono, 2007; Gomm, Hammersley, & Foster, 2000). This research and its completion lasted for six months or one semester. Politeknik Negeri Padang was the locus of undertaking this study.

### 4. RESULTS AND DISCUSSION

The results of the study were shortly summarized in the following charts based on, *firstly*, the Antecedent providing meaning to the pro-forms of the N, NP, Adj, PrepP, Adv, VP, ES, DW, DCW, AdjC, SCN/PCN, and *secondly*, the Postcedent which can give meaning to the pro-forms/syntactic categories of the N, NP, C<sub>1</sub> *it-extraposition*, PrepP and C<sub>2</sub>. The authors only took one sample sentence of each case in point of the Antecedent and Postcedent, and pro-forms clearly violating the ABC's Principle of the Binding Theory or disobeying the un-syntactic relationships between the Antecedent and Postcedent and their pro-forms.

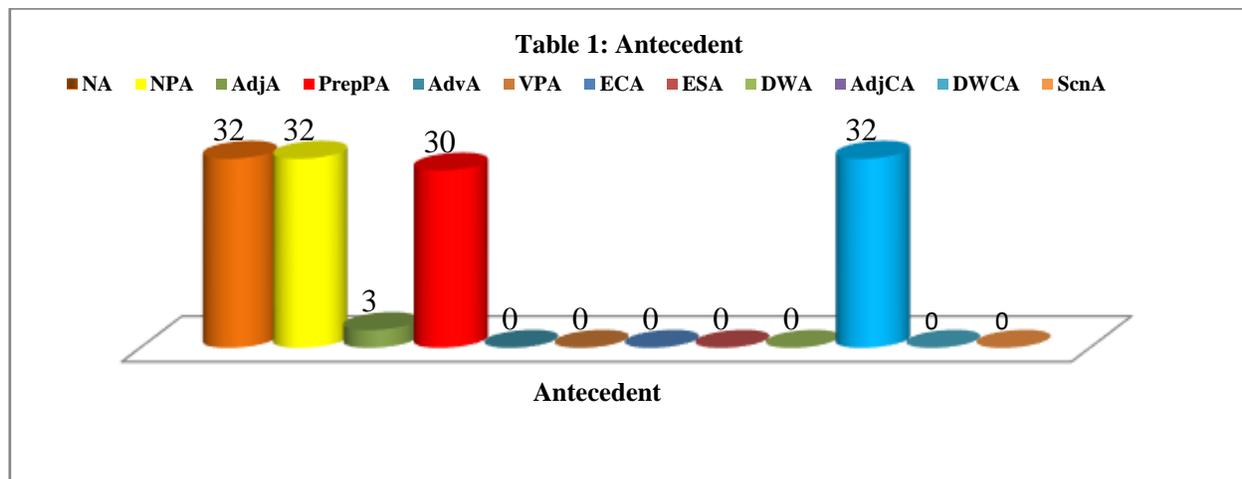


Table 1 indicated that, *firstly*, the N and NP were successfully bound. Majority of the 32 students in their written discourses of English compositions were capable of grammatically and syntactically binding between the Antecedent and pro-forms of N and NP as in "...the *students* questioned the results of the *general election*. As a result, *they* reject *it*..." and "...*The heartless spreaders of hoaxes* have been arrested. *They* were interrogated for 7 hours by the authorities..." The 'students,' 'general election' and 'the heartless spreaders of hoaxes' were c-commanded and co-indexed by both 'they' and 'it' with the DPs within their own governing categories/domains. In the in-depth analyses, the author did not discover any various violations towards the "Antecedent" principle of the BT. This meant that the personal pronouns (anaphora) of "I, she, they, etc"; reflexives pronouns of "yourself,

herself, themselves, etc" and reciprocal pronouns of "one another or each other" have been grammatically bound (c-commanded and co-indexed) with the DPs within their own clauses. The *students*, *the heartless spreaders of hoaxes*, and *the general election* are the syntactic categories of pro-forms of the N and NP as Antecedent of 'they' and 'it' respectively. Each Antecedent provided its meaning to the desired pre-forms of N and NP. Unfortunately, when confirmed whether they consciously placed these syntactic categories serving as the Antecedent to the pro-forms. The answer of the students was that they were unconscious and did not precisely understand that, for example, "*the students*" were (bound by) the Antecedent of "*they*." In the interview sessions, they disclosed that they just understood that *students* referred back to *they* or vice versa. The relationship between *the students* and *they* were established naturally without being interfered with grammatical/syntactic understanding. The term

Antecedent was just recognised when they were involved in this study.

*Secondly*, the pro-form of "so" which specifically serves as the adjective in this context were hardly found in the students' written discourses. The reasons for avoiding "so" were due to having or performing multiple functions such as expressing the degree of an adverb, modifying Adj. and Adv., substitution, being used for emphasis, showing exclamations, is a part of FANBOYS conjunctions, and logical consequences (cause and effect), signifying inversion, showing agreements with positive (using *so and too*) and or negative (using *neither and either*) statements (elliptical constructions) whose meanings are strongly identical with "*also*", etc (Swan, 1997).

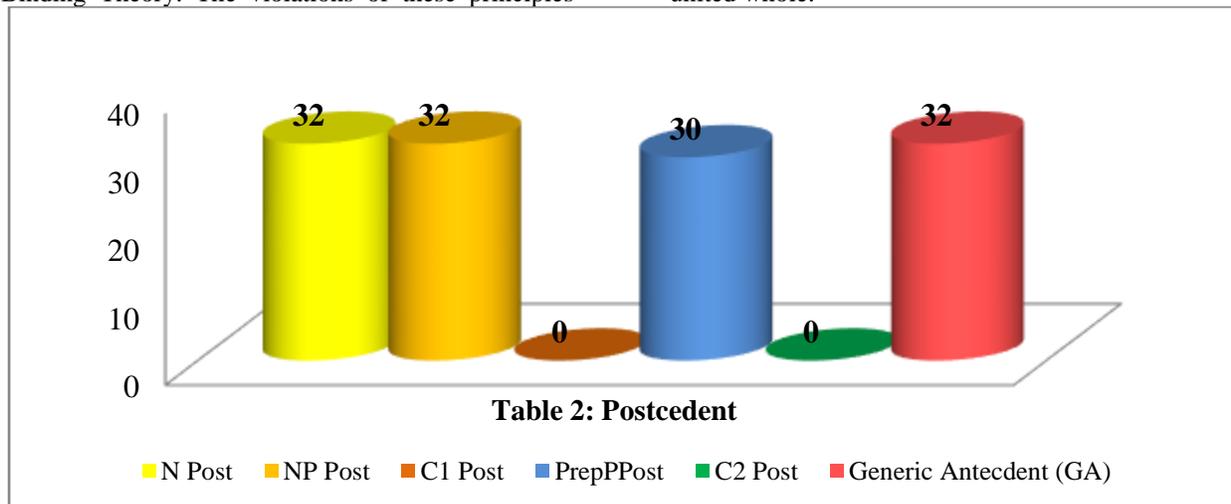
The last was the students expressed that they did not think that the "so" could serve as the adjective of an Antecedent. As a result, 29 out of 32 failed to grammatically establish the correct elliptical constructions of *so*, *too*, *neither*, or *either* and these led them to frequently repeat the same ideas within the clauses as in "*Marry and Robby applied for jobs at a private bank and I also applied for jobs at a private bank.*" The repetition can be avoided by using the principles of elliptical constructions as in "*Marry and Robby applied for jobs at a private bank, and I did too or so did I.*" From the negative statement of "*Maidul does not march through the capital today and also we do not march through the capital today*" can be altered to the correct elliptical negative statement construction of "*Maidul does not march through the capital today, and we do not either or neither do we.*" These patterns "Subject + auxiliary + too; so + auxiliary+ Subject; subject + auxiliary + not either and neither + auxiliary + subject avoid the writer to not repeat the same ideas within the clauses.

*Thirdly*, the cases in point found were the students were capable of correctly-syntactically establishing,

first, the prepositional phrase as the A as in "...he has surrendered to the KPK, the anti-graft commission the day before yesterday before the students rally their own supporters for a fight against corruption." The second was they were able to show grammatical relationship between the pro-form of prepositional phrases and their As as in "...the president had been outside the office. All the ministers herded **there**." The third was the correct adjective clauses as A was successfully bound as in "the officer who confiscated the illegal goods at the airport received a promotion." The last success was the correct construction of entire clause as the A as in "Qodri practises English all the time, **which** all are surprisingly amazed to see." Syntactically, the day before yesterday, outside the office, the officer, and outside the office are grammatically bound (co-commended and co-indexed) by the **before**, **there**, **who**, and **which** respectively. Empirically, "the correct grammaticalities of these written discourses were due to two aspects, namely, experience of learning grammar and the last one was happening naturally," disclosed the students. The grammatical veracity of these written discourses is inversely proportional to students' recognition designating that they in truth did not understand the basic concepts of A that binds or provides meaning to their pro-forms.

In contrast, the Adj, Adv, VP, ES DW, DWC, AdjC, and SCN were identified to establish the un-syntactic relationship between A and their pro-forms and these, of course, have violated the ABC's principles of the Binding Theory. The violations of these principles

were due to "repeating" the same ideas within a sentence/clause as in "Adjective as Antecedent: Brian was corrupted and (\*Rimbo was corrupted)  $\sqrt{\text{so}}$  was Rimbo," "Adverb as Antecedent: The driver drove it very fast. The passengers, therefore, disliked it being driven (\***very fast**)  $\sqrt{\text{like that}}$ ," "VPA: In spite of their order, John does go out in the snowfall and Brian (\***does go out in the snowstorm as well**)  $\sqrt{\text{does the same}}$ ," "ESA: Politicians corrupted again. (\***The corrupted politicians**)  $\sqrt{\text{This}}$  make people angry)," "ECA: Politicians criticise the government's performance every time(\*) ( $\sqrt{\text{which}}$ ) The government has understood it," "DWA: The poor yell repeatedly who care for giving a spoon of rice. (\***I am**) ( $\sqrt{\text{s/he is}}$ ) starving." "DWCA: The graft cases had been examined by \*them ( $\sqrt{\text{Martin}}$ ). But \*she ( $\sqrt{\text{Shantyo}}$ ) rejected to **examine the graft cases** ( $\sqrt{\text{Shantyo}}$  rejected to **do it**)," "AdjCA: \*The culprit was a former of governor. She corrupted the state budget ( $\sqrt{\text{the culprit who}}$  corrupted the state budget was a former of governor)," "ScnA: Let's vote for \*the honest DPR members ( $\sqrt{\text{the ones}}$ ). There **the honest DPR members** will help the people fight against the injustice (this sentence is Plural countable noun/PCN as Antecedent)." The results of this analysis confirm that the students failed to play the roles of the Antecedent and Postcedent in providing meaning to some of the syntactic categories/pro-forms in their English discourses. Accordingly, they often repeated the same ideas within the sentence and the discourses, therefore, did not make senses. All the ideas did not fit together well so that the discourses failed to form a united whole.



Similarly, the students were only able to establish the relationship between Postcedents and pro-forms of personal pronoun/anaphora of the N, NP and PrepP. The author failed to find the ungrammaticality of the students' utterances in their English written discourses as in these cases in point "...because **they** failed to

show performance while serving as a member of the legislative assembly, Arododo and Zaratina (*pseudonym names*) were not re-elected in this election...(N as Postcedent)"; "in **their** new positions, the Members of the House of Representatives are expected to be able to produce quality laws that are beneficial to their people (N as Postcedents)" and "the

anti-corruption commission is **there, at the state budget office.**" The other two forms of clause<sub>1</sub> as Postcedents of *it*-extraposition and clause<sub>2</sub> as Postcedents failed to build the syntacticity of the statements (whereas some violated ABC's principles of BT), nonetheless. The absence of the C<sub>1</sub> and C<sub>2</sub> as Postcedents occurred naturally and second, theoretically, Postcedents have not been clearly detailed or introduced in the English grammar class or other English classes. Similar to Antecedent, the term Postcedent is still strongly mysterious beforehand, said the students in the interview session. Unexpectedly, the Generic Antecedent garnished the English written discourses of the students as illustrated in table 2. The identified Generic Antecedent was a lot of, for examples, *drivers, students, Member of House, who/which, writer*, (without referring back to their pronouns) etc and this indicated that the students were indirectly capable of generalising something, a person or a situation.

Unconsciously, the frequent uses of the Generic Antecedent in those written discourses they produced, hypothetically, stoutly divulge in *generalisation* which often appears in abstracts, theories or strategic discourses. Historically, in the 1970s, the Generic Antecedent was the forerunner of a tough debate in the English language due to containing a political building block/politicisation (Houghton Mifflin Company, 1996). The debate arose because the writer/speaker did not seem to directly refer back to the target audience talked about. This made people became increasingly bamboozled to guess/identify who and what was said.

In conjunction with the Binding Theory, the students were seen capable of binding the syntacticity of their written discourses. They were successful in applying the Principle Antecedent, Principle B and Principle C into their English written discourses. There were not found such examples of 1. \**Jane loves her*; 2. *√Jane loves herself*; 3. \**Herself loves Jane*; 4. \**Jane loves Jane*. Theoretically, Principle A, Pronoun/anaphora and reflexive reciprocal pronouns should be bound as sentence 2 though it is rarely heard, but it is grammatically correct. The pronoun should be free within its category and the sentence 1, therefore, violates Principles B. The R/referential-expression, i.e., snake, Jane, has to be free because the R-expression independently points to the world entities as long as it is logic and related to each other. In sentence 4, Jane binds the second (Jane) and disobeying Principle C. Essentially, Binding Theory serves as to explicate the ungrammaticality of one's written utterances. The repetitions of Antecedent and Postcedent, as found in these written discourses, have not yet been clearly-theoretically confirmed as violating the ABC's Condition of the Binding Theory.

Such repetitions may lead to the "*redundancy*," replicating the equivalent ideas/items of information within written/spoken discourses. Such a definition also sticks to pleonasm and tautology (Nordquist, 2019).

## 5. PEDAGOGICAL IMPLICATION FOR THE EFL CONTEXT

The implication for language teaching is to hunt for the advantages of these unsyntacticalities of establishing the relationships between Antecedent and Postcedent and their syntactic categories within the students' written discourses. Essentially, the written discourses are not only built on the pure grammatical rules as happened so far but also extensively constructed and developed throughout the areas of the syntactic rules, discourse analysis and pragmatic studies. As a response to the ungrammaticalities of the students' written discourses, the students, therefore, are coached to syntactically put the Antecedent and Postcedent together to provide meanings to various platforms of the pro-forms; to pragmatically or contextually building the exophoric and endophoric references, personal, spatial, social and discourse indexicals or discourse markers and, in discourse analysis, to diagnose the anaphoric and cataphoric references beyond the sentences within the discourses. The integration of these four linguistic branches aids the students to present co-textual and contextual information about whom the Antecedent and Postcedent providing meaning to different pro-forms are within the discourses produced.

## 6. CONCLUSION

The results of this study and discussion, *firstly*, strongly confirm that, if deeply detailing the word count's statistics, most students were capable of producing more than 3500 words, 1250 phrases, 945 more sentences/clauses and 10 to 15 paragraph (each paragraph consists of 8 to 10 sentences) but were incapable of grammatically and syntactically producing the Adj, Adv, VP, EC, ES, DW, DWC, SCN as Antecedents and C<sub>1</sub> *it*-extraposition, C<sub>2</sub> as Postcedents in their English written discourses although they were identified to successfully establish the syntactic relationships between the N, NP, AdjC as Antecedents; the N, NP, PrepP as Postcedents and Generic Antecedent and their syntactic categories of different types of personal pronouns (she, me, their, ours, himself, themselves, this those, one/ones, w-h interrogative pronouns and relative pronoun or adjective clause of which, who, that, whose and demonstrative pronoun of 'there' indicating adverb of place or far in time. Repetitions were, conversely, the premier sources of the breakdowns of establishing syntactic linking between Antecedent and Postcedent

and pro-forms. Startlingly, the ABC's principles were well bound.

Secondly, the success occurs naturally or in the concept of Noam Chomsky refers to the Universal Grammar as the basic postulate of a certain set of grammatical rules of an innate to human (Chomsky, 2007) and coupled with the grammatical knowledge acquired in the Grammar classes where an EFL teacher would rather (simplify to) use the well-liked and fashionable term of "reference" (as in ...refers back to...) in re-explaining to an earlier or subsequent object or person than Antecedent and Postcedent. Besides, some articulated that the *reference* linking to the semantic relations and strictly sticking to the study of grammatical cohesion, is simpler, more understandable, extensively applicable and acceptable for language teachers to teach and for students to learn than "Antecedent and Postcedent." On the contrary, the breakdowns of establishing the syntactic relationships between Adj, Adv, VP, EC, ES, DW, DWC, SCN/PCN as Antecedents and C<sub>1</sub> *it*-extraposition, C<sub>2</sub> as Postcedents and their syntactic categories sourced from the naïve English instructional programs which hardly seriously take them (A and Post) into account in the English classes. The Antecedent and Postcedent are, if truth be told, taken into account, the students will extensively acquire the well-established cross-linguistic knowledge of not only Grammar but also Syntax, Discourse Analysis and Pragmatics. The ad infinitum use of the term "reference" is, in truth, not on the blink, faulty. Nonetheless, the ignorance of instructing the Antecedent and Postcedent have a titanic impact on the students' text analysis, syntactic, discourse analysis, and pragmatic knowledge of English comprehensively. Finally, the students only recognized and were capable of disclosing to the grammatical/syntactic relationships between the N, NP, AdjC and PrepP as Antecedent and Postcedent and pronouns within the written discourses. They, at the same time, flop to establish the affiliations between Adj, Adv, VP, EC, ES, DW, DWC, SCN/PCN as Antecedents and C<sub>1</sub> *it*-extraposition, C<sub>2</sub> as Postcedents and their syntactic categories.

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