2. Introduction to Systemic Functional Linguistics

2.5 Language: Stratal Model

Systemic Model of Language Strata

- Context
- Language:
  - Semantics
  - Grammar
  - Phonology/Graphology
- meanings
- wordings
- Soundings/Spellings

2.6 Language: Phonology

- SFL tends to follow a “prosodic phonology” approach to phonology.
- Not a lot of attention paid to this area (SFL focuses on meaning)
- Halliday did work on Intonation:
- Paul Tench is probably the main Systemic Phonologist:
2. Introduction to Systemic Functional Linguistics

2.7 Language: Grammar

- Called “Lexico-grammar” to emphasise that it is words and their combination that makes sentences.
- As stated above, SFL takes a 3-layer view on grammar:

<table>
<thead>
<tr>
<th>interpersonal</th>
<th>Subject</th>
<th>Pred</th>
<th>Complement</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>experiential</td>
<td>Actor</td>
<td>Process</td>
<td>Goal</td>
<td>Recipient</td>
</tr>
<tr>
<td>textual</td>
<td>Theme</td>
<td>Rheme</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Phrases (called groups) have just one layer of analysis:

<table>
<thead>
<tr>
<th>Deictic</th>
<th>Epithet</th>
<th>Classifier</th>
<th>Thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>the</td>
<td>large</td>
<td>electric</td>
<td>car</td>
</tr>
</tbody>
</table>

- More on this in the next class.

2. Introduction to Systemic Functional Linguistics

2.7 Language: Grammar

SFL asks three questions:

- How is language structured to enable interpersonal meanings to be realised? Here we explore how different Mood structures allow clauses to realize different interpersonal meanings in text.

- How is language structured to enable experiential meanings to be made? Here we describe how different Transitivity structures allow clauses to realize different experiential meanings in text.

- How is language structured to enable textual meanings to be made? Here we examine how different Theme structures allow clauses to realize different textual meanings in text.

Eggins (1994:143)
2.8 Language: Grammar:

Systemic Grammar breaks down into three main areas:

1. **Mood**: Analysis of the clause using more traditional syntactic functions:
   
   ![Mood Diagram]

   - **Subject**: My mother
   - **Pred**: gave
   - **Complement**: a book
   - **Adjunct**: to me

2. **Transitivity**: Analysis of the clause in terms of who is doing what to whom:

   ![Transitivity Diagram]

   - **Actor**: My mother
   - **Process**: gave
   - **Goal**: a book
   - **Recipient**: to me

3. **Theme**: Analysis of the clause in terms of message structure

   ![Theme Diagram]

   - **Theme**: My mother
   - **Rheme**: gave a book to me

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2. Introduction to Systemic Functional Linguistics

2.8 Language: Grammar: **Mood**

![Mood Diagram]

- Finite-clause
- Imperative-clause
- Interrogative-clause
- Declarative-clause
- Yes-no-question
- Wh-question
- Present-clause
- Past-clause
- Do-insert
- No-do-insert
- Future-clause
-Modal-clause
- Modal-future-clause
- Present-participle-clause
- Past-participle-clause
- Nonfinite-clause
- Progressive-aspect
- Not-progressive-aspect
- Perfect-aspect
- Not-perfect-aspect
- Modal-clause
- Non-modal-clause
- Non-modal-future-clause
- Present-participle-clause
- Past-participle-clause
- Positive-clause
- Negative-clause
2. Introduction to Systemic Functional Linguistics

2.8 Language: Grammar: **Transitivity**

**Transitivity**: (or process type analysis)

1. **Processes**: what kind of event is being described
2. **Participants**: the entities involved in the process, e.g., Actor, Sayer, etc.
3. **Circumstances**: the adjuncts of the clause, specifying when, where, why, etc.

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### Types of Process

1. **Material Processes**: physical actions in the real world
   - **Actor**: the one who does the action
   - **Goal**: The one who is affected by the action
   - **Recipient**: the one who receives something
   - **Beneficiary**: the one for whom something is done

<table>
<thead>
<tr>
<th>Actor</th>
<th>Process</th>
<th>Goal</th>
<th>Circ: destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>drove</td>
<td>Mary</td>
<td>home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actor</th>
<th>Process</th>
<th>Circ: destination</th>
<th>Actor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td>was driven</td>
<td>home</td>
<td>by John</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actor</th>
<th>Process</th>
<th>Recipient</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>gave</td>
<td>Mary</td>
<td>a book</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actor</th>
<th>Process</th>
<th>Beneficiary</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>built</td>
<td>Mary</td>
<td>a house</td>
</tr>
</tbody>
</table>
2. Introduction to Systemic Functional Linguistics

### 2.8 Language: Grammar: Transitivity

#### Types of Process

2. **Mental Processes**: processes of perception, cognition, affection
   - **Senser**: the one who does the mental action
   - **Phenomenon**: The thing that is perceived, thought, appreciated

<table>
<thead>
<tr>
<th>Perception:</th>
<th>Senser</th>
<th>Process</th>
<th>Phenomenon</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>John</em> saw <em>Mary</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognition:</th>
<th>Senser</th>
<th>Process</th>
<th>Phenomenon</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>John</em> thought <em>that Mary was coming</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotion:</th>
<th>Senser</th>
<th>Process</th>
<th>Phenomenon</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Mary</em> liked <em>what he liked</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>That he was tall pleased Mary</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

3. **Verbal Processes**: processes of communication
   - **Sayer**: the one who communicates
   - **Addressee**: the one receiving the message
   - **Verbiage**: What they say

| *John* said *that he was tired* |
| *John* told *Mary* to go |
| *John* was told to go by *Mary* |
2. Introduction to Systemic Functional Linguistics

2.8 Language: Grammar: Transitivity

Types of Process

4. Relational Processes: expressing possession, equivalence, attributes...
   - Carrier: An entity being described
   - Attribute: The description of the entity
     \[ \text{John} \ \text{is} \ \text{tall} \]
     - Carrier   Process   Attribute
   - Possessor: the one owning or containing something
   - Possession: the thing owned or contained.
     \[ \text{John} \ \text{owns} \ \text{a Mercedes} \]
     - Possessor Process Possession
   - Token: an entity being equated with another
   - Value: the other description.
     \[ \text{John} \ \text{is} \ \text{the president} \]
     - Token   Process   Value

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2.8 Language: Grammar: THEME

THEME: point of departure for the clause

Consider the following sentences
- \text{Canaries have been used for centuries to test the air in mines.}
- \text{For centuries, canaries have been used to test the air in mines.}
- \text{Miners have used canaries to test the air for centuries.}
- \text{The air has been tested in mines for centuries using canaries.}

- They all express the same proposition, but focus a different entity.
- We call this first occurring entity in the class, the THEME.
- The rest of the clause is called the RHEME.
Theme, Subject and Participants combine in different ways

<table>
<thead>
<tr>
<th>Subject/Actor/Theme</th>
<th>The spider</th>
<th>gave the beetle a bite</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Subject/Theme</th>
<th>A bite</th>
<th>was given to the beetle</th>
<th>by the spider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject/Theme</th>
<th>The beetle</th>
<th>was given a bite</th>
<th>by the spider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Theme               | A bite     | the beetle      | was given     | by the spider |
|---------------------|------------|-----------------|---------------|
| Subject             |            |                 |               | Actor         |

<table>
<thead>
<tr>
<th>Theme/Actor</th>
<th>By the spider</th>
<th>the beetle</th>
<th>was given a bite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Some examples of Themes

- **You** did not walk with me
- **We** must look at the picture
- **Today** we have naming of parts
- **All day** it has rained
- **Five years** have passed
- **That boy** I do not like.
- **With those** you’ll have to wear something simple red
- **Very carefully** he pulled the cork
- **Never** have I seen such a nice cake.
- **Pat, Pete and Paul** went to school with their slippers on
Marked Theme in Declarative Sentence

Fronting of an Adjunct for declarative sentences:

a) John went to work in the morning [UNMARKED]
b) In the morning John went to work [MARKED]

Fronting of the Complement (Object in traditional grammar) is also marked:

a) John likes tomatoes. He doesn’t like onions.
b) John likes tomatoes. Onions he doesn’t like.

Theme is NOT the Subject = Marked Theme

Marked Theme in Interrogatives

For a polar question, the unmarked theme is the Finite verb.

Are you going? [unmarked theme]
You are going? [marked theme]

For a wh-question, the unmarked theme is the wh- word. Thus,

Who did you invite? [unmarked theme]
You invited who? [marked theme]

Which of you has done this? [unmarked theme]
Exercises Theme

1. Did you do your homework?
2. I think they take a pint.
4. Mary, did you do your homework?
5. Did you do your homework, Mary?
6. Yes.
7. Fortunately, the bomb didn’t explode.
8. Oh they give you a cup of tea.
9. So they could actually get a good grade.
10. No well I mean they don’t know.

How layers of analysis combine

<table>
<thead>
<tr>
<th>Did</th>
<th>the spider</th>
<th>give</th>
<th>the beetle</th>
<th>A bite?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finite</td>
<td>Subject</td>
<td>Predicator</td>
<td>Complement</td>
<td>Complement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process</td>
<td>Beneficiary</td>
<td>Range</td>
</tr>
<tr>
<td>Theme</td>
<td>Rheme</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Introduction to Systemic Functional Linguistics

2.8 Language: Semantics

- **Halliday's semantic strata** is largely concerned with the semantics of the clause:

  ![Diagram of Halliday's semantic strata]

  - Grammar
  - Phonology

  - Context
  - Language:
    - Ideational
    - Interpersonal
    - Textual


- In Jim Martin's approach, the "semantics" is about the organisation of the text "above" the clause (discourse-level structures):

  ![Diagram of Jim Martin's approach to semantics]

  - Context
  - Language:
    - Discourse Semantics
    - Ideational
    - Interpersonal
    - Textual
  
2. Introduction to Systemic Functional Linguistics

2.8 Language: SEMANTICS

- In post-Chomskian contexts, “Semantics” concerns just propositional semantics (representation of experience).
- Speech acts and means of organising the text are allocated to “pragmatics”.
- In SFL, “semantics” includes all of these.
  - Ideational Semantics: the representation of the ideational content (of clauses, or of whole texts)
  - Interpersonal Semantics:
    - Sentence level: speech-acts (called ‘speech functions’)
    - Discourse level: Organisation of sequences of speech-acts into exchanges, turns, etc. Also, analysis of evaluations in text (Appraisal theory)
  - Textual Semantics: how the text is organised as a message:
    - Generic Structure: the staging of a text, e.g., as Introduction, Body, Conclusions
    - Rhetorical Structure: organising of sentences as facilitating others (e.g., Evidence, Example, Result, etc.)
    - Thematic Progression: How the selections of themes throughout a text are organised to help the reader understand what the text is about.

2.8 Language: SEMANTICS: Speech Function

- move MOVE-TYPE
- initiate INITIATE-TYPE
- question +PR
- statement +PC
- answer +PC
- agree +PS
- deny-knowledge +PD
- disagree +PR
2. Introduction to Systemic Functional Linguistics

2.8 Language: SEMANTICS: Exchange

- An ‘exchange’ is a sequence of speech acts (‘moves’) negotiating a single proposition/proposal:

  J: Do you want to go to Disneyland next week? (PB)
  M: Sure, why not. (PC)
  J: Great! (PS)

  J: I am the greatest (PC)
  M: No you are not... (PR)
      ....I am. (PC)