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SYSTEMIC LINGUISTICS AND THE GRAMMAR OF THE TEXT

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A C K N O W L E D G E M E N T

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ABSTRACT

This dissertation is concerned with the interrelation between the study of grammar and the study of the text as unit of communication. Our experience with the teaching of text analysis in the third grade has showed that the study of the text based on traditional grammar does not integrate with functional approaches to text analysis. This kind of incongruency has been leading learners to think that the study of grammar is a distinct aspect of language, not related to the text as unit of communication. Against this context of situation it was decided to review how Systemic Linguistics describes language. The preference for Systemic Linguistics is due to the fact that it is a theory of language in use and as such it regards the text as the basic unit of communication. In this sense the linguistic component is described in the light of what happens in the text. The expected outcome of this pursuit is to achieve three major objectives:

- i) to review how Systemic Linguistics describes the linguistic component as a whole;
- ii) to review how Systemic Linguistics describes the grammatical level of the Linguistic Component;
- iii) to explicit the linguistic factors which explains the 'whys' of the gap between the study of grammar and the

study of the text as unit of communication, and explain why a functional grammar may be served as efficient basis for the study of text analysis. These objectives orient the following methodology: firstly it reviews how Systemic Linguistics describes the linguistic component as a whole, that is what the different levels of language in a systemic perspective are; secondly it reviews how Systemic Linguistics describes the grammatical component and how it interrelates grammatical structures with the other levels of the linguistic component, and specially how the grammatical structures express communicative functions; thirdly, in the light of a Systemic view of language, it fulfils the third objective described above. By understanding how a functional theory of language describes the linguistic component it was possible to perceive some of the linguistic aspects of the study of grammar which makes it coheres eith the study of the text as unit of communication. As showed in the last part of this work, the incongruencies between the study of grammar and the study of the text as a communicative unit is a consequence of the incompatibility between the sintagmatic and the paradigmatic perspectives of the text. It is commonly agreed that both perspectives exist in language. A functional grammar interrelates both perspectives but gives more weight to the paradigmatic dimension of the text.

RESUMO

Esta dissertação trata da inter-relação entre o estudo da gramática e o estudo do texto como entidade comunicativa. Nossa experiência com o ensino de análise de texto no terceiro grau tem demonstrado que o estudo do texto baseado na gramática tradicional não se integra com as abordagens funcionais de compreensão de texto, ou seja, o estudo da gramática nos moldes tradicionais não engendra a habilidade de compreensão e produção de texto. Acredita-se que este tipo de incongruência leva o aluno a pensar que o estudo da gramática é um aspecto distinto do da língua, não integrada ao texto como unidade de comunicação. Considerando este contexto, decidimos revisar a Linguística Sistemica. A preferência por esta teoria deve-se ao fato de que ela é uma teoria de língua em uso, como tal aborda o texto como unidade básica de comunicação e descreve o componente lingüístico à luz do que acontece no texto. A revisão da Linguística Sistemica, visa à realização de três objetivos:

- i) verificar como a Linguística Sistemica descreve o componente lingüístico como um todo, isto é, quais são os níveis do componente lingüístico;
- ii) verificar de forma mais detalhada como a Linguística Sistemica descreve o componente gramatical;
- iii) à luz da Linguística Sistemica, ressaltar os 'porquês' da incompatibilidade entre o estudo da gra-

mática e as abordagens funcionais de compreensão de texto, e explicar as vantagens de se usar uma gramática funcional como base para compreensão de texto. Esses três objetivos determinam a organização do trabalho que será sub-dividido em três partes: i) revisão da descrição do componente lingüístico como um todo; ii) revisão do componente gramatical e aplicação da gramática à análise de três textos; iii) com base na descrição sistêmica da língua, abordagem sobre os aspectos lingüísticos que explicam os 'porquês' da incompatibilidade entre o estudo da gramática e as abordagens funcionais de texto, e explicação das características lingüísticas que fazem a gramática funcional tornar-se base eficiente para a análise de texto.

Através da compreensão da Lingüística Sistêmica foi possível perceber e explicitar porque o estudo da gramática pode muitas vezes ser incompatível com as abordagens funcionais de texto. O fator principal é que a teoria de língua que subjaz na gramática tradicional é, muitas vezes, incompatível com as teorias de língua que subjazem nas abordagens funcionais de texto. Em termos gerais, a conclusão a que se chega é que a incompatibilidade entre a gramática tradicional e as abordagens funcionais de texto é consequência da incompatibilidade entre uma perspectiva especificamente sintagmática da gramática tradicional e a característica paradigmática do texto. Como se explica na última parte do trabalho, a perspectiva paradigmática orienta a configuração do sistema lingüístico como um todo, assim sendo,

as abordagens que trabalham nos diferentes níveis lingüísticos e com diferentes unidades hierárquicas devem também seguir esta perspectiva, é a dimensão paradigmática que leva a descrição de um texto ao nível de seu conteúdo.

1. INTRODUCTION

1.1 Rationale

This work grew out of our academic concern with the study of the text in the pedagogical context, more precisely in the third grade. Our experience with the teaching of text analysis has showed that although the study of the text is part of very early stages of academic life of the individual, it is far from being a conquered battle in the third grade. It may be said that a representative number of students do not know how to interpret and produce texts. The reasons may be linguistic, sociological, psychological and so forth, but again our experience has showed that part of the problem is without doubt related basically to the linguistic aspect of the study of the text. The present work is concerned with only one of the linguistic aspects of the problem and our hypothesis is that the study of the text as form is not compatible with the study of the text as unit of communication. In the course of studying many disciplines in his academic life, the learner is exposed to the study of language from different perspectives, and some of them are concerned with the study of grammar via decontextualized stretches of language. The result is that the study of grammar seems to be a distinct aspect of language, not

related to the text as unit of communication.

This dissertation does not aim at finding a once and for all solution for the case, for within the level of form the text embodies a great deal of features to be tackled. The specific aspect we are concerned with is the relation between the text as 'wording' and the text as unit of communication. Against the above background the avowed aim of this work is:

- i) to review a theory of language in use;
- ii) to investigate how the theory describes the grammar of the text at the clause level;
- iii) in the light of the theory reviewed:
 - to point at some linguistic factors which explain the lack of integration between the study of grammar and the study of text as a communicative entity,
 - to explain why a functional grammar may be an efficient base to text analysis via different kinds of linguistic approaches,
 - and finally to give a general comment on the dissertation as an academic achievement.

The achievement of this task will have the following methodology:

- i) review the theory, to see how it describes the linguistic component;
- ii) review the theory with regard to the way it describes the grammar of the clause, application of the theory to the description of the grammar of the text

clause of three texts and a brief description of how the theory describes the group;

- iii) comment on the theory as a whole, on the text as the actualization of the linguistic system (in this case other levels of text will be mentioned) and fulfilment of the third objective described above.

The review will be restricted to Systemic Linguistics line of thought developed by Michael M. A. K. Halliday. The dissertation will start with the assumption that the reader has a general knowledge of the organization of language as a system. Some concepts are to be clarified in the course of this work, but for further information the reader should refer to Berry's An Introduction to Systemic Linguistics¹.

The major reasons for having chosen Systemic Linguistics are:

- the theory is concerned with the communicative aspect of language, in this sense it is a functional theory of language;
- the communicative aspect of language is described in the light of what happens between people in communicative events, and in this context, the text is regarded as the basic unit of communication, therefore Systemic Linguistics is a theory of language in use;

¹BERRY, Margaret. An Introduction to Systemic Linguistics. B.T. Batsford LTD. London. 1975. 209p.

- the theory uses 'parole' to shed light on 'langue' and vice-versa, but it is in the light of what happens in the text that the theory gets criteria to describe the linguistic system, in this sense it is a theory of the text;
- the theory aims at establishing what the social functions of language are and how these social functions constrain the configuration of the linguistic system as a whole, in this sense all the components of the linguistic system are functional and therefore all linguistic features of the text may be approached from a functional perspective.

The above features are not the sole characteristics of Systemic Linguistics, there are other functional theories which may eventually share a great deal of the linguistic assertions defended by Systemic Linguistics. The following section mentions the works of linguists whose theory are in agreement with the Hallidayan line.

1.2 Organization of the dissertation

This dissertation is made up of three chapters which will be organized as follows:

1. The systemic approach to language (chapter 1). This chapter is meant to be an explanation of how Systemic Linguistics describes the linguistic component as a whole especially with regards to the social function of language.

2. The grammar and the systems (chapter 2), it

consists of four sections: the first is concerned with the description of the semantic categories orienting the shape of grammar at the level of the clause, the second is concerned with the application of grammar in the analyses of three texts, the third is the description of how the semantic categories which constrain the grammar of the clause are manifested in a rank below the nominal group; the fourth section is a brief comment on the analyses of the three texts.

3. Consolidation of ideas (chapter 3). This chapter consists of four major sections: the first aims at consolidating the concepts concerned with the explanation of the theory as a whole, the second aims at approaching the notion of text in a more detailed way, the third aims at explaining some of the advantages of using a functional grammar to text analysis, and the fourth section aims at giving a general comment on the dissertation as an academic achievement.

The second and third section will be preceeded by a more detailed explanation of the organization of the contents and of the objectives they aim at.

1.3 State of the art

It is beyond the scope of this work to give an account of the history of linguistics. For those who need this type of information there are already several issues which have already undertaken such a task, as for instance Robins's Pequena História da Lingüística (1967). What this section

aims at doing is to bring about certain aspects of modern linguistics which may give insight about Halliday's place in the panorama of contemporary linguistics and thus, the reason why this model was adopted.

There are many methodological concepts which may be used to differentiate modern linguistic trends. Structuralism, for instance, has for long been used as label to characterize linguistic line of study. In fact structuralism is much more adequate to describe an aspect of language than a linguistic methodology. Here fits Peter Hartmann's saying that there is 'no language oriented consideration without a structuring basis of some kind'². Following Hartmann's point of view it may be said 'structuralism is not an efficient term to explain different methodologies used to describe language.

For the purpose of the present work it is worthwhile calling attention to what is known as American structuralism and to what is known as European structuralism.

According to Lyons (p. 189)³, in Europe, structural principles may be found in the works of W. von Humboldt, Heider and Leibniz, however, modern European structuralism is commonly related to Ferdinand Saussure so that European structuralism may be said to be Saussurean. Linguistic

² HARTMANN, Peter, IN: PARRET, Hermann. Discussing Language. Mouton & Co. N. V., Publishers. Paris. 1974. p.121-149, 429p.

³ LYONS, John. Semântica I. Editorial Presença Ltda. Lisboa. 1977. 300p.

schools in Europe view language from different perspectives and follow different directions, a common feature of these schools is that they are all related to one of Saussure's dichotomies: (1) langue, the linguistic system, and parole, the linguistic behavior; (2) substance, phonic and graphic substance, and form, structure; (3) syntagmatic relation, the relation between units of language by virtue of their place in the syntagm, and paradigmatic relation, relation between one item of a syntagm and other linguistic units which may substitute it; synchrony, the study of language in a determined space of time, and dyachrony, the study of the evolution of language in different stages of history.

According to Martinet⁴, structuralism in Europe may be represented by at least three different trends: (1) The Prague school within which figures Jakobson, Troubetzkoy, and Andre Martinet himself; (2) Hjelmslev through whom many European linguists were influenced by Saussure's ideas. Hjelmslev's own ideas have influenced linguists like Algirdas J. Greimas, M.A.K. Halliday, Sydney Lamb and others; (3) Firth who belongs to the London school within which Halliday is one of the most representative linguists.

As pointed out by Halliday⁵ an important aspect of the European tradition is their common agreement of language as tristratal system with the key concept of 'realization'. In this sense they follow Hjelmslev's view of language as having

⁴MARTINET, André. IN: PARRET, Hermann. Discussing Language. Mouton & Co. N. V. Publisher. Paris. 1974. (221-247). 429p.

⁵HALLIDAY, M.A.K. IN: PARRET, Hermann. Discussing Language. Mouton & Co. N.V. Publisher. Paris. 1974. 429p.

a grammar, a phonology and a semantics, with the 'realizational' concept relating them, that is, one system coded in another and then recoded in another. The realizational view uses the concept of system and consequently of paradigmatic relations. The paradigmatic oriented description of language has its roots in rhetoric and ethnography, as it will be later shown, this explains the functional characteristic of Systemic Linguistics, the concern with actual uses of language. The realizational relation will clearer explained in the explanation of how Systemic Linguistics describe language. Finally European structuralism may be characterized by their realizational view of language.

American structuralism is not oriented by Saussure's ideas. In recent times they are best known as post-Bloomfieldians. Bloomfield's view of language was that it consists primarily of two levels related by composition with grammatical units composed out of phonological units. They did not include the semantic level and for this reason they were said to be asemanitic. So, while the European tradition has a realizational view of language, the American tradition has a combinatorial view of language. Halliday (p. 89) points out that both the realizational and the combinatorial view are found in language, but people assign them varying statuses.

The post-Bloomfieldian linguists are those of the time immediately after the World War II. According to Martinet

(p. 221-4)⁴ by this time American's prejudice against European supremacy deprived them from being acquainted with what Europeans had been doing, and the war incentivated their feeling of independence. Hence by that time the influence of Saussure was a very indirect one. S. Wells, says Martinet, was the linguist who under Jakobson's suggestion analysed Saussure's Cours in the United States. Linguists like Hockett and Ham were working in the Bloomfieldian Oriented line and, as pointed out by Martinet, they were trying to find solution for problems which the Europeans had already solved.

In 1957 Noam Chomsky's Syntactic Structures comes out. His work has generally been regarded as a revolution in contemporary linguistics. Yet, according to George Lakoff (p. 172)⁶ Chomsky's theory is a great deal in debt to Zelling Harris, his teacher, and Bloomfield. Chomsky's theory is still syntagmatic in orientation, but he prefers to label his formal grammar as 'generative'. Halliday is interested in the communicative aspect of language, whereas Chomsky is interested in the expressive aspect of language, his line of work emphasizes the universal features of language. In Chomsky's terms grammar, what he calls syntax is the foundation of language. As pointed out by many linguists the high price he has to pay is that his theory does not account for the communicative aspect of language, Nevertheless it has been commonly agreed that one cannot do everything at once. For

⁶LAKOFF, George. IN: PARRET, Hermann. Discussing Language. Mouton & Co. N. V., Publisher. Paris. 1974. p.151-77. 429p.

Halliday (p. 84)⁵ Chomsky's great achievement was to show that it is possible to formalize natural language, i.e. natural language can be studied as a formal system. Of course to understand this one has to read Syntactic Structure where Chomsky explains the basis of his methodology. Chomsky's background is linked with the philosophical logico-psychological tradition in the study of language. This is the track one has to follow to apprehend his scientific object of study. Many American linguists are working with generative grammar, though not necessarily in accordance with Chomsky's view; some of them are already working with generative semantics, as for instance, George Lakoff and Katz and Fodor.

As it can be seen Halliday is away from the American Bloomfieldian structuralism, but in full harmony with the Saussurean European structuralism. Halliday's genealogy may be subdivided in two major ways: the first would be his background about the social aspect of language, where his ideology of language is rooted, the second would be his perspective on the organization of the linguistic system.

Halliday's social theory of language has its roots in the works of Malinowsky⁷, Bernstein (p.83, 92, 95)⁵, and J.R.

⁷MALINOWSKI, Bronislaw. The Problem of Meaning in Primitive Language. IN: OGDEN, C.K. & RICHARDS, I.A. The Meaning of Meaning. 6th ed. Harcourt, Brace & World, Inc. New York. 1946. 363p.

Firth⁸. Malinowski was an anthropologist, his ethnographic works led him to believe that society is organized around a set of coordinated functions and language is one of the functions of society. Bernstein's sociological view is that in order to understand the social system, how it persists and changes in the process of cultural transmission from one generation to another, one has to understand the key role that language plays in it. Bernstein's relevance in Halliday's thinking is due to the fact that his sociology of language has language as essential component and this backs up Halliday's belief that language has an instrumental and an autonomous aspect. By 'instrumental' Halliday refers to the role of language in the transmission of culture, language as channel for communicating the social system. By 'autonomous' Halliday refers to the fact that a sociological theory like Bernstein's may offer insights for the study of the linguistic system, especially with regards to the question: why language is as it is? For Halliday, language is as it is because of the functions it serves in the social system. Besides being a student of Firth, Halliday is in full agreement with his assertions that linguistics is the study of language in society. Firth's ideas about the description of the linguistic system have oriented Halliday's linguistic achievements (p. 177-89)⁵. Firth influenced Halliday's thinking about the instrumental (social) and about the autonomous (linguistic) aspect of language.

⁸FIRTH, J.R. Papers in Linguistics. 5th ed. 1934-1951. Oxford University Press. London. 1969. 230p.

Halliday's perspectives on the idea of language as a tristratal system is also found in the works of linguists like Hjelmslev whose Prolegomena to a Theory of Language⁹ has influenced Sydney Lamb, Peter Hartmann and others. Sydney M. Lamb's Stratificational Linguistics is claimed to be an extension of Hjelmslev's Glossematics*. Lamb assumes to be influenced by Firth's ideas through Halliday's works and Halliday is also in full agreement with Lamb's view of language.

It is not easy to give a fair account of the representative trends in contemporary linguistics. Of course it is possible to group and distinguish schools on the basis of their similarities and differences, as for instance Chomsky's concern with the expressive function of language, language as knowledge, versus Halliday's concern with the communicative function of language, language as behaviour. However, a more profound account of the distinction and similarities of the schools of linguistics would have to cover the underlying philosophic presuppositions about what language is and also about its role in the life of the individual, society and culture. This kind of background is not only important to distinguish different views of language, but also to understand why they view language as they do, i.e. what kind of ideology underlies their works. As

⁹ HJELMSLEV, Lous. Prolegômenos à uma Teoria da Linguagem. Editora Perspectiva S/A. São Paulo. 1975. 147p.

*An explanation of Lamb's theory is available in PARRET, Hermann. 1974. A general view of Glossematics is given in Dubois' Dicionário de Linguística. 1973.

said by Jacques Bouveresse¹⁰, the differences detected among linguistic theories of language do not lie within methodology, the conceptual apparatus used by different linguists, but in the limitation of the scientific object of study. He adds that from this stand point linguists are not in disagreement, only they are concerned with different objects of study. Bouveresse's point of view is compatible with Halliday's opinion about modern linguistics. According to Halliday (p. 114)⁵ the two major tradition in modern linguistics are the combinatorial view of language which is Bloomfield, Chomsky and the early transformation theories, and the realizational view which is Hjelmslev, Firth, Troubetzkoy, and other European linguists like Halliday himself.

Nowadays the linguists of the so called European functional tradition, (within which figures Halliday), are the Prague School, the French Functionalists, the London School, and the Copenhagen School. According to Halliday¹¹ each of these schools have their own way of describing language, but they are all related in the sense that they consider the text along with the system as the object of linguistics. For them linguistics has to account for how the system engenders the text and the text has to be related to the system which engenders it.

¹⁰BOUVERESSE, Jacques. IN: PARRET, Hermann. Discussing Language. Mouton & Co. N. V., Publishers. Paris. 1974. p. 301-405, 429p.

¹¹HALLIDAY, M.A.K. An Introduction to Functional Grammar. Edward Arnold (Publishers) Ltd. London. 1985. 384p.

By then it is already possible to perceive that the realizational view of language is the one which is more directly appropriate for text analysis. In the process of analysing a text it is of crucial importance to understand a theory of language which regards the text as the actualization of the linguistic system, in this way it is possible to relate any feature of the text to the linguistic system as a whole so that there may be integration between the linguistic approaches concerned with different linguistic levels of the text. Nevertheless it was understood that linguistic approaches in line with the combinatorial view of language may give substantial insights to text analysis, especially with regard to the cognitive aspect underlying the different modes of text analysis.

1.4 Introducing Systemic Linguistics

The above section gave a general account of the features of contemporary linguistics, especially contemporary functionalist schools within which Halliday's theory is located. This section aims at explaining the key concepts used by Systemic Linguistics to describe language, that is, the concepts which explain the methodology which the theory establishes in order to describe language. It was said above that the explanation starts with the presupposition that the reader has a general knowledge of language as a system. Berry's Introduction to Systemic Linguistics (1975) presents a clear explanation of concepts such as constituency, labelling, classes functions, units of language and so forth.

The present work does not deal with these concepts in a specific way, but their understanding is presupposed throughout the exposition, especially in the description of grammar. In fact Berry's book is a preliminary stage for understanding this work.

Berry also gives a clear explanation of the object of study of Systemic Linguistics, even though it is worthwhile reviewing the major purposes of a systemic view of language. Systemic Linguistics is a theory of language in use, it is concerned with language as what happens between people, language as used in actual instances of life. It does not mean that language as knowledge is not considered, but rather that the scientific object of the theory aims at accounting for language as communication. Most people know that language serves the function of communication, but not all people know that language organization is constrained by aspects outside linguistic boundaries, the social system. And yet few people know how linguistic structures are interrelated to patterns of behaviour in the social system, more precisely, how language realizes patterns of behaviour. The interrelation between the levels of the linguistic system proper and the patterns of behaviour in the social system is one of the aspects which Systemic Linguistics aims at describing. The theory also aims at finding answer to questions like what is language? and what is the nature of language. These aims will determine the paths Systemic Linguistics follows to describe language.

Tracing back to the use of concepts mentioned in the

first paragraph of this section, it is now time to explain how the present theory views language. The linguist has to make decisions to describe language, he has to decide what is and what is not part of the same phenomenon, after all language is within a complex semiotic realm. Therefore the linguist has to postulate a framework on which he is based to idealize language. In this specific sense, to idealize language is to establish what is and what is not part of language. Systemic linguistics idealizes language as a tristratal system, in this way the linguistic system is comprised of three systems, also referred to as levels: the social system, the semantic system, and the grammatical system. Being a system, each of these levels is a potential from where options can be made; so there is the social potential also labelled as behavioural potential, because it is the level where language achieves a social function; the semantic potential also labelled as meaning potential, because it encodes patterns of behaviour into meaningful options; and the grammatical potential. Each of these potentials will be further explained.

The social component is also labelled as social semiotic, it is not linguistic though primarily realized by language. The inclusion of the social component is due to the fact that the theory aims at describing the communicative function of language, and it is in the social system that language serves the subservient function of communicating. Hence the theory starts from where language is used as actual means of communication. From this stand point the theory

describes language in the light of the functions it serves in the social system. The kernel point of all this is that Systemic Linguistics goes outside language, in the social semiotic, to seek criteria for the idealization of the linguistic system. In this way the social aspect of language constrains the methodological apparatus which the theory has to follow.

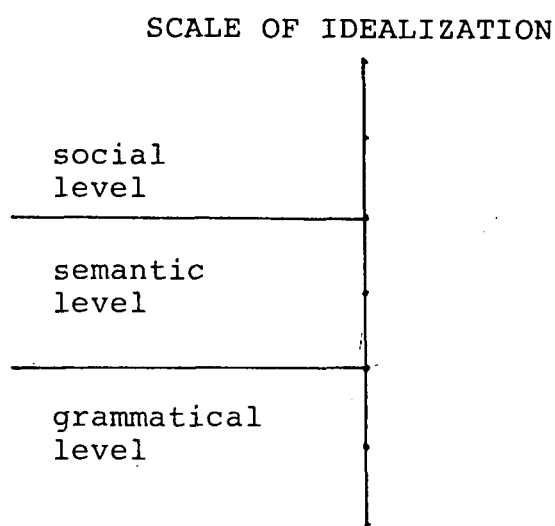
Coming back to the tristratal concept, the linguistic system has a social component where language achieves its virtual role of communication, it has a semantic component which is configurated according to criteria of the social component, and it has a grammatical component which is constrained by the categories of the semantic component.

The technical term to explain the relation between the systems is the concept of 'realization'. This concept refers to language as a multiple coding, i.e. each system encodes the system next above. It is the realizational view which caters for the addition of a social level in the linguistic system.

Another important feature of the tristratal view of language is that there is a kind of progression between the three systems. This progression is explained by the concept of 'scale'. Scale in Systemic Linguistics is a continuum used for categorization of the different aspects of the linguistic system. Berry's Introduction to Systemic Linguistics (p. 26-30) gives a clear explanation about

scale, however it is useful to give a general description as ad hoc support.

Systemic Linguistics major type of scales are: (i) scale of rank, (ii) scale of delicacy, (iii) scale of idealization. The scale of rank (i) stands for the way the units of language are segmented, clause, phrase, group and so forth. The scale of delicacy (ii) stands for the segmentation of the systems on a scale according to the finiteness of the distinction they express in meaning. The scale of idealization (iii) stands for the progression between the levels or strata comprising the linguistic system. In an upward direction this scale has the grammatical level, the lowest, the semantic level, in the middle, and the social level in the highest position. A visual picture would be as follows:



The explanation of the theory will be characterized by a repetitive feature. This is because the theory uses abstract features to explain the 'abstractness' of language, then each time a new concept or new perspective is added, we

tend to give a full explanation of its relation to what has been said before, by doing that it is expected to foster the readers' understanding of the theory.

CHAPTER 1

1. THE SYSTEMIC APPROACH TO LANGUAGE

1.1 Idealization of language

The present explanation is conveyed by Halliday in his discussion about language with Hermann Parret (p. 81-120)¹. The exposition will follow the hierarchy established in the scale of idealization: the social level, the semantic level and the grammatical level.

SCALE OF IDEALIZATION

social level	(can do)
semantic level	(can mean)
grammatical level	(can say)

¹ HALLIDAY, M.A.K. IN: PARRET, Hermann. Discussing Language. Mouton & Co. N.V., Publishers. Paris. 1974. 429p.

The social level, also referred to as social semiotic, is not unique of language though it is primarily realized by language. It is the level of abstraction where language and the social system form the spectrum of communication. Here neither the linguistic system as such, nor the social system, can be viewed as divorced from one another, unless the interest is not on language as communication. The social level is also said to be the social semiotic of the individual, the medium by which he finds his social identity, as a way of establishing his own personality. Because social behaviour is primarily action, and because social action is primarily expressed by language, language on this level is expressed as a form of 'doing things'. It is the level of can do in Halliday's terms.

At a lower level is the level of can mean, the meaning potential of language, it is comprised by the semantic system where choices can be made to mean. The semantic system has the function of encoding options into language, that is, it realizes the level of can do into language.

On a still lower level is the grammatical level, the system of can say which realizes the can mean level. This level is the common core of the linguistic system or the internal organization of the linguistic system.

Still following the hierarchy of the scale of idealization, it may be said that options in behaviour on the highest level, can do, are encoded by the semantic level, can mean, and option in the semantic system are in turn encoded

by the grammatical system, can say. In an upward direction in the scale, can say realizes can mean and can mean realizes can do. Choices in structure, grammar, are the representation of choices made in the semantic system, and choices in meaning represent the social functions they serve in the behavioural level. The behavioural level is not autonomous, it serves the subservient social function of doing things; it is language expressing behaviour. On the behavioural level the basic unit of communication is the text which is defined as the expression of what people actually do with language in a context of situation. As conveyed Systemic Linguistics has an inter-perspective of language, because it starts outside language, in the social system, where language is but an instrument of communication.

It is very complex to explain how a theory of language describes language. This is due to the abstract feature of language, and also to the fact that the concepts used to give shape to this 'abstractness' generally embody more than one feature of language. The concept of 'system', for instance, has at least five different referents expressing different dimensions of language as a system: (1) it refers to the linguistic system as a whole; (2) it refers to the systems expressing different levels of the linguistic component: the behavioural system, the semantic system and the grammatical system. In this sense these systems are also defined as network of options or choices, the representation of the potential at each level, so there are the network of behavioural options, the network of semantic options and the

network of grammatical option; (3) it refers to the systems realizing the abstract meta-functions of language: the textual system, the mood system and the transitivity system; (4) it refers to the different systems expressing options in Theme, Mood and Transitivity; (5) finally it refers to other systems expressing functional categories, at different levels of the linguistic component. As for instance the function of given and new which are realized by the Information Unit at phonological level*.

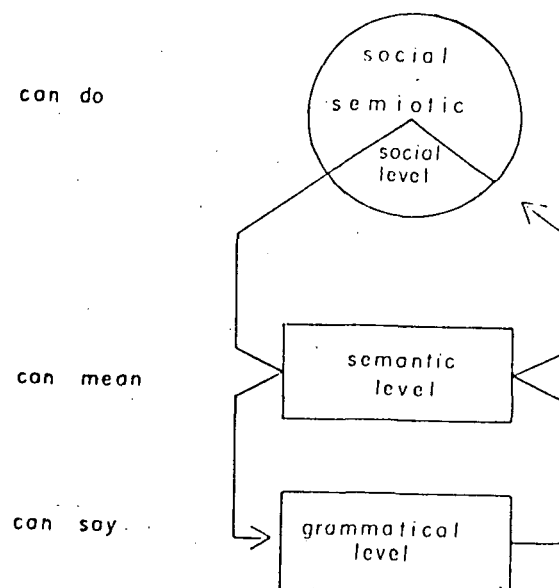
Another problem is related to terminologies, in the linguistic world, there is no standardization of concepts, thus the concepts used may have different referents in different theories of language. In traditional grammar the concepts of structure refer to the combination of elements in a syntagmatic dimension, 'structure' is a matter of constituency. According to Halliday (1985, p.84) structure in Systemic Linguistics may be used in two different senses: in one sense it is more or less synonymous with 'system'. In this sense structure of language means the linguistic system as a whole. In another sense 'structure' is the abstract category for the representation of syntagmatic relation. Together with structure comes the concept of 'function' which also can be defined in two senses. In one sense 'function' has an extrinsic definition, it refers to the

* Explanation of the Information unit is available in Halliday's functional grammar previously mentioned (p.271-85).

abstract meta-functions** (textual, interpersonal and ideational) which orient the organization of the entire linguistic system. In the other sense 'function' has an intrinsic sense, it refers to the grammatical functions also labelled structural functions or roles like Agent, Actor, Subject and so forth. As pointed out by Halliday (1985. p.94) a linguistic structure is a configuration of functions, the grammatical functions like Subject, Agent, Actor etc. are derivable from the extrinsic functions of language.

Because of the fuzzy features of language, it was decided to make use of diagrams to represent the levels of the linguistic system described by Systemic Linguistics. So, the diagram in pg. 25 expresses the levels or strata comprising the linguistic system. In the upward direction the indication means that each level is the realization of the level next above. In the downward direction the indication means that each level constrains the configuration of the level next below.

** The coming chapter will give a detailed explanation of the abstract meta-functions of language.



1.2 Language Functions

'Language is so deeply rooted in the whole of human behaviour that it may be suspected that there is little in the functional side of our conscious behaviour in which language does not play part'.

(Sapir)

This section attempts to abstract the theoretical points clarifying the functional aspect of language, in other words, it shows how language is conceptualized in relation to the functions it serves in the social system. The expected outcome of such a review is to establish an outlook of language which naturally conveys its functional aspect, not functions as something apart from the linguistic system, but

as part of it, inherently related to the linguistic system as a whole, and manifested in the actual uses of language.

It was Malinowski², more than fifty years ago, who pointed out that the elementary structure of the child's language represented the functions that language serve. Malinowski paved the way for more thorough investigation of the relations between the structures of the linguistic system as such and the functions it serves in the social system.

Firth³ saw language as part of the social context. The linguistic system which he defined as schematic construct, is valid to the extent that it proves efficiency in the treatment of the linguistic events in the social process.

Halliday's theory of language describes the interrelation between the functions that language serves in the social system and the configuration of the linguistic system as such.

As it can be observed there is an extrinsic view of language which caters for the role that language plays in the social system; there is an intrinsic view of language which caters for the way the linguistic system is organized to

² MALINOWSKI, Bronislev. The Problem of Meaning in Primitive Language. IN: OGDEN, C.K. & RICHARDS, I.A. The Meaning of Meaning. 6th ed. Harcourt, Brace & World, Inc. New York. 1946. 363p.

³ FIRTH, J.R. Papers in Linguistics. 1934-1951. Oxford University Press. London. 1969. 5th ed. 230p.

realize the function it has evolved to serve. It was stated that the levels or strata comprising the linguistic system are related to each other in terms of realization. It was also said that each level in the scale of idealization is a network of systems, in this sense the linguistic system comprises the network of behavioural options, the network of semantic options, and the network of grammatical options. Each system is a system of systems with options paradigmatically organized with an entry condition setting the circumstances in which options can be made. Therefore the theory has the system as central category of the linguistic component.*

On the level of behaviour, the abstract categories of the network of behavioural options are realized by the semantic level where the linguistic system proper starts. The configuration of behavioural system determines the configuration which the semantic system has to have to serve the abstract meta-functions of language. The ideational function expresses the contents of a speaker's / writer's experience of his internal and external world. The interpersonal function expresses the type of interaction among the participants involved in the situation. The textual function expresses the way discourse is to be organized as message. All possible uses of language are subsumed under these abstract meta-functions which are the basis of the entire linguistic system.

* A clear idea of how the semantic system is organized is available in Berry's Book.

BERRY, Margaret. An Introduction to Systemic Linguistics. B. T. Batsford LTD. London. 1975. 209p.

The semantic system which expresses the meaning potential of language comprises area of meaning which is configured according to constraints of the abstract meta-functions of language mentioned above. This means that the transitivity system which provides options between different types of processes, participants, circumstance and ways of combining processes offers options for the realization of the ideational function of language. The Mood system which expresses type of interaction between speaker/listener or reader/writer offers options to the realization of the interpersonal function of language. The Theme system which expresses options between ways of organizing the ingredients of a message according to the relevance they have in the context of situation offers options to the realization of the textual function of language.

Further down in the hierarchy is the network of the grammatical options. The level of form, the internal organization of language proper. Here language is the output of choices in the system network: options paradigmatically organized to realize structural functions, syntagmatically organized configurations which express meanings demanded by the functional component of language: the Textual system, the Mood system and the Transitivity system.

Actual uses of language are described as selection of options within the linguistic system to express context of actual situation. Uses of language are also referred

to as micro-functions encoding different types of behaviour in different social situations. These numberless types of uses of language which language users realize in their everyday instances of communication are equivalent to the meta-functions orienting the organization of the linguistic system as a whole. However, they are related to the few functional components comprising the Linguistic System: the Textual System, the Mood System and the Transitivity System.

This is realized as follows: in the structure of the clause, there is a set of options to organize the clause as message, Theme; there is a set of options to organize the clause as interaction, Mood; and there is a set of options to organize the clause as representation, Transitivity. In the expression of Mood if one opts for a statement then he consequently opted for indicative, in which case the order is Subject before Finite, if interrogative then the order is Finite before Subject and so forth. Thus selection of one item precludes selection of another item in the same system. In the organization of the clause as message and as representation the same progression takes place.* Hence selection within the systems is strongly constrained, there is a progression which allows for more and more options but which are dependable on constraints determined by the system itself. Nevertheless what is selected in Mood hardly affects what is selected in transitivity. The numberless uses of

* The progression between the systems will be clearer in the further explanation of the system comprising the functional component of the linguistic system.

language are in one way or another related to the structural configuration of the clause expressing the few semantic components of the linguistic system which are the reflection of the abstract meta-functions orienting the organization of the linguistic system as a whole. Finally, in Systemic Linguistics language has a functional conceptualization, it is organized in a way which caters for the functions it serves in the social system.

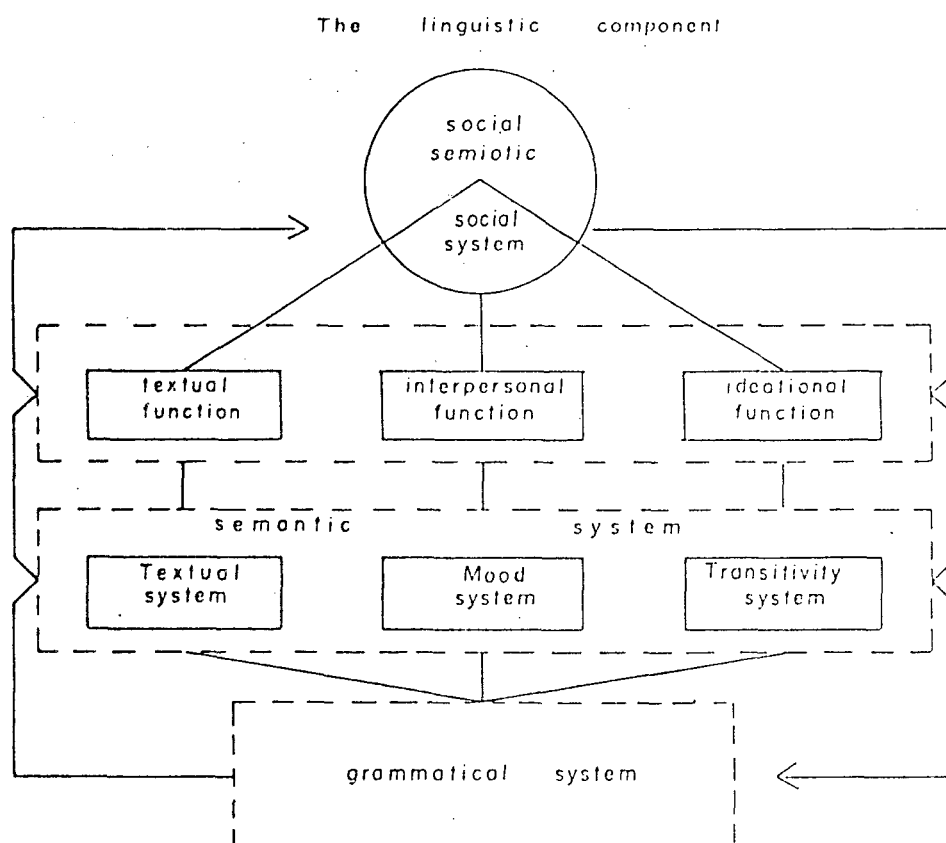
The functional components so far described are in accordance with Halliday's interpretation of Systemic Linguistics. Different scholars in the same line may eventually present different subdivisions. Gillia Brown and George Yule⁴ for instance work with the transactional and interactional functions which correspond to Halliday's ideational and interpersonal functions. Margaret Berry's Introduction to Systemic Linguistics⁵ presents Episode Linkage System defined as choices between different kinds of relations which can exist between episodes. Many other theoretical variables would be mentioned, however, differences in conceptualization of language do not affect the way language is idealized. Within Systemic Linguistics, scholars may have different linguistics concepts to describe language and they may also have different points of view in

⁴ BROWN, Gillian et alii. Discourse Analysis. Cambridge University Press. London. 2nd ed. 1984. 283p.

⁵ BERRY, Margaret. Introduction to Systemic Linguistics. B.T. Batsford LTD. London. 1975. 209p.

relation to the components comprising the linguistic system, but it seems that there is a common agreement with regards to the inherent functional aspect of language and to the inevitable manifestation of this functional aspect in the shape of the linguistic system as a whole.

The diagram below represents the linguistic component in terms of the functions it is made to serve.



CHAPTER 2

THE GRAMMAR AND THE SYSTEMS

It was said at the beginning of this dissertation that part of this work is aimed at understanding how language as communication is described. Such as inter-perspective was concerned with a functional theory of language. It was also said that language as communication encompasses the behavioural aspect which is part of the abstract social system, and the linguistic proper which reflects the social system it is made to serve. It was also mentioned that this social view of language regards the text as the basic unit of communication, and that is the point with which the theory is compatible with the focus point of this work, the study of the text.

In a social perspective the text is the product of options in behaviour encoded by the linguistic system. Thus any specimen of language will only be labelled a text if related to its context of situation. Such a conclusion has for long ceased to be a novelty, but for the purpose of the present work it was important to trace the ways the theory follows so as to describe language in terms of its instrumentality. In an extrinsic aspect, it is of crucial importance to see that given a text, it is possible to

interrelate options in meaning and grammar to the abstract meta-functions orienting the contour of the linguistic system. In an intrinsic aspect, as it will be showed later, it is also of crucial importance to see that constituency is constrained by the functions which the grammatical structures are made to express.

The present chapter is an attempt to show how this functional feature of language is expressed at the level of grammar. It is comprised of four major sections:

2.1. the first section is comprised of three sub-sections, they give a brief explanation of the three systems expressing the functional component of the linguistic system,

2.1.1 describes the Textual system,

2.1.2 describes the Mood system,

2.1.3 describes the Transitivity system,

2.2. the second section is a functional analysis of three different types of texts, this section is comprised of three major sub-sections:

2.2.1 is the functional analysis of a scientific text, it analyses (i) the organization of the text as message, (ii) the organization of the text as interaction, and (iii) the organization of the text as representation,

2.2.2 is the functional analysis of a report of a lecture about a scientific subject, it also analyses (i) the organization of the text as message, (ii) the organization of the text as interaction and (iii) the organization of the text as representation,

2.2.3 is the analysis of the Mood structure of a dialogue,

2.3. the third section is an attempt to show in a more detailed way, how the three systems are integrated at the clause level and finally how they are still visible in a rank below the clause, the nominal group. The organization of this section will be explained in its introductory part.

2.4 the fourth section is a comment on the analysis of the three texts.

A thorough description of the three semantic components exploited in the analysis is available in Halliday's grammar previously mentioned. We did not venture in the description of the structural elements expressing the different semantic categories because that would be a repetitive task. The approach is a paraphrase of Halliday's¹ account in his functional grammar.

2.2 The functional component of the linguistic system

2.2.1 The thematic structure - Clause as message

The three systems expressing the major categories of the semantic system have the clause as entry condition. So, they describe the text in the light of its function in the structure of the clause.

The thematic structure is responsible for the organization of the clause as message. It consists of two

¹ HALLIDAY, M.A.K. An Introduction to Functional Grammar. Edward Arnold Publisher Ltd. London. 1985. p. 38-137. 384p.

elements: Theme and Rheme, Theme is what clause is concerned with, it ENUNCIATES what the clause is going to be about. It is generally, though not necessarily, the element occupying the first position in the clause. The Rheme is the remaining part of the clause, it is the part of the clause in which the Theme is developed, it is in the Rheme what the clause IS about. The Theme and the Rheme are responsible for the organization of the clause as communicative event. Hence the thematic structure is the category which gives the clause its character as message. The Theme may be expressed as follows:

1. Simple Theme

1.1 - one constituent which may be a nominal group, adverbial group or prepositional phrase.

*

The Queen of Hearts the man in the wilderness for want of a nail with sobs and tears	She made some tarts said to me the shoe was lost he sorted out those of the largest size
Theme	Rheme

1.2 - Theme represented by two or more groups or phrases forming a 'complex' (group complex or phrase complex).

the Walrus and the Carpenter Tom, Tom, the piper's son from house to house	were walking close at hand stole a pig and away did un I wend my way
Theme	Rheme

* All tables presented in chapter two are available in Halliday's grammar. (HALLIDAY, 1985, p. 38-137).

1.3 - Thematic equatives, in this case the thematic structure is represented by two or more elements which are explicitly grouped within the clause to form a single constituent of the thematic structure. This element is typically the Theme but it may function as Rheme

What (the thing) the duke gave to my aunt	was	that teapot
the one who gave my aunt that teapot	was	the duke
the one the duke gave that teapot to	was	my aunt
what the duke did with that teapot	was	give it to my aunt
how my aunt came by that teapot	was	she was given it by the duke
Theme		Rheme

The tables are presented in Halliday's An Introduction to Functional Grammar (p. 38-64) .

As it can be seen in examples such as 'What the duke gave to my aunt was that tea pot' is the kind of structure feature known as Nominalization. Nominalization is typically the Theme but it may also function as Rheme.

thematic equative

(i) nominalization as Theme

What no-one seemed to notice	was	the writing on the wall
the thing that impresses me most	is	their enthusiasm for the job
the ones you never see	are	the smugglers
Theme		Rheme

nominalization as Rheme

twopence a dav	was	what my master allowed me
the Walrus	is	the one I like best
Theme		Rheme

2. Theme and Mood

The choice of Theme depends on the choice of Mood.

'Every independent clause selects for Mood. Some like John !and good night !, are MINOR clauses; they have no thematic structure and so will be left out of account. The other are MAJOR clauses. An independent MAJOR clause is either indicative or imperative in mood; if indicative, it is either declarative or interrogative; if interrogative, it is either polar interrogative ('yes/no' type) or content interrogative ('WH'-type).

Examples:

indicative: declarative	Bears eat honey.	Bears don't eat honey.
indicativo: interrogative	Do bears eat honey?	Don't bears eat honey?
indicative: interrogative:	What eats honey?	Waht
WH-imperative	do bears eat?	Eat! Let's eat!

2.1 Theme in declarative clauses:

2.1.1 unmarked Theme - the Theme is conflated with the Subject.

Ex: Little Bo-peep has lost her sheep.

2.1.2 marked Theme - In this case the Theme is something other than the Subject. It may be an adverbial group, e.g. at night, suddenly, or a prepositional phrase. e.g. today, in the corner, etc, which function as adjunct in the clause. The most marked type of Theme is said to be the one functioning as complement.

Ex. 'nature' in Nature I loved

'this responsibility' in This responsibility we

accept wholly.

2.1.3 Theme in interrogative clauses - in an interrogative clause the natural Theme of a question is 'what I want to know'. In this case there are two types of questions: (a) what the speaker wants to know is POLARITY 'yes or no?' ex: Can you keep a secret? Is John Smith within? (b) what the speaker wants to know is the identity of some elements in the content. e.g. Who will you send to fetch her away? Where has my little dog gone? In both types, the word indicating what the speaker wants to know comes first. In this case the Theme is represented by the element that embodies the polarity, i.e. The Finite Verb. In English it is the finite that expresses positive or negative: is, isn't, do, don't, can, can't; etc. Thus in a Yes/no interrogative the finite verb is put first, before the Subject. The meaning is 'I want you to tell me whether or not'.

'Interrogative clauses, therefore, embody the thematic principle in their structural make-up. It is characteristic of an interrogative clause in English that one particular element comes first; and the reason for this is that that element, owing to the very nature of a question, has the status of Theme. Interrogatives express questions; the natural theme of a question is 'I want to be told something'; the answer required is either a piece of information or an indication of polarity. So the realization of interrogative mood involves selecting an element that indicates the kind of answer required, and putting it at the beginning of the clause. In a WH interrogative, The Theme is constituted solely by the WH element: that is, the group or phrase in which the WH - word occurs.

who how many miles with what	killed Cock Robin? to Babylon? shall I mend it?
Theme	Rheme

If the WH - word is, or is part of, a nominal group

functioning as Complement in a prepositional phrase, this nominal group may function as Theme on its own, e. g. 'What' in what shall I mend it with?

- In a yes/no interrogative, the Theme includes the finite verb; but it intends over the Subject as well, Finite verb plus Subject form a two part Theme.

can is should	you anybody old acquaintance	find me an acre of land? at home. be forgot?
Theme(1)	Theme (2)	Rheme

Thus in both kinds of interrogative clause the choice of a typical 'unmarked' thematic pattern is clearly motivated, since this pattern has evolved as the means of carrying the basic message of the clause. Hence there is a strong tendency for the speaker to choose the unmarked form, and not to override it by introducing a marked Theme out in front. But marked Theme sometimes occurs in interrogatives, as illustrated below.

2.2. The theme in imperative clauses. In an imperative clause the basic message is 'I want you to do something'.

2.2.1 unmarked Theme - the unmarked Theme is YOU or LET'S, as in You keep quiet, Let's go home. In this case the Theme may also be expressed by the finite verb 'do' which has the function of marking the clause explicitly as positive not negative. ec.: Do keep quiet, 'Do let's go home' and in this case the Theme is do.

2.3. Other characteristic Themes

There are other kinds of elements that have a special status in the thematic structure. They are conjunctive and modal adjuncts, conjunction and relatives. A detailed explanation is available in Halliday (1985. p.49-52).

2.4 Multiple Themes

In Multiple Themes the principle at work is:

'If the initial element in the clause does not function as Subject or Complement or CIRCUMSTANTIAL Adjunct, - then the Subject, Complement or Adjunct next following is still part of the Theme. This introduces the notion of Multiple Theme - where the part of the clause functioning as Theme has a further, internal structure of its own. The internal structure of a multiple Theme is based on the functional principle that a clause is the product of three simultaneous semantic processes. It is at one and the same time representation of experience, an interactive exchange, and a message. (i. e. it expresses the ideational, interpersonal and textual function) The ideational element within the Theme, then, is some entity functioning as Subject, Complement or circumstantial Adjunct; we shall refer to this as the TOPICAL THEME, since it corresponds fairly well to the element identified as 'topic' in topic-comment analysis. There is no further thematic structure within the topical Theme.

The textual element within the Theme may be any combination of (i) continuative, (ii) structural and conjunctive Theme.

Within the interpersonal element we may have a (i) modal Theme - (one of the Adjuncts shown in Table 3(3) p.50, (ii) the Finite verb, in a yes/no interrogative clause; and also (iii) a VOCATIVE element. The modal Adjunct precedes the Finite (if it does not, it is not thematic.) The Vocative is a floating element which may come anywhere; if it is thematic, it typically marks the beginning of the interpersonal Theme, though it may follow the modal Adjunct if there is one*

Components of a multiple Theme. The arrows indicate that a WH - relative or interrogative is also a topical element.

Metafunction	component of Theme
textual	continuative
	structural (conjunction or WH - relative)
	conjunctive (Adjunct)
interpersonal	vocative
	modal (Adjunct)
	finite (verb)
	WH - (interrogative)
ideational	topical (Subject, Complement of circumstantial Adjunct)

* The description of the Theme system consists of paraphrases and quotations of Halliday's description in his functional grammar. A more detailed description is available pages (39-67)¹.

well	but	then	Ann	surely	wouldn't	the best idea	be to join the group
cont.	struct.	conj.	voc.	modal	finite	topical	
textual			interpersonal				
Theme							

2.2.2 The Mood structure - clause as interaction

The Mood structure is responsible for the organization of the clause as an interactive event which involves the speaker/writer and the listener/reader. It is the Mood that expresses the speech role the speaker/writer adopts for himself. By doing so the speaker/writer also assigns the role the listener/reader is supposed to assume to complement the interactive event. In an interactive event the speaker will be either giving information or demanding information. Giving and demanding are defined according to the nature of their commodity exchange: 'goods & service' for offer and command and 'information' for statements and questions.

In 'goods & service' the commodity exchanged is strictly non-verbal: what the speaker/writer demands is an object or action. In this case language is just a means to achieve an end. For example: Bring me the book or Do your homework first, According to Halliday (1985.p.70-71) because the commodity exchanged in 'goods & service' cannot be affirmed or denied they are not proposition, so he prefers to label this type of exchange as 'proposal'.

'Proposition' stands for the exchange of information in which case language is the end as well as the means, and the answer is always a verbal one. As said by Halliday, propositions can be affirmed or denied, doubted, contradicted, insisted on and so forth

The table below is presented in Halliday's functional grammar (1985. p.69). It gives a clear idea of how the two variable 'goods & service' and information define the four primary speech functions.

Role in exchange:	Commodity exchanged:	(a) goods-&-services	b) information
(i) giving		'offer' would you like this teapot?	'statement' he's giving her the teapot
(ii) demanding		'command' give me that teapot!	'question' what is he giving her?

These speech functions may be matched by a set of responses which are presented in the table below

Speech functions and responses

		initiation	expected response	discretionary alternative
give	goods-&-services	offer	acceptance	rejection
demand	goods-&-services	command	undertaking	refusal
give	information	statement	acknowledgment	contradiction
demand	information	question	answer	disclaimer

Choices in the Mood structure realizes the expression of Mood in the clause and the Mood component is comprised of the Mood element and the Residue. The Mood element consists of two parts: The Subject which is a nominal group and the Finite element which is part of a verbal group. The Subject is the entity about which the proposition is made. It is the Subject which is held responsible for the clause as exchange. The Finite element has the function of making the proposition finite, it relates the proposition to the context in the speech event. This may be done either by reference to the time of speaking, primary tense, in which case it is expressed by means of a Modal operator. So, the verbal operator expressing Finiteness is either temporal or modal. Besides expressing tense and modality, the Finite element also expresses polarity, the semantic category specifying whether something is either positive or negative. The Finite element has the function of expressing tense and modality combined with the specification of polarity. The following table in Halliday's grammar (1985, p.75) presents the finite verbal operators.

Finite verbal operators

Temporal operators		
past	present	future
did, was	does, is	will, shall,
had, used to	has	would, should
Modal operators		
low	median	high
can, may	will,	must, ought to,
could, might	would, should,	need,
	is to, was to	has to, had to

The Subject plus the Finite element are responsible for the indicative, the grammatical category which functions as general principle behind the expression of mood. That is, within indicative the order of the subject and the Finite element is what in English determines the role the speaker and listener have in the exchange of information. This is expressed as follows:

- a) Subject before Finite realizes 'declarative'
- b) Finite before Subject realizes yes/no interrogative
- c) In WH-interrogative
 - i) Subject before Finite if the WH-element is the Subject,
 - ii) Finite before Subject otherwise.

The Residue is the element in the mood structure which expresses the remaining part of the clause. It consists of three elements: The Predicator, the Complement and the Adjunct. The Mood element is what sustains the argumentation of the clause forward. The Predicator is the part of the clause expressing the process as event, the other participants if there is a second one, and the circumstantial elements.

2.1.3 The Transitivity structure - clause as representation

The Theme is the semantic category which expresses what the clause is going to be about. The Mood is the semantic category which expresses the meaning of the clause as

interaction between speaker/writer and listener/reader.

Transitivity is the semantic category which expresses what the clause IS about.

Transitivity is the system which specifies different types of processes that are organized in the language, the participants' role and the circumstances by which they are expressed. All types of processes are subsumed under the basic semantic framework consisting of three components:

- i) the process itself,
- ii) the participants in the process,
- iii) the circumstances associated with the process.

This framework has the potential of interpreting one's experience of reality. That is the speaker's/writer's experience of the external world and the world of his consciousness. So, clause as process has the function of expressing what reality is all about. This is semantically categorized as process of doing, happening, feeling etc.

The processes expressed in English are:

- a) Material process. Material process is the process of 'doing' things, it has an obligatory Actor, the one that does the deed, and an optional Goal, the second participant in the process.
- b) Mental process. Mental process is the process of sensing. The participants involved are senser, the one that senses, and Phenomenon, the thing which is sensed. Within this category there are three sub-types or processes of sensing:

- c.1. perception (sensing, hearing etc.)
- c.2. affection (liking, fearing etc.)
- c.3. cognition (thinking, knowing etc.)

c) Relational process. Relational process is the one which expresses the condition of being. It embodies three sub-types of processes expressing different ways of being.

- c.1. Intensive - one is the other - the relationship between the two terms is one of sameness.
- c.2. Circumstantial - one is at the other - the relationship between the two terms is one of time, place, manner, cause, accompaniment, matter or role.
- c.3. Possessive - one has the other - the relationship between the two terms is one of ownership, one entity possesses another.

Each of these categories may be expressed into two modes:

- i) attributive mode. In the attributive mode a qualitative attribute is assigned to an 'entity'. The structural elements expressing this mode of process are Attribute and Carrier. The attribute may be ascribed as a quality (intensive), and as a circumstance (circumstantial), or as a possession (possessive);
- ii) Identifying. In the identifying mode, one entity is used to identify another. The relationship

between them varies according to the type of relation process: Token and Value (intensive) of phenomenon and circumstance of time, place etc. (circumstantial), or owner and possession (possessive). The structural function of the participants in each case are Identified and Identifier. The whole picture is presented by Halliday (p. 114) as follows:

- 1) intensive
 - i) attribute
 - ii) identifying
- 2) circumstantial
 - i) attribute
 - a) circumstance as attribute
 - b) circumstance as process
 - ii) identifying
 - a) circumstance as participant
 - b) circumstance as process
- 3) possessive
 - i) attribute
 - a) possession as participant
 - b) possession as process
 - (one) possessor as Carrier
 - (two) possessed as Carrier
 - ii) identifying
 - a) possession as participant
 - b) possession as process

d. Other process types

Besides material, mental and relational processes,

Halliday recognizes other subsidiary types of processes in the English clause: behavioural, verbal and existential. Each of them is close to one of the processes in the major group described above, but distinct from it to a certain extent.

d.1. Behavioural process. Behavioural process are processes of psychological behaviour, like breathing, dreaming, smiling, coughing, etc. They are intermediate between material and mental processes. The Behaver is typically a conscious being, like the Senser, but the process functions more like one of 'doing'. The majority of these processes have one participant only.

d.2. Verbal processes. Verbal processes are processes of 'saying'. 'Saying' stands for any kind of symbolic exchange of meaning. For example, "The notice tells you to keep quiet". "My watch says it's half past ten". "What did you say?" etc. The grammatical function of 'the notice', 'my watch', 'you', is that of Sayer.

d.3. Existential processes. According to Halliday (p.30) these type of processes represent that something exists or happens. Example. 'There seems to be a problem'. 'Has there been a phone call?' The Existent may be a phenomenon of any kind, and it is often, in fact, an event, example: 'There was a battle'. 'There follows an angry debate'.

It is worthwhile presenting Halliday's table with

Processes types, their meanings and key participants
(HALLIDAY, 1985. p.131).

Process types, their meanings, and key participants

Process type	Category meaning	Participants
material	doing	Actor, Goal
action	doing	
event	'happening'	
behavioural	behaving	Behaver
mental:	'sensing'	Senser, Phenomenon
perception	'seeing'	
affection	'feeling'	
cognition	'thinking'	
verbal	'saying'	Sayer, Target
relational	'being'	Token, Value
attribution	'attributing'	Carrier, Attribute
identification	'identifying'	Identified, Identifier
existential	'existing'	Existent

e) Other participant functions

The participants of the processes just described are directly involved in the process. They are the one who do, are or exist together with the complementary function where there is one. These are types of processes typically related to the verb, without a preposition as intermediary.

There are other participant functions in the English clause which unlike the participant just described are not necessarily inherent in the processes, they may appear as optional extras. These are beneficiary and range.

e.1. Beneficiary. The Beneficiary is the one to whom or for whom the process is said to take place. It may be a participant in material process, in verbal process, and occasionally in verbal process.

e.1.1. In material process. In material process the Beneficiary is sub-divided in two sub-categories:

i) Recipient - the one that goods are given to

ii) Client - the one that services are done for

e.1.2. In verbal process. In verbal process the Beneficiary is the one who is being addressed, functionally referred to as the Receiver.

e.1.3. In relational process. There are few relational (attributive) processes with Beneficiary.

e.2. Range. Range is the element that specifies the range or scope of the process, as for example: (song' in Sing a song of six pence. 'croquet' in Do you play croquet? A full description of the variables concerned with Range is available in Halliday's functional grammar (p. 133) .

f) Circumstantial elements

As described above Transitivity concerned with the processes, the participants, and the circumstances. In a functional grammar the main types of circumstantial elements are as follows: Extent and Location in time and space, including abstract space; Manner (means, quality and comparison); Cause (reason, purpose and behalf) Accompaniment, Matter, Role. All these functional elements are fully

described in Halliday's just mentioned grammar.

2.2 Functional analysis of three texts

Any type of text would have been chosen for the present analysis. Any specimen of language which has meaning in context embodies one or the other of the abstract meta-functions of language orienting the organization of the linguistic system. However the practical part of this work aims at exploring the functional component of the linguistic system as a whole. In this case, the texts chosen would have to express the Textual, Mood and Transitivity system, the semantic categories related to the textual, interpersonal and ideational function respectively. The choice of the texts was oriented by the following criteria:

- 1) the texts should be short so as to save space, time and work (Halliday himself used very small texts to apply his functional analysis);
- 2) as far as possible the texts should give relevance to different functions of language so that one could feel how emphasis of one function rather than the other affects the text as a whole;
- 3) the texts should not be too complex, after all it is the first time we are getting acquainted with the theory.

The first text is a scientific exposition about anthropology, the second text is a report of a lecture on medical subject, and the third text is a dialogue. In this latter case the analysis will map only the Mood system, since

it is the linguistic potential from where the nature of the dialogue comes from.

2.2.1 Functional analysis of text 1 - The study of anthropology*

'We shall outline the four major subfields of anthropology that have emerged in the twentieth century: physical anthropology, archeology, linguistics and cultural anthropology.

Physical anthropology deals with human biology across space and time. It is divided into two areas: paleontology, the study of the fossil evidence of the primate (including human) evolution, and neontology, the comparative biology of living primates, including population and molecular genetics, body shapes (morphology), and the extent to which behaviour is biologically programmed.

Archeology is the systematic retrieval and analysis of physical remains left behind by beings, including both their skeletal and cultural remains. Both the classical civilizations and prehistoric groups, including our prehuman ancestors, are investigated.

Linguistics is the study of language across space and time. Historical linguistics attempts to trace the tree of linguistic evolution and to reconstruct ancestral language forms. Comparative (or structural) linguistics attempts to describe formally the basic elements of language and the rules by which they are ordered into intelligible speech.

Cultural anthropology includes many different perspectives and specialized subdisciplines but it is concerned primarily with describing the forms of social organization and the cultural systems of human groups. In technical usage, ethnography is the description of the social and cultural systems of one particular group, whereas ethnology is the comparison of sub-descriptions for the purpose of generalizing about the nature of all human groups.

i) Analysis of the thematic structure of the text 1

We shall outline the major subfield of anthropology

top

that have emerged in the twentieth century, physical

text

*From D.E. Hunter and P. Whitten: Harper and Row. 1976. 1N: Grellet, François. 1982. p. 113.

anthropology, archeology, linguistics and cultural anthropology.

Physical anthropology deals with human biology across

top

space and time. It is divided into two areas:

top

palentology, the study of the fossil evidence of the primate (including human) evolution, and neontology, the comparative biology of living primates, including population and molecular genetics, body shapes (morphology) and the extent

text

to which behaviour is biologically programed.

top

Archeology is the systematic retrieval and analysis of

top

the physical remains left behind by human beings (including both their skeletal and cultural remains.) Both the classical

top

civilization and pre-historical groups, (including our

prehuman ancestors) are investigated.

Linguistics is the study of language across space and

top

time. Historical linguistics attempts to trace the three of

top

linguistic evolution and to reconstruct ancestral language forms. Comparative (or structural) linguistics attempts to

top

describe formally the basic elements of languages and the

text top

rules, by which they are ordered into intelligible speech.

Cultural anthropology includes many different
top

perspectives and specialized subdisciplines but is concerned primarily with describing the forms of social organization and the cultural systems of human groups. In technical usage

text

ethnography is the description of the social and cultural
top

systems of one particular group, whereas ethnology is the

 comparison of such descriptions for the purpose of generalizing about the nature of all human groups.

Summary of the thematic analysis of the text

Paragraph 1

independent clause	we (the writers)
dependent clause	that (anthropology)

Paragraph 2

independent clause	physical anthropology
independent clause	it (physical anthropology)

Paragraph 3

independent clause	Archeology
independent clause	Both classical civilization and pre-historical groups.

Notation conventions:

// clause boundary
 () clause boundary:
 included clause

top topical Theme
 Theme
 text textual Theme

Paragraph 4

independent clause	Linguistics
independent clause	Historical linguistics
independent clause	Comparative linguistics
independet clause	The rules

Paragraph 5

independent clause	Cultural anthropology
independent clause	ethnography
dependent clause	ethnology

Commentary on the thematic structure of the text

As said by Jacques Bouveresse (1974. p.353) '- the textual component in language is the set of options by means of which a speaker or writer is enabled to create texts - to use language in a way that is relevant to the context'.

The thematic organization of the clauses expresses the method of development of the text as a communicative unit. It expresses the output of choices in the Textual System which in turn is constrained by the abstract textual function of language. As previously stated The Theme is the element which enunciates what the clause is going to be about and the Rheme is in charge of developing what the clause is about, so that part of the meaning of the clause is in the Theme and the remaining part in the Rheme structure.

The first paragraph starts with the interpersonal Theme 'We' which conflates with the Subject of the Mood structure.

Here the Theme is the element which in the Mood structure establishes the kind of interaction between the writer of the text and the reader. As a Theme its function is to say that 'We' (the writers) will develop what the text is about. The Rheme says that the writers are going to outline the major subfields of anthropology and this is what the text is all about: physical anthropology, archeology, linguistics and cultural anthropology. Each of the following paragraphs have one of these sub-fields as Theme. As it will be showed in the analysis of the Mood structure the Theme is mapped on to the Subject, the so called type of unmarked Theme.

There is not much to say about the thematic structure of this text, because it follows an organized and somewhat 'symmetrical' style. Of course such 'symmetry' was achieved by using non-defining clauses (-including human, /-including population and molecular genetics, and so forth) which avoid expansion of the defining clauses. It may be observed that this text gives emphasis to the textual function of language, and the very type of subject matter justifies the writer's option for this type of organization. He enunciates a Theme, splits it into parts and each paragraph of the text is in charge of developing one of this parts. The fact is that the text ends as it started: accomplishing the task of outlining the major subfields of anthropology.

ii) Analysis of the Mood structure of the text

We		outline	the major subfields of
Subject	Finite present	Predicator	Complement
Mood	Residue		

anthropology	that	have	emerged	in the twentieth
	Subject	Finite present	Predicator	Adjunct
	Mood	Residue		

physical anthropology, linguistics and cultural anthropology.

Physical anthropology	deals		with
	Finite present 's'	Predicator 'deal'	Adjunct
Mood	Residue		

human biology across space and time.	It	is
(circumstance of Location)	Subject	Finite present
	Mood	

divided	into two areas: paleontology, the study of the		
Predicator	Adjunct		
Residue			

fossil evidence of the primate (including human) evolution,

and neontology, the comparative biology of living primates,

including population and molecular genetics, body shapes,

(morphology) and	the extent to which	behaviour	is
	Adjunct	Subject	Finite
		Mood	
	Residue		

biologically programed.

Complement

Archeology	is	the systematic retrieval	and
Subject	Finite present	Complement	
Mood		Residue	

analysis of the physical remains left by human beings

including both their skeletal and cultural remains.	Both the
	Subject
	Mood

classical civilization and prehistoric groups,	including

our prehuman ancestors,	are	investigated.
	Finite present	Predicator
Mood		Residue

Linguistics	is	the study of language	across
Subject	Finite present	Complement	
Mood		Residue	

space and time.	Historical linguistics	attempts
	Subject	present 's' 'attempt' Predicator
	Mood	Residue

to trace	the tree of linguistic evolution and to reconstruct
----------	---

ancestral language forms.	Comparative (or structural)
	Subject
	Mood

linguistics	attempts	to describe formally
	Finite Present 's'	Predicator 'attempt'
		Residue

the basic elements of languages and the rules by which

they	are	ordered	into intelligible speech.
Subject	Finite present	Predicator	Adjunct
Mood	Residue		

Cultural anthropology		
Subject	Finite present 's'	Predicator
Mood	Residue	

many different perspectives and specialized disciplines

Complement

but	is	concerned	primarily with describing the
Adjunct	Finite present	Predicator	Adjunct
		Residue	

forms of social organization and the cultural systems of

human groups.	In technical usage,	ethnography	is
	Adjunct	Subject	Finite present
		Mood	

the description of the social and cultural systems of one
Complement
Residue

particular group,	whereas	ethnology	is	the comparison
	Adjunct	Subject	Finite present	Complement
		Mood		Residue

of such descriptions	for the purpose of generalizing about the
	Adjunct

nature of all human groups.

Commentary of the Mood structure of the text

The analysis of the thematic structure of the text showed the characteristics of the text as a message, the way the writers organized their ideas as a communicative event. The analysis of the Mood structure will describe the text as exchange. The Mood structure is responsible for the organization of the text as an interactive event, as such it presupposes one who gives or demands information and one who receives, or in the latter case, one who is invited to give information.

In the very first clause of the text the Mood element determines the kind of speech role between the writers and the reader. The Subject 'We' means that the writers are the ones who give information, and the reader's implicit role is that of one who is invited to receive information. The Residue of the first and second clause expresses what kind of information the writers intend to give, so that in the following clauses the Subject is one of the items of the Subject matter enunciated by the writers. From then on the Mood is somewhat constrained by the thematic choice, the writer's interest in giving emphasis to the organization of the text as message. What follows the interactional Theme 'We' are propositions about the subject enunciated in the Rheme of the first two clauses. Therefore, it seems that the Mood structure of the text is the consequence of options in the textual component.

iii) Analysis of the Transitivity structure of the text

We	shall outline	the major sub-fields of anthropology
Actor	Process material	Goal

that	have emerged	in the twentieth century: physical
	Process existential	Adjunct
		Existent

anthropology, archeology, linguistics and cultural

anthropology.

Physical anthropology	deals	with human biology
Actor	Process material	Goal

across space and time.	It	is divided	into two
Adjunct	Goal	Process material	

areas: paleontology, the study of the fossil evidence of the
Circumstance of Matter

primate (including human) evolution, and neontology, the

comparative biology of living primates, including population

and molecular genetics, body shapes (morphology) and the

Adjunct

extent to which	behaviour	is	biologically	programed.
			Adjunct	
	Goal		Process - material	

Archeology	is	the systematic retrieval and
Carrier	Process relational	Identifier

analysis of the physical remains	left	behind	by human beings
	Process material	Adjunct	Agent

including both their skeletal and cultural remains.	Both the
	Goal

classical civilization and prehistoric groups, including our

prehuman ancestors	are investigated.
	Process material

Linguistics	is	the study of language across
Carrier	Process relational	Identifier

space and time.	Historical linguistics	attempts to trace
	Actor	Process material

the tree of linguistic evolution	and	to reconstruct	ancestral
Goal		Process material	Goal

language forms.	Comparative (or structural) linguistics
	Actor

attempts to describe	formally	the basic elements of languages
Process material	Adjunct	Goal

and the rules by which they are ordered into intelligible speech.

cultural anthropology	includes	many different
Carrier	Process material	Attribute

perspectives and specialized subdisciplines	but
	Adjunct

is concerned	primarily	with describing the forms of social
Process material	Adjunct	Goal

and the cultural systems of human groups.	In technical usage
	Adjunct

ethnography	is	the description of the social and
Carrier	Process relational	Identifier

and cultural systems of one particular group,	whereas
	Adjunct

ethnology	is	the comparison of such descriptions
Carrier	relational	Attribute

for the purpose of generalizing about the nature of all

Adjunct

human groups.

Comment of the transitivity structure

It was said that the semantic framework of transitivity consists of the process itself, the participants in the process and the circumstances associated with the process. As it can be seen in the mapping of text, these components are of crucial importance to actualize the ideational experience of the writer. In this case the major participants in the processes are the subfields of anthropology. Many other types of circumstantial factors are in charge of expressing the writer's experience with regards to the subfields of anthropology. As for instance, the circumstances of time 'in the twentieth century', 'across space and time'; circumstances of matter as in 'paleontology: the study of fossil evidence of...', 'neontology, the comparative biology of living primate, ...' etc.

As interesting feature of this text is that it has seven non-finite clauses, it is agreed that constituency is not an adequate form of explaining meaning. However it is worthwhile pointing out to the fact that the non-finite verb forms express a potential which would be actualized in the

writer had space to do so. The non-finite clauses are:

- 1) 'including human' a non-defining clause extending the meaning of the nominal group 'the primate evolution'.
- 2) '- including population and molecular genetics body shapes...' a dependent non-defining clause related to the nominal group 'the comparative biology of living primates, ...' which in turn is a non-restrictive apposition elaborating the meaning of 'neontology'. This clause has within it another clause (the extent to which behaviour is biologically programmed) in paratactic (independent) relation and with the function of extending the explanation of the first clause.
- 3) '- including both their skeletal and cultural remains' a non defining clause elaborating the meaning of 'physical remains'.
- 4) 'including our prehuman ancestors,...' an embedded clause modifying 'prehistoric group'. It is a non-defining clause with the function of elaborating the above noun group.
- 5) '- to reconstruct ancestral language forms'. a non-defining clause functioning as an extension of the complement of the mains clause, 'Historical linguistics attempts to trace the tree of linguistic evolution and...'
- 6) '- (for the purpose of generalizing about the nature of all human groups. 'a non-defining clause enhancing the meaning of 'the comparison of such

descriptions' by reference to cause.

- 7) 'describing forms of social organization and cultural systems of one particular group, ...' this non-defining clause functions as complement of the preposition 'with'.

As a final comment on the three semantic categories, Textual, Mood and Transitivity it may be said that this text is patterned in terms of the textual function. There is a harmonious flux between the topic announced by the writers in the first clause and the thematic structures of the clauses following it. Any type of approach will certainly say that the text is about anthropology, a simple glance of the text perceives that. The importance of the orientation of a functional grammar is that it is possible to give a scientific account of how grammatical elements are patterned to realize language functions. It is possible to visualize how the different levels of the linguistic component are organically integrated, and in this sense it is also possible to describe the text as a process, the output of the writer's ideational and interpersonal experience. In other words, mapping of transitivity gives a scientific account of the writer's options to express his ideational experience with regards to anthropology.

2.2.2 Functional analysis of text 2

'Diagnostic and Therapeutic Elements in Uterine Tumors'*

The author points out that the evolution, spread, and eventual localization of metastases from cancer of the uterine cervix is so variable that no schematization is possible. Among the various means currently available for the detection and treatment of lymph node metastases, he lists radiological, scintigraphic, and endoscopic techniques, the usefulness of which is greatly increased by using them in conjunction. He then proceeds to discuss various technics for the localization and exploration of lymph node stations draining the female genital apparatus, with particular regard to selective arteriography (which is useful not only as a diagnostic tool but also for administration of chemotherapeutic agents) and lymphography. Concerning the last named technic, he describes an original method by which the contrast medium can be forced into the presacral and high pararectal lymph nodes, which usually escape detection by current methods. And last, he describes his experience with radionuclides incorporated in oily contrast media and administered as in conventional lymphography, this method affording simultaneous diagnosis and treatment of affected lymph nodes. He explains his preference for P over I as radionuclide, as well as the composition of an original compound for this purpose.

i) Analysis of the thematic structure of the text 2

The author points out that the evolution, spread, and
top text top

eventual localization of metastases from cancer of the uterine

cervix is so variable that no schematization is possible.

text top

Among the various means currently available for the detection

text

*(from G. Vecchietti: Diagnostic and Therapeutic Elements Uterine Tumors in: Proceedings of the International Symposium on Obstetrics and Gynaecology. Chalmers J.A., Merger R., Candiani G.B. - Carlo Erba Foundation Publ., Milan, 1969, 210p.)

and treatment of lymph node metastases, he lists radiological,

top

scintigraphic, and endoscopic techniques the usefulness of

top

which is greatly increased by using them in conjunction.

He

top

then proceeds to discuss various technics for the localization and exploration of lymph node stations draining the female genital apparatus, with particular regard to selective arteriography (which is usefull not only as a diagnostic

text

tool but also for administration of chemotherapeutic agents) and lymphography. Concerning the last named technic, he

top

describes an original method by which the contrast medium can

text

top

be forced into the presacral and high pararectal lymph nodes, which usually scape detection by current methods. And last

text

text

he describes his experience with radionuclides incorporated

top

in oily contrast media and administered as in conventional lymphography, this method affording simultaneous diagnosis

text

and treatment of affected lymph nodes. He expresses his

text

preference for P over I as a radionuclide, as well as the composition of an original compound for this purpose.

Commentary of the thematic structure

The text was written as a speech to be developed in a congress, as such it gives great emphasis to the element holding responsible for the text as an interactive event in which case it is G. Vechoetti. The reporter is careful enough to convey that the propositions about the subject in question are in accordance to G. Vechietti's point of view, and this interferes in the textual organization of the text. Unlike the first, this text does not present the same flux between Theme/Rheme structure. The mapping of the thematic structure the Theme sometimes realized by he, refering to the author, and by elements of the transitivity structure, i.e. expressing circumstances. Ex.: The author points out that..., He lists... He describes..., Among the various means currently available..., Concerning the last named technic etc.. The text starts with an interpersonal Theme (the author) which establishes the kind of speech role in the event, and the reader is invited to receive information about a third person's point of view. The text has six independent clauses, four of them have he (the author) as Theme (The author points out that..., He then proceeds..., And last, he describes..., He explains...), the two other start with adjuncts expressing circumstances in which case they function as Theme, but in both clauses it is Vechietti who is the Subject of the clauses.

It seems that the thematic structure is important to the extent that what is developed in the Rheme structure is

according to Vecchietti's point of view. The reader is invited to know what Vecchietti has to say about diagnostic and therapeutic elements in uterine tumors and that is in the Rheme slots of the clauses. In this case it may be said that it is the transitivity structure which embodies the 'newness' of the subject matter in question.

ii) Analysis of the Mood structure of text 2

The author	points out	that	the evolution,
Subject	Finite present's'	Predicator	Subject
Mood		Residue	Mood

spread, and eventual localization of metastases from cancer of

the uterine cervix	is	so variable	that	no schematization
	Finite present	Complement		Subject
		Residue		Mood

is possible.	Among the various means currently available for
Fte Pred.	Adjunct
	Residue

the detection and treatment of lymph node metastases,	he
	Subject
	Mood

Residue

lists		radionuclides, scintigraphic, and
Finite present 's'	Predicator	Complement

endoscopic technics,	the usefulness of which	is
	Subject	Finite present
	Mood	

greatly increased by using them in conjunction.		He
Complement		Subject
Residue		Mood

then	proceeds	to discuss	various technics
Adjunct	Finite present 's'	Predicator	Complement
		Residue	

for the localization and exploration of lymph node stations

draining the female genital apparatus,	with particular regard
	Adjunct

to selective arteriography	(which	is	useful
	Subject	present's'	Complement
	Mood		Residue

not only as a diagnostic tool but also for administration of

chemotherapeutic agents) and lymphography. Concerning the

Adjunct

last named technic, He describes a

Subject

Finite present 's'

Predicator

Mood

Residue

method by which the contrast medium can be forced

Adjunct

Subject

Finite present

Predicator

Mood

Residue

into the presacral lymph nodes, which usually escape

Adjunct

Subject

Adjunct

present

Pred

Mood

Re-

detection by current methods. And last he

Complement Adjunct

Adjunct

Subject

sidue

Mood

describes his experience with radionuclides

present 's' Predicator Complement

Residue

incorporated in oily contrast media and administered as in

lymphography,	this method	affording	simultaneous diagnosis
	Subject	Predicator	Complement
		Residue	

and treatment of affected lymph nodes.	He	explains	
	Subject	Finite present	Pred.
	Mood		Res.

his preference for P over I as a radionuclides, as

well as the composition of an original compound devised for

the purpose.

Commentary of the Mood structure

Mood structure of this text is Subject plus Finite, the order realizing declarative. Thus the text is made up of

propositions expressing Vecchietti's point of view. Nevertheless, as an indirect report the mood structure is not so simple as it may seem to be. It must be pointed out that the reporter aims at explaining what was said by Vecchietti however, the words he uses to report Vecchietti's ideas, 'lists' 'describes', 'explains' etc. do not attest Vecchietti's exact words. This means that what the reporter does is to produce meaning not wording, his words are in fact the representation of what Vecchietti meant not of what he said. Therefore the propositions are the output of the reporter's ideational and interpersonal experience. He reports the gist of what was said, there is choice of Mood, but its function is to safeguard the contents of the text as being a third person's point of view.

iii) Analysis of the transitivity structure of text 2

The author	points out	that	the evolution, spread
Sayer	Process material		Carrier

and eventual localization of metastases from cancer of the

uterine cervix	is	so variable,	that
	relational	Attribute	

no schematization	is	possible.	Among the various
Carrier	Process relational	Attribute	Adjunct

means currently available for the detection and treatment of

lymph node metastases, he lists radiological

Subject	Process material	Goal
---------	------------------	------

scintigraphic, and endoscopic technics, the usefulness of

Carrier

which is greatly increased by using them in

Process relational	Attribute
--------------------	-----------

conjunction. He then proceeds to discuss various

Actor	Process material	Goal
-------	------------------	------

technics for the localization and exploration of lymph node

stations draining the female genital apparatus, with particular

regard to selective arteriography

(which

is

Carrier	Process relational
---------	--------------------

useful not only as a diagnostic tool but also for administration

Attribute

of chemotherapeutic agents)	and lymphography.	Concerning the
		Adjunct

last named technic,	he	describes	an original method	by
	Actor	Process material	Goal	

which	the contrast medium	can be forced	into presacral and
	Actor	Process material	Goal

high pararectal lymph nodes,	which	usually	escape detection
	Goal	Adjunct	Process material

by current methods.	And last	he	describes	his experience
Agent	Adjunct	Actor	Process material	Goal

with radionuclides incorporated in oily contrast media and

administered as in conventional lymphography.	This method
	Actor

affording	simultaneous diagnosis and treatment of affected
Process material	Goal

lymph nodes.	He	explains	his preference for P over I
	Actor	Process material	Goal

as a radionuclide, as well as the composition of an original

compound devised for this purpose.

Commentary of the transitivity structure

As said in the analysis of the Mood structure the speaker is reporting what was said in the third person's point of view. It was also pointed out that as an indirect report the text embodies the meaning of what Vecchietti said, but according to the reporter ideational and interpersonal experience. The mapping of transitivity shows that the reader who is interested in the 'newness' of Vecchietti's lecture has to rely on the reporter's interpretation, and in this case it is expressed in transitivity. Finally the mood structure reveals the element who is held responsible for what is asserted, but it is the transitivity structure which contains what the text is about, the contents of the text as communication.

2.2.3 Functional analysis of text 3

News at When?*

Pam Which do you prefer? B.B.C. or I.T.N.?

* From: LEWIS, J. Windsor. People Speaking - Phonetics Readings in Current English. Oxford University Press. 1977. 92p.

Maud The news programmes, you mean?

Pam Yes, chiefly.

Maud Oh I don't mind which.

Pam I like the readers best on B.B.C.

Maud Yes, but nine o'clock's a bit early for the main news.

Pam Oh quite! I'd rather have it at ten. But I'm glad to have the choice.

Maud Oh, yes! It's so silly having both of them on at ten to six and overlapping with B.B.C. sound.

Which	do	you	prefer	B.B.C. or I.T.N.?
Complement	Finite	Subject	Predicator	Complement
	Mood			
Residue				

The news programmes,		you mean?	
Complement	Subject	Finite 'present	Predicator
		Mood	
Residue			

Yes, chiefly.				
Adjunct				

Oh	I	don't	mind	which.
	Subject	Finite	Predicator	Complement
	Mood		Residue	

I	like	readers	best on B.B.C.
Subject	Finite present	Predicator	Complement Adjunct
Mood	Residue		

Yes, but	nine o'clock's	a bit early for the main news
Adjunct	Subject Finite	
	Mood	Adjunct
Residue		

Oh quite!	I	'd	rather	have	it
Mood Adjunct	Subject	Finite	Adjunct	Predicator	Complement
	Mood				
Residue					

at ten	But	I	'm	glad	to have
Adjunct	Adjunct	Subject	Finite	Adjunct	Predicator
		Mood			
Residue					

the choice.
Complement

Oh yes!	It	's	so silly	having	both of
	Subject	Finite	Complement	Predicator	Complement
	Mood		Residue	Residue	

them on at ten to six	and	overlapping	with B.B.C. sound.
		Predicator	Adjunct
		Residue	

Commentary of the mood structure of the dialogue

It was previously stated that the analysis of this text is restricted to the mood structure. As a dialogue the text already has its nature in the semantic category responsible for the text as an interactive event which involves writer and audience. This means that in the dialogue it is the interactional function which is held responsible for the text as exchange, the moves in the exchange is dependable in choice of Mood.

The analysis of the previous texts were characterized by a technical style. It was a matter of mapping how the semantic component was realized in different clauses. The analysis of the mood structure of a dialogue follows a somewhat rhetorical line, because the components responsible for the argumentation are sustained by a series of rhetorical exchanges which push the argumentation forward.

The dialogue is initiated by Pam, who asks Maud a question, hence Pam adopts the role of seeker of information and requires Maud to be the supplier of the information. However Maud does not answer Pam's question, instead he confirms the context of situation, 'The news programmes you

mean?' Pam confirms Maud's presupposition and the argumentation of the exchange is established: news programme, Maud's answer does not reveal any interest in the subject, 'I don't mind which', but what matters is that his options in Mood already function as a move in the exchange. From then on there is shift in the exchange Maud's response to Pam reveals that for him what matters is not the kind of programme, but the time it is broadcast.

The relevant aspect of the text is that as a dialogue it depends on the Mood, options in Mood guarantee the moves in the exchange, it is a matter of 'I think this' (Pam) and 'I think that' (Maud). Hence, as it was said above, it is the interactional function of language which characterizes the dialogue, since it is the function which gives nature to the dialogue.

2.3 How the functional component of the linguistic system is integrated in the structure of the clause and of the group

The present study is a linguistic verification of the text, and although it aims at interpreting the text as communication, it is concerned with the text as the actualization of the internal organization of the linguistic system, grammar. In this sense a linguistic study is a technical study, thus it is necessary to understand, as far as possible, how the various features of the text work. For this reason it was decided to investigate how the functional

component is manifested in a rank below the clause, the nominal group.

The analyses of the texts traced the process which a clause undergoes in order to express the textual, the interpersonal and the ideational meaning. The present section attempts to give a more detailed description of how the above semantic categories are integrated in the clause and in the group. The example used is a clause of the third paragraph of the first text, 'Both classical civilization and prehistoric groups, including our prehuman ancestors are investigated'.

The first step (i) will be the description of the grammatical patterns and their corresponding roles; the second step (ii) will be the description of how the grammatical patterns are mapped on each other to express the three distinct semantic categories derived from the functional component of the linguistic system. The third step (iii) will be an attempt to show how the functional component is expressed in a rank below the clause, the nominal group.

i) Description of grammatical patterns

The first patterns of the clause is an embedded nominal group, 'Both classical civilization and prehistorical groups', it consists of two nominal groups: 'both classical civilizations' and 'prehistorical groups'. The first item,

'the', is the Deitic element, it has the function of identifying a particular subset of the noun that is being referred, in this case, 'civilization'. The second item, 'classical', is an Epithet, it indicates quality and also defines the common core of the nominal group, 'civilization', this third item is also called the 'Thing'. The second part of the embedded nominal group is another nominal group, 'prehistorical groups', which together with the first nominal group functions as Subject of the clause. It consists of two items 'prehistoric' and 'groups'. The first item is an Epithet, it indicates a quality and defines 'groups'. The second item 'groups' is the Thing. Both nominal groups are preceded by 'both' which functions as non-specific Deitic of the embedded nominal group. A visual picture would be as follows:

<u>D¹</u>	<u>D²</u>					
non-specific	Deitic	Epithet	Thing	and	Epithet	Thing
Deitic						
<u>Nominal group</u>					<u>Nominal group</u>	

The second pattern of the clause is a non-defining clause, 'including our prehuman ancestors', expanding the nominal group, it elaborates the meaning of 'both classical civilization and prehistorical groups'.

The third pattern of the clause is a verbal group, 'are investigated'. It is a material process which consists of the verbal operator 'are' and the Predicator 'investigated' also defined as lexical verb expressing event. The function

of the finite element is to make the proposition finite by relating it to the context of speech event. The writer opted for reference to the time of writing, primary tense, as opposed to his own judgement of the event, modality.

ii) Grammatical structure and the semantic system

Still using the above clause as an example, the textual system is expressed by the nominal group functioning as Subject of the clause, 'Both classical civilization and prehistoric groups'. This is the element which enunciates what the clause is going to be about. The Mood system is expressed by the Subject which in this case conflates with the Theme, and by the verbal operator 'are'. The transitivity system is expressed by 'Both classical civilization and prehistoric groups' which functions as the domains of the process, 'investigated'; and by the process, 'are investigated', expressed by the verbal operator 'are' and the Predicator 'investigated'.

iii) Language functions in the nominal group

The focus point of this work is the study of the text as expressed at the grammatical level. Because the grammar is functional and as such semantic in orientation, the study of the grammar of the text has an outward perspective, this means that the description of the linguistic forms aims at explaining what kind of function of language they realize. As far as text analysis is concerned the perspective has

always to follow the 'outward' direction, the level where language is meaning in context.

The three functional components of the linguistic system: Textual, Interpersonal and Ideational, have a distinct structure in the clause. In the grammar of the group the three semantic categories are not represented as distinct structure, but it is still possible to recognize them. In real instances of text analysis, it is not necessary to analyse the functional element comprising the internal organization of the group. Nevertheless, as a matter of explicitation one can describe the nominal group in functional terms.

The first two items, the non specific Deitic 'both' and the Deitic 'the' express the experiential* structure of the nominal group. The Deitic 'the' indicates that the writer is concerned with the classical civilization, a defined civilization as opposed to an undefined one. The third item, the Epithet 'classical' also has the function of identifying 'civilization', however it has less identifying potential than the Deitic. There is a kind of progression in the nominal group, the elements specifying greatest potential are followed by the elements that have less identifying potential. The second nominal group, 'prehistoric groups' is an extension of the first one. It starts with the Epithet

* According to Halliday (1985. p.95) 'The experiential function, - is the 'content' function of language; it is language as the expression of the processes and other phenomena at the external world of the speaker's own consciousness, the world of thought, feeling, and so on.-'

'prehistoric' which identifies the Thing, 'groups'.

The interpersonal system of this nominal group is embodied in the person system which in this specific case is implied by the third person, they (the classical civilization and prehistoric groups). The textual meaning is expressed in the organization of the nominal group.

2.4 Comment on the analyses of the three texts

As clearly suggested in the introduction the target of this work is the study of the text as unit of communication. It is agreed that the study of the text under the so called discourse analysis, has commonly been concerned with segments of the text which go not only beyond the structural limits of the linguistic component as such but also beyond language, in the social semiotic. From this stand point it may be asked why the concern with grammar if the study of discourse generally deals with segments at higher levels of the text. It follows that knowledge of the linguistic organization of the text is presupposed by any approach to discourse analysis; the text analyst has to be acquainted with the linguistic organization of the text and grammar is the level of the internal organization of the linguistic system. It is not meant that discourse analysis has to be integrated with the grammatical description of the text but rather that grammar has to be at hand any time which is necessary to interrelate communicative functions to the structural categories by which they are realized.

The concern with the text as form and with the text as meaning gave birth to the problem described in the introduction of this work. As stated it was realized that the study of the structure of the text, according to the traditional grammar, does not integrate with functional approaches to text analysis. Some of the reasons of this incongruency will be discussed in the last chapter of this work, but it is already possible to anticipate one aspect of the incompatibility between the study of grammar and the study of the text as communication. Traditional grammar is bound by constituency, it does not interrelate structures at the grammatical level with the semantic and social level of the linguistic system.

The analyses achieved demonstrated that a functional grammar also deals with constituency, it presupposes understanding of it, nevertheless the description of structures follows a functional perspective. The linguistic elements are segmented according to the functions they realize. The analyses also showed that there is a multiple configuration of structures which are mapped on each other to realize different language functions, textual, interpersonal and ideational. As previously said, each of these functions has a linguistic potential, the Textual system the Mood system and the Transitivity system respectively. Each of these potentials is reflected in the grammatical structures by which they are realized. As for instance, the different ways which Theme, Mood and Transitivity may be expressed in the structure of the clause is the reflection of the different

purposes one establishes to organize the text as message, as interaction and as representation. Therefore there is a harmonious integration between the grammatical, semantic and social dimension of the text. This means that a functional grammar describes the text with respect to the functions it realizes, hence, as already conveyed, besides being a first step in the interpretation of the text as communicative entity, it may be in full agreement with other functional approaches to discourse analysis.

Another important feature of a functional grammar is that it makes possible to see what kind of function of language is given more prominence in different typologies of text. Prominence to one function of language rather than the other reveals a great deal of the communicative purpose of a text. Halliday (1985. p.113) quotes Zumbor who said that '- the various genres of literature in different epochs are characterized by differences of emphasis on the different functions of language'. In the same page Halliday adds that 'one can only understand the linguistic properties of the text in relation to the orientation of the whole of which it is part of certain patterns of linguistic function'. It seems that by describing which function of language is more prominently at work in different types of text one is already achieving a great deal of the process of interpreting a text as unit of communication.

In the first text the textual function is tightly organized, each thematic structure is an extension of the

topic of the text. As already said, each thematic structure is one of the subfields of anthropology. There is no deviation from the major topic. The writer decided to give information; so, the text consists of propositions about the major subfields of anthropology. This means that in this text it is the textual function which is at work.

The textual organization of the second text does not have the symmetrical characteristic of the first one. The thematic structure is made up of elements expressing transitivity, and also by the pronoun 'he' (Vechietti) which caters for the text as a reported speech; hence, in this text the textual function does not have the major role. In order to understand what the text as a whole is about, one has to rely on the transitivity structure. An example is the second sentence of the text, 'Among the various means currently available for the detection and treatment of lymph node metastases, he lists...'. In this case what is announced in the Theme and what is developed as Rheme is intersected by the Mood structure. The writer is cautious enough to say that what the text is about is according to a third person's point of view, but it is the transitivity structure which embodies the newness of the text.

As a dialogue the third text already pressuposes dependence on the interactional function of language. It may be said that in the dialogue, more than in any other kind of text, option in Mood constrains the textual organization.

CHAPTER 3

CONSOLIDATION OF IDEAS AND CONCLUSION

The analyses of three text fulfilled the first and second aim of the present work. Firstly it closed the description of the grammatical level of the linguistic system, secondly it showed through the description of the grammar of the texts how patterns of communication at the social level of the linguistic component are encoded by the abstract meta-functions of language, and how this functional component constrains the configuration of the semantic system, finally it showed how this meaning potential is reflected in the grammatical structures. This part of the work aims at consolidating the ideas exposed above, and at presenting the output of the linguistic knowledge gained. Section 3.1. summarizes the major theoretical concepts dealing with the description of the clause. Section 3.2. gives a more specific approach of the text as the actualization of the linguistic system as a whole. And finally section 3.3 fulfills the third objective of the dissertation which is justification of the use of a functional grammar to back up text analysis.

3.1 The theory

In order to understand how systemic linguistics describes grammar at the clause level it was necessary to abstract the description of language as pictured in previous diagrams, and to understand how that conceptualization is manifested in the text, this latter aspect was demonstrated in the analyses of the three texts.

The diagrams showed that Systemic Linguistics describes language as a tristratal system. This means that the linguistic system is comprised of three levels: (i) the social system, (ii) the semantic system and (iii) the grammatical system. Each of these systems is a potential from where choices can be made and for this reason Systemic Linguistics claims to be a theory of language as choice.

(i) the social system. The social system or social semiotic is not unique of language, but it is primarily realized by language. At this level language is manifested as behaviour, it is used to do things, so the social level is the behavioural potential of the linguistic system.

(ii) the semantic system. The semantic system is the meaning potential of language. It is the level where choices can be made to mean and where the three semantic categories, Theme, Mood and Transitivity embody the various uses of language expressing different contexts of situation.

(iii) the grammatical system. The grammatical system

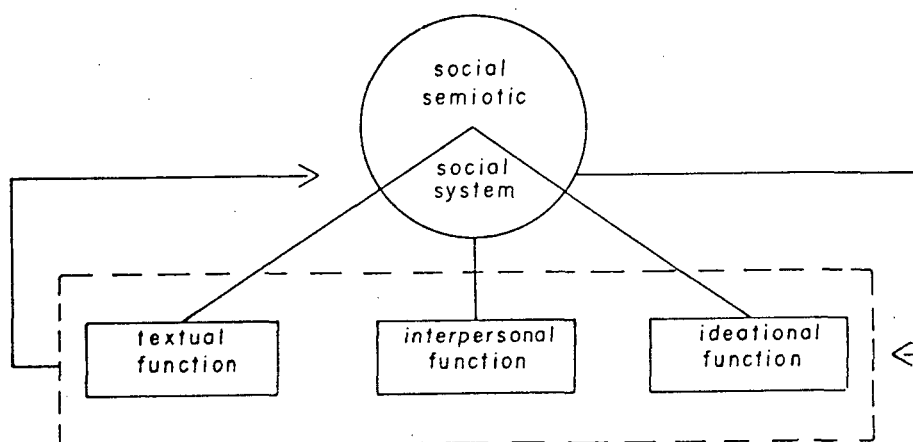
is the level of form where choices can be made to say things, it encodes the meaningful choices into linguistic forms.

Each of these systems describes one aspect or phenomenon of language and Systemic Linguistics establishes a kind of gradation between the systems; in the scale of idealization the social system is in the top position, the semantic system in the middle, and the grammatical system in the lowest position. This gradation reveals the perspective from where the theory views language, that is, an inter-perspective of language, so the theory starts from where language is used as instrument of communication, the level of content.

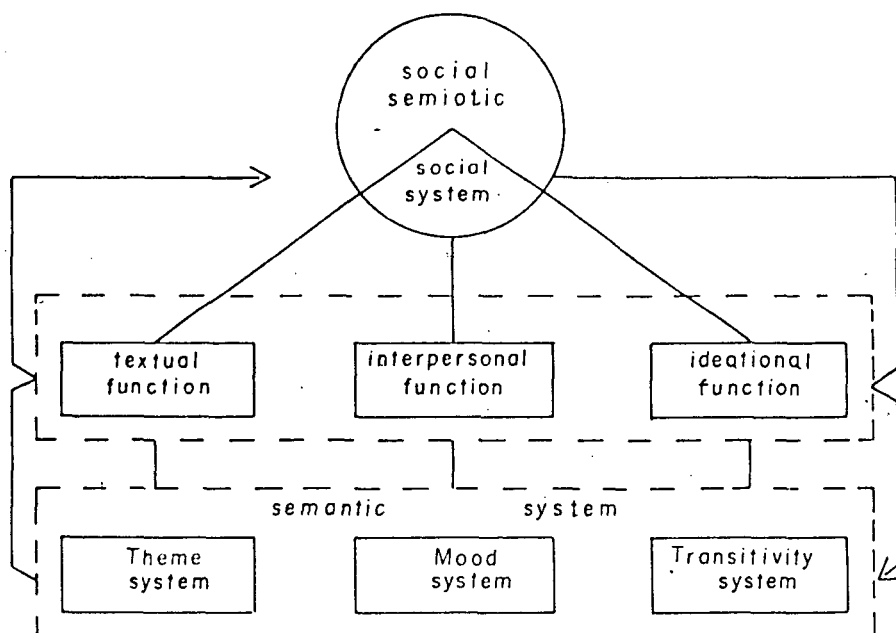
Gradation does not suffice for the way Systemic Linguistic Organizes the linguistic component. The social orientation constrains the establishment of the social level, but the theory also explains the relation of this social level with the other levels of the linguistic system as such. The concept of 'realization' caters for the realizational view of language which says that each level is the realization of the level next above. Therefore the grammatical level is the realization of the semantic level and the semantic level is the realization of the social level. The realizational relation means that there is an organic relation between the level of can do (social), can mean (semantic) and can say (grammatical), . In the scale of idealization each level is the realization of the level next above; in a downward direction each level constrains, determines the shape of the level next below.

The crucial point this section aims at consolidating is to show how the above description is manifested in the text. For this purpose the diagram presented page 20 will be split into parts and then joined again.

In the social semiotic language serves the social function of communicating. At this level patterns of behaviour are encoded in the three abstract meta-functions of language which orient the organization of the linguistic system as a whole. This was pictured as follows.

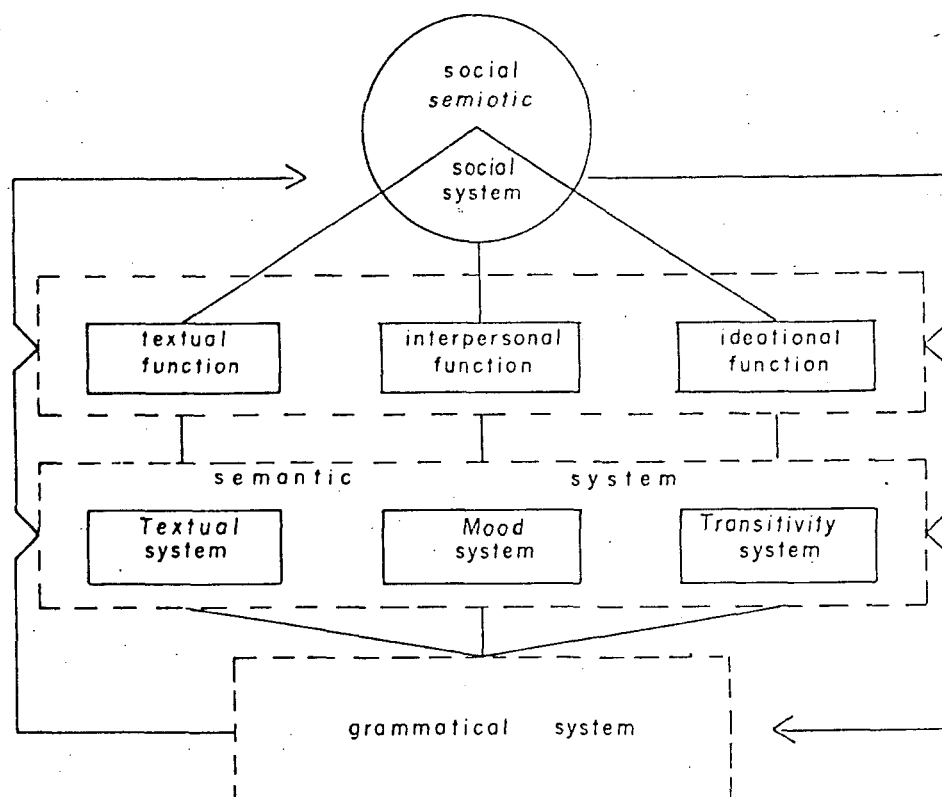


The abstract meta-functions are encoded by the meaning potential of language, so that the semantic system is configured according to the demands of these abstract metafunctions. Hence the three semantic categories comprising the semantic system (Theme, Mood and Transitivity) are the realization of the abstract meta-functions, textual, interpersonal and ideational. This was pictured as follows:



The three semantic categories are encoded by the grammatical system, what Halliday (1974, p. 90) calls the internal organization of the linguistic system. At this level meaningful options are encoded into linguistic forms, but the grammatical functions are still semantically oriented. The whole linguistic component may be pictured as follows:

The linguistic component



As showed in the description of the systems and through the analyses of the texts each grammatical configuration derives from options in the semantic system, Textual Mood and Transitivity. In turn, each semantic system is the encoding of one of the abstract meta-functions of language, textual, interpersonal and ideational respectively. Therefore the grammatical configuration of the clause is the representation of its meaning with respect to the abstract meta-functions of language. It was previously conveyed that the meta-functions are extrinsic functions of language, in the sense that they are the encoding of patterns of behaviour in the social system, which, as stated is not linguistic in itself. However, as demonstrated in the analyses of the three texts, the shape of the grammatical system is closely related to the functions that language is required to serve in the social system.

As described, the grammar which backed up the analyses of the three texts is functional and semantic in orientation. Each grammatical structure is the expression of a semantic category which is in turn the realization of another category of the semantic component of language. Because of this interrelation between grammatical categories and the linguistic system as a whole, the grammar is paradigmatic in orientation, that is, every grammatical structure is the output of choices within the systems, so that constituency, structure in syntagmatic sequence, is segmented according to constraints of the semantic system which encodes the abstract meta-functions of language. This is the sense which the

grammar claims to be organic, i.e. all categories function with respect to the whole. The result of this organic feature is that the grammar is already an interpretation of the text, because grammatical structures are explained in the light of the functions they express in the social system where language has the purpose of achieving communication.

3.2 The text

Systemic Linguistics starts where language has purpose, the context where it is used as instrument of communication. In this semiotic realm the basic unit of communication is the text, and it is on the text that Systemic Linguistics is based to describe language. In this sense the theory has to account for how the text is engendered, since the text is the actualization of the system by which it is engendered. As far as text analysis is concerned, here comes a crucial point; since the text is the actualization of the linguistic potential, ~~it has to be interpreted in the light of this~~ potential. This means that a linguistic interpretation of what is said in the text has to be done in the light of the potential which engenders the text. By doing that it is possible to relate what is said to what could be said but was not, the possibility of relating options in the text to the potential where they were chosen is the kernel point to understand meaning as the outcome of choice in the system. Therefore it has to be possible to associate options from one system with the potential of the same system on the same level and with other systems in the linguistic system as a

whole, both upward towards contents and downwards towards form. Both in the paradigmatic dimension where the text is the actualization of meaning, and in a syntagmatic dimension where meanings are sequenced according to the configuration of semantic categories realizing social functions.

In the social level of language the text encodes patterns of the context of situation and culture. It is the output of one's ideational and interpersonal experience of the outside world and of his own internal world. Hence understanding of text is abstraction, it demands interrelation of what is said to what is meant and finally to what is done in the social level of language, and in this sense interpretation of the text at the grammatical level is only a first step.

It follows that an account of a theory of language ~~which regards the text as the basic unit of communication is~~ compelled to define what is a text. Nevertheless that is not an easy task, the text is the actualization of the linguistic system and as such it embodies a great deal of phenomena which, in the light of the present theory may be specifically linguistic or semiotic. It seems that because of this multitude facets of the text, people use to give it different statuses; it all depends on the purpose for which one is interested in the text. Perhaps it would be said that it all depends on what level of the linguistic system one is looking at, social, semantic or grammatical. In spite of the

'convex/concave' feature of the text Systemic Linguistics does have explanations for it. As previously stated it regards the text as the basic unit of communication. To say that the text is the basic unit of communication is to convey that it has the shape it does because of the communicative function it was made to serve in the social system.

When Halliday and Hasan present the introductory part of their book Cohesion in English (1976, p. 1) they say that '- text is used in linguistics to refer to any passage of spoken or written of whatever length that does form a unified whole'. In this sense they are emphasizing the cohesive aspect of the text, the elements which make the text cohere. In the same page they say that 'a text may be spoken or written, prose or verse, dialogue or monologue. It may be anything from a single proverb to a whole play, from a momentary cry for help to an all-day discussion on a committee'. This assertion embodies different typologies of texts. Still in the same page they say that 'A text is a unit of language in use'. To say that a text is a unit of language in use is to convey that interpretation of the text has to be done in the light of the context where it is used as a communicative entity. On page two, Halliday and Hasan say that 'A text is best regarded as a semantic unit'. By saying that the text is a semantic unit they are referring to the fact it can not be defined by size. In this sense it may also be said that as a semantic unit the text is abstraction and as such its structural configuration has to be pushed to the level where language is but abstraction, the social

level. When Halliday is interviewed by Hermann Parret (1974, p. 86) Halliday says that 'the text is what people actually do and mean in real situation'. In the same book Jacques Bouvaresse refuses to give a definition of the notion of text, instead, he quotes Halliday. It seems that because of the abstract feature of the text and because it has a semiotic and a linguistic identity, no definition is able to encompass its various facets.

As showed in the analyses of the three texts, the semantic categories - textual, interpersonal and ideational are realized in the grammar of the clause. These systems have the clause as entry condition, so that the analyses achieved are essentially an interpretation of grammatical structures within the limits of the clause, and this is the limit of the present work*.

3.3 Final Comments

This section aims at fulfilling the third aim of this work. Against the background of a functional theory of language, it may be said that the kernel point of the problem described in the introduction is related to the theory of language underlying the study of the grammar of the text, and

* The appendix at the end of this work aims at giving a general panorama of other linguistic aspects of the text which are within the scope of text as the actualization of the linguistic system. A more complete view of this panorama is available in Halliday's Introduction to a functional grammar (1985). It must be observed that the exposition is still within the limits of the text.

the theory of language presupposed by the various kind of functional issues aimed at approaching the text as a unit of communication. Very many teachers and students alike have a traditional background, and the way traditional grammar describes the text is inadequate to the linguistic demands of the study of the text as communication. The inadequacies of traditional grammar to text analysis are better understood if opposed to the way a functional grammar describes the text, this can be done as follows:

- traditional grammar is syntagmatically oriented, however the text as a communicative entity is the output of options in the linguistic system as a whole, there are options for the organization of the text as message, as interaction and as representation, therefore it asks for a paradigmatically oriented grammar, one which accounts for the dimension of the text as choice, option from the system;
- the text is the actualization of the system which engenders it, a syntagmatic grammar does not describe the system because it is concerned with constituency; a paradigmatic grammar is a grammar of the system and consequently of the text which realizes it, hence it provides the text analyst with the potential of the text. Against the background of the linguistic potential the analyst may not only compare the text with other texts, but also understand why the text has the shape it does;
- a syntagmatic grammar is a product grammar, it describes the text as a ready made entity, nevertheless to have an authentic interpretation of

the text it is necessary to describe it as a process, that is, it is necessary to perceive the activities which were achieved in its production: processes, participants and circumstances;

- text is defined by abstraction, as the fundamental unit of semantics, hence it is abstracted at the semantic level, a syntagmatic grammar has a linear dimension of the text, it does not push the grammatical structures to the level where they realize meaning because it is bounded by constituency, a paradigmatic grammar on the other hand, is semantically oriented and as such the grammatical structures are already the realization of semantic options in the semantic system;
- as a communicative entity the text has to be related to its context of situation and culture, a syntagmatic grammar does not cover this feature. It gives only an inward perspective of the text, a paradigmatic grammar describes the grammar of the text and at the same time relates it to its environment, in other words, it gives an outward perspective of the text.

The above assertions are overlapping, but each of them gives relevance to a different aspect of grammar. Two things must be said about them: the first is that they are by no means implying that one should do away with traditional grammar, rather they are conveying that traditional grammar is not by itself adequate to describe the grammar of the text

as a communicative unit; the second is that the assertions are not an exhaustive list of the linguistic aspects constraining the use of a functional grammar. The present work is just a first humble step in the pursuit of gaining linguistic knowledge to improve the study of text analysis.

As far as the pedagogical context is concerned it is common consent that there are plenty of functional approaches to text analysis in full use. It follows that it is not enough to apply functional approaches, one must have linguistic basis to understand 'why' the different categories of a text are functional, and what exactly the functions they realize are. What happens is that in many circumstances the study of the text is characterized by two distinct perspectives of language, a functional one which underlies the various functional approaches, and a specifically 'structural' one which is explicitly showed through the study of grammatical categories in decontextualized stretches of language. In this latter case the study of the text has an inward perspective, because it does not relate the grammatical structure to the function they realize. In this case the learner may have the impression that he is dealing with unrelated aspects of language and the worst is that he does not have the least idea of how the grammatical and functional features may converge.

The use of a functional grammar as basis for the study of the text would cohere with any approach aimed at interpreting the text as unit of communication. As previously said, by using a functional grammar it is possible to see in

practical terms, how patterns of communication at the social level constrains the configuration of the semantic system and how this meaning potential of language is reflected in the grammatical structures. Because of the functional framework orienting the configuration of the grammatical structures, the analysis of the grammar of the text is not approached as a distinct aspect of language, but rather as an interpretation of how grammatical structures realize the functions language serves in the social system. In this sense the grammatical analysis gives primary relevance to meaning and secondary relevance to form. The study of forms is just a means of achieving an end, firstly the analysis is concerned with how the semantic units express content in the highest level and secondly the analysis is concerned with how the meaningful units are encoded by linguistic forms.

Because grammar has a functional orientation it is an efficient complement to study the text via different linguistic lines. Of course many linguistic approaches aimed at interpreting the text go beyond linguistic boundaries nevertheless, a linguistic account of how the various kind of semantic relations take place within discourse will need a grammar at the base. It is perfectly possible to analyse a text in terms of the speech acts it expresses, but an account of the various categories realizing speech acts will need a grammatical orientation. An ethnographic oriented approach of the text will be concerned with how language is patterned to serve the functions it does in communicative events; a functional grammar, which has its origin in the ethnography of communication, will show how categories at the social level

of language constrains the shape of categories at the level of grammar. Many other approaches may be efficient means of interpreting a text, but without grammatical basis it is impossible to give a coherent account of the text as unit of communication.

As far as this work is concerned, understanding of a functional theory of language offered new perspectives to tackle some of the multiple aspects of language embodied by the text. These perspectives are related to the theory as such, to the immediate context of the study of text, i.e. the pedagogical context, and the wide context of the study of text, i.e. the environment outside the pedagogical context.

With regards to the theory it was of crucial importance to trace the complex paths a functional grammar follows to realize the functional component of language.

With regards to the wide context of the study of the text, it is expected that the understanding of how language in use works will also involve concomitant apprehension of the ideological values underlying the theory, and which are of essential importance in terms of academic posture before any subject matter to be taught and learned. In this broad perspective, evaluation and engendering of pedagogical material is not only restricted to the demands of a specific pedagogical situation, but also to social demands outside the academic environment. In this wider perspective another important aspect related to the study of the text is the scope of linguistics in scientific terms. The study of

language as a social activity has to rely on other neighbouring disciplines such as social psychology, sociolinguistics, anthropology and so on.

Finally the understanding of a functional theory of language is of crucial importance to explicate the relationship of language and the social context where it is used. Not only in the evident sense of the instrumentality of language, but also in the less evident sense of how social demands constrain the shape language has to have to serve social functions, and how these functions are expressed in the structure of language by which they are encoded.

With regards to this dissertation as an academic achievement, it may be said that in spite of the compressed style, it managed to explain how language is described according to Systemic Linguistics. The work also managed to apply the theory to the description of the grammar of the text at the clause level. The understanding of the interrelation between the semantic and the grammatical system fostered the process of understanding the structure of the clause in functional terms. However this part of the work should have been followed by a commentary covering the difficulties found, especially with regards to the segmentation of the grammatical items expressing different categories, as for instance Theme (topical and textual) and the processes. As a final closing the dissertation contrasted the linguistic features of the traditional grammar and of the functional grammar and related them to the process of describing a text. By doing that the work attempted to show why a functional

grammar is more appropriate to the study of the text as unit of communication.

The efficiency of a functional grammar to text analysis was more accurately perceived in the process of analysing the three texts. By seeing how the structural configuration of a text realizes the functions of language, it was possible to understand how the study of the text at the grammatical level may be coherently functional. Another important achievement was the visualization of the functions of language in terms of their prominence in different kinds of texts. As showed, each of the three texts analysed was characterized by the predominance of one function rather than the other. In this sense the understanding of the functions of language may offer substantial insight to the linguistic description of different typologies of texts, as for instance, scientific texts, literary texts and so forth.

In fact this work is but a first step in the pursuit of acquiring linguistic knowledge of language. There is a great deal to be done, not only with regard to the theory as such, but also with regard to its application in the pedagogical environment. In theoretical terms our intention is to investigate how, in the light of Systemic Linguistics, the organization of the text as message and as representation is expressed in the structure of the Portuguese language. Of course this is a huge task and there must have a great deal of problems, as for instance the segmentation of the elements expressing circumstances and the classification of verbs expressing the

different kinds of processes. In pedagogical terms the understanding of the functions of language may foster the process of text analysis and text production as well, but this has to be coherently integrated in the various academic syllabuses of the study of language, that is, the functions of language have to be worked in the light of a functional orientation.

APPENDIX

There are other functional units, still expressing grammatical categories which belong to systems which are not clause boundared. The textual organization of the clause for instance, is expressed by the thematic structure which is based on the function of Theme and Rheme, and also by the information structure which is based in the information unit expressing the functions of Given and New. The information unit has a textual and an interpersonal function, but it is realized by constituency at the phonological level. Hence, although the information unit has a special role in the textual organization of the clause it belongs to a system which is not of the clause.

Apart from the clause there are other textual units expressing hierarquies above the clause. The notion used to account for the unit next above the clause is the clause complex. In the Hallidayan line, the relations between clauses are interpreted in terms of the logical component of the linguistic system (Halliday.M.A.K. 1985, p.192 on). This logico-component is interpreted in two dimensions: one is the system of interdependency which is expressed by parataxis and

hypotaxis relations, the other is the logico-semantic system of expansion and projection. Parataxis and hypotaxis are two concepts used to describe types of interdependency between elements of a text, in fact they define complex at any rank, clause complex, group complex, and word complex. Parataxis refers to elements of equal status, so that each element in the structure can stand as a functional whole. The latter refers to binding of elements of unequal status which means that there is a dominant and a free element, the dominant element is free but the dependent element is not. For example, the first clause of the first text, 'We shall outline the major subfields of anthropology ...' is a dominant clause, the second clause 'that have emerged in the twentieth century...' is a dependent clause, it is a defining clause in hypotaxis relation to the dominant clause. Its function is to elaborate the meaning of the first clause. In the second sentence of the third paragraph, the nominal group, 'Both classical civilization and prehistoric groups', functioning as Subject of the clause is modified by a non-defining clause, '-including our prehuman ancestors', this clause is an elaboration of the nominal group, i.e. it is in hypotaxis relation. It depends on the nominal group to achieve its function in the sentence. In the first text the last clause of the second paragraph - and the extent to which behaviour is biologically programmed is in parataxis relation to the previous clause, it is an extension of the first clause. The nominal group mentioned above consists of two nominal groups: 'the classical civilization' and 'prehistoric groups', they are in parataxis relation, the second nominal group is an extension of the first one.

So far the type of semantic relations discussed are achieved within grammatical structure of the text. There are other types of linguistic concepts which refer to relations which involve elements of any extent, from single words to lengthy passages of texts. These non-structural relations are treated under the concepts of cohesion which in English is created by the categories of Substitution, ellipsis, conjunction and lexical organization. Besides cohesion there are other linguistics issues dealing with non-structural semantic relations of discourse. However it is beyond the scope of this work to embrace such a wide range of theoretical trends.

Another crucial aspect of language yielded by the text is the context of situation. It refers to extra linguistic factors which have some bearing on the text. The functional grammar described above demands continuous interrelation between the grammatical structures and the semantic categories realizing the functional component, so that the process of interrelation between the linguistic and situational aspects of the text is not unilateral, but interrelated. On one side the linguistic forms organized into patterns in charge of giving corpus to the text. On the other side the text as such conveying the writer's experience of the environment through the structures chosen. In spite of this organic aspect of the grammar, it does not suffice for the description of all factors yielding the context of situation of the text. As it was said the grammar is but a complement to explicate how linguistic forms are segmented to express functional categories, but the text in the social level is a complex phenomenon and as such it is not liable to

have a once and for all interpretation. Different linguistic approaches will obviously work out different aspects of the text, but none of them will give a complete account of the culture engendered by the text. Finally the text is the actualization of multiple hierarchies which comprise the linguistic system as a whole. The context of situation of a text may ask for different modes of discourse interpretation. In this sense the various means of understanding a text are not contradictory but complementary.

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