

Unit 2

An Introduction to Text Production (2)

within the SYSTEMIC FUNCTIONAL model of language

Slides for the session of
Written Expression (Intermediate)
held on
We 27.iv.2022

Robert Spence
LangSciTech
Saarland University

To the memory of my teacher:

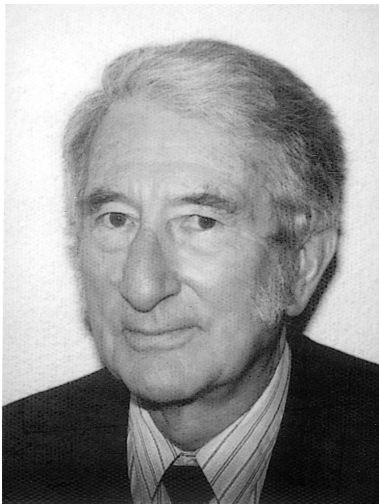


Image supplied by M.A.K. Halliday

M.A.K. Halliday (13.4.1925–15.4.2018)

- 1 Text and Textiles: the weaving metaphor
- 2 Context and Meaning
- 3 Some systemic-functional viewpoints
- 4 Strata
- 5 Metafunctions
- 6 Generic Structure (Potential): some examples
- 7 Classifying genres
- 8 Bibliography

The learning goals for today's session are:

- 1 To explore the “textile” metaphor for text(s)

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The learning goals for today's session are:

- ① To explore the “textile” metaphor for text(s)
- ② To explore the geological metaphor of ‘strata’ in language

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- ① To explore the “textile” metaphor for text(s)
- ② To explore the geological metaphor of ‘strata’ in language
- ③ To explore in more detail how the functions language serves in real life are reflected in the way language is organized as a system

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The learning goals for today's session are:

- 1 To explore the “textile” metaphor for text(s)
- 2 To explore the geological metaphor of ‘strata’ in language
- 3 To explore in more detail how the functions language serves in real life are reflected in the way language is organized as a system
- 4 To examine some simple examples of different ‘genres’

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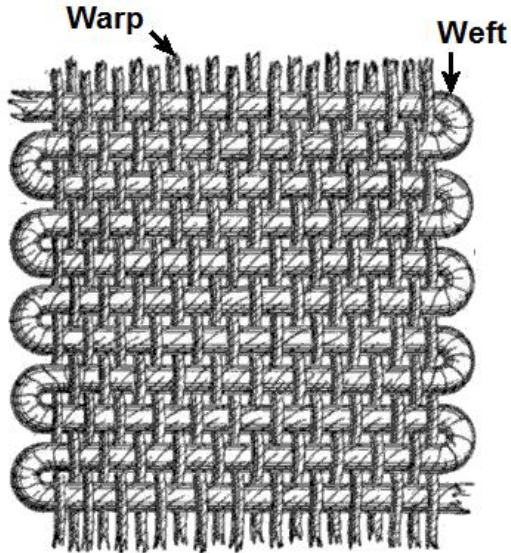
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- Text and Textiles: the weaving metaphor



Where did the notion of ‘context of situation’ come from?

- Text (or ‘a text’) (whether spontaneously spoken, or written) is a tissue of relevant meaning(s) – ein ‘Sinngewebe’.

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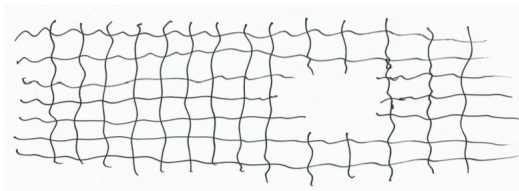
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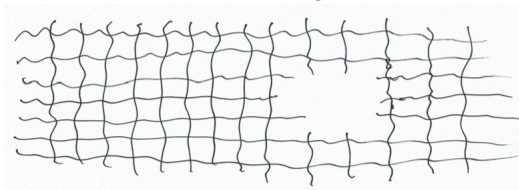
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- Text (or 'a text') (whether spontaneously spoken, or written) is a tissue of relevant meaning(s) – ein 'Sinngewebe'.
- But what if some of it is missing?
- You can often work out what the missing bit is from the CONTEXT (the surrounding text)...



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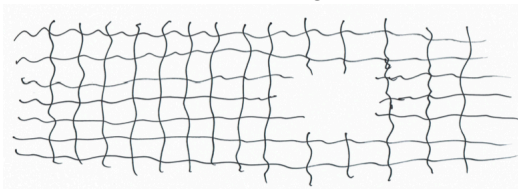
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- The anthropologist Bronislaw Malinowski (1884-1942) had written down the conversations of the Trobriand Islanders he was studying.

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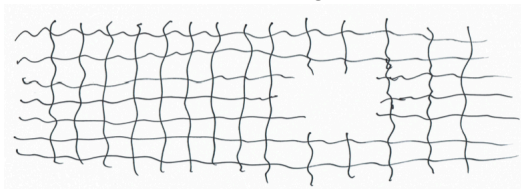
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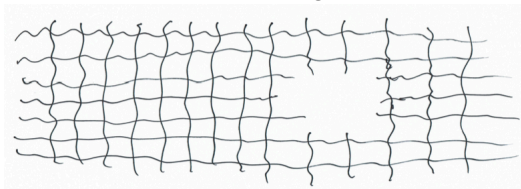
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- The anthropologist Bronislaw Malinowski (1884-1942) had written down the conversations of the Trobriand Islanders he was studying.
- But when he read them, he realized you had to know who was talking and what was going on (the CONTEXT OF SITUATION), otherwise you couldn't understand the ‘text’

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- Text (or ‘a text’) (whether spontaneously spoken, or written) is a tissue of relevant meaning(s) – ein ‘Sinngewebe’.
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- The anthropologist Bronislaw Malinowski (1884-1942) had written down the conversations of the Trobriand Islanders he was studying.
- But when he read them, he realized you had to know who was talking and what was going on (the CONTEXT OF SITUATION), otherwise you couldn't understand the ‘text’
- If ‘CONTEXT’ is redefined in this way, we can use the term ‘CO-TEXT’ for the original sense of ‘the surrounding text’.

Can you understand this text?

- See your handout: pp 300-301 of Malinowski's essay at the end of *The Meaning of Meaning*:
http://www.spence.saar.de/courses/writtenexpression/unit02_20221/C__Additional_Handout/01_malinowski_text.pdf

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- Part of the problem can be solved if you know this:
<https://www.youtube.com/watch?v=2Gil3nvc1TE>

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<https://www.youtube.com/watch?v=2Gil3nvc1TE>
- That will help with the CONTEXT OF SITUATION of this text.

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- Context and Meaning

Context is the matrix of meaning

Message:

“Take your clothes off”

Context:

Stranger shouting to no one in particular at the mall

Context:

Doctor to patient getting a physical exam

Context:

Lover in a bedroom

Context:

Mother about to give her child a bath

[Source: <http://johnteleka.blogspot.de/2010/12/context-is-matrix-of-meaning.html>]

What about 'Context of Culture'?

- Later, Malinowski realized that you also needed to have more background information than just who was talking to whom while doing what, etc.

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What about 'Context of Culture'?

- Later, Malinowski realized that you also needed to have more background information than just who was talking to whom while doing what, etc.
- You needed to know the different types of occasions on which people recited particular kinds of texts about things that happened long ago.

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What about 'Context of Culture'?

- Later, Malinowski realized that you also needed to have more background information than just who was talking to whom while doing what, etc.
- You needed to know the different types of occasions on which people recited particular kinds of texts about things that happened long ago.
- This involved a deeper background knowledge of the culture.

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- In the culture of the Trobriand Islanders competitiveness and boasting play an important part.

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- You needed to know the different types of occasions on which people recited particular kinds of texts about things that happened long ago.
- This involved a deeper background knowledge of the culture.
- In the culture of the Trobriand Islanders competitiveness and boasting play an important part.
- You can find more information on CONTEXT OF SITUATION and CONTEXT OF CULTURE in *Language, Context, and Text*.

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(‘Pünktlichkeit’)

culture

language

(Partikel)

POTENTIAL

climate

(‘Verabredung’)

situation

text

(*noch! schon!*)

ACTUAL

weather

we

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ACTUAL

weather

- Today’s weather is an actual instance of the climate.

(‘Pünktlichkeit’)

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situation

text

(*noch! schon!*)

ACTUAL

weather

- The climate is the potential for weather.
- Today’s weather is an actual instance of the climate.

- This text is an actual instance of the German language.

(‘Pünktlichkeit’)

culture

language

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Culture, Situation, Language, Text (1)

we

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- The German language is the potential for German text(s).
- This text is an actual instance of the German language.

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Culture, Situation, Language, Text (1)

- This situation is an actual instance of German culture.
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Culture, Situation, Language, Text (1)

- German culture is the potential for German situations.
- This situation is an actual instance of German culture.
- The German language is the potential for German text(s).
- This text is an actual instance of the German language.

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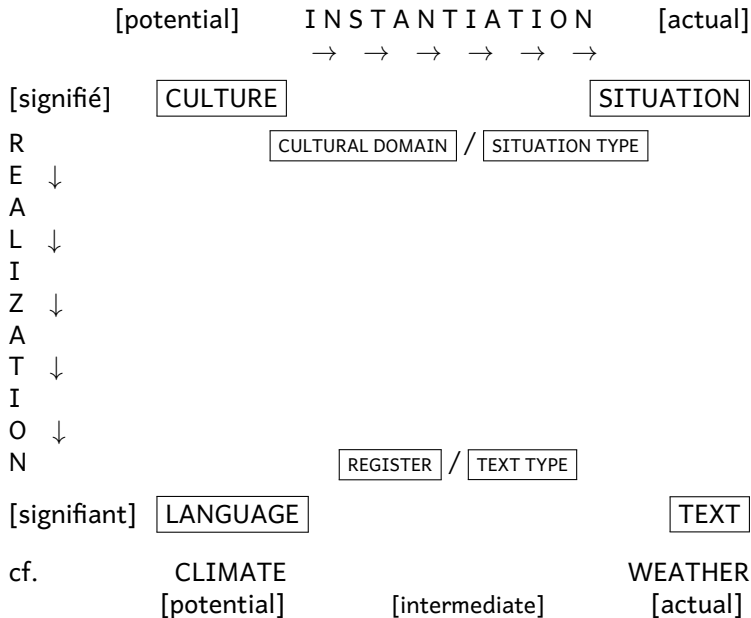
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A 'text' is a semantic unit

- The 'text' is the central unit of semantics.
- The 'clause' is the central unit of grammar.
- The 'syllable' is the central unit of phonology.

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Rank scale of units

SEMANTIC STRATUM

text

|
stage

|
phase

|
figure/message/move

|
participant

GRAMMATICAL STRATUM

clause

|
group/phrase

|
word

|
morpheme

PHONOLOGICAL STRATUM

tone group

|
foot

|
syllable

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phoneme

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Peculiarities (1): formal lexis, semanticky grammar

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TYPE OF LINGUISTICS:

	NON-FUNCTIONAL	FUNCTIONAL
<i>lexis is treated:</i>	semantically	formally
<i>grammar is treated:</i>	formally	semantically

Lexis as 'most delicate grammar' ('feinste Grammatikstufe')
alternatively:
treat grammar as 'least delicate lexis' ('gröbste Stufe der
Lexik')

Peculiarities (2): grammar as ‘context-neutral meaning’

NON-FUNCTIONAL LINGUISTICS	FUNCTIONAL LINGUISTICS
pragmatics	semantics
semantics	lexico- grammar
syntax & morphology	
phonology	phonology
phonetics	phonetics

syntax = grammar ‘above the word’; morphology = grammar ‘below the word’;

lexis = dictionary; grammar = grammar book;

if you only have your dictionary and your grammar book, you have a description of the ‘context-neutral’ meaning — but how much of the ‘actual’ meaning can you understand in real life?

“Just a trim, is it?”

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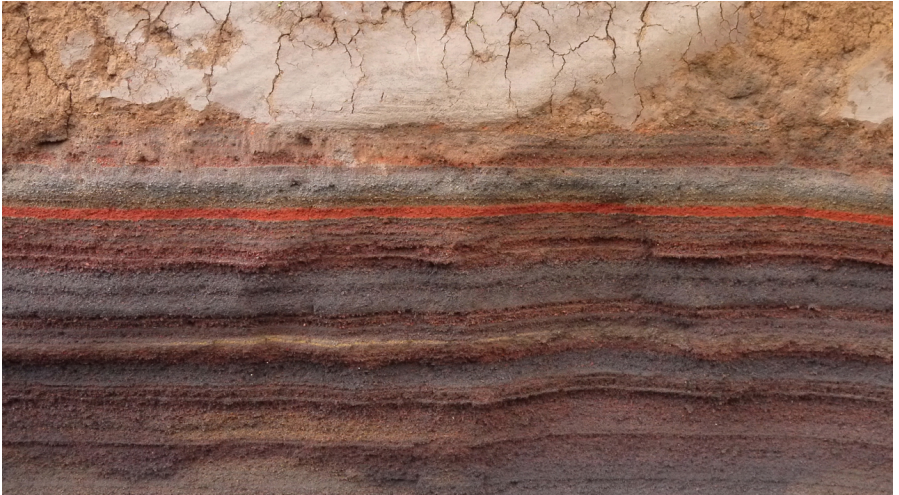
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[Source: <https://www.justinsilver.com/wp-content/uploads/2012/10/Volcanic-Strata.jpg>]

Language in its social context (3), repeated

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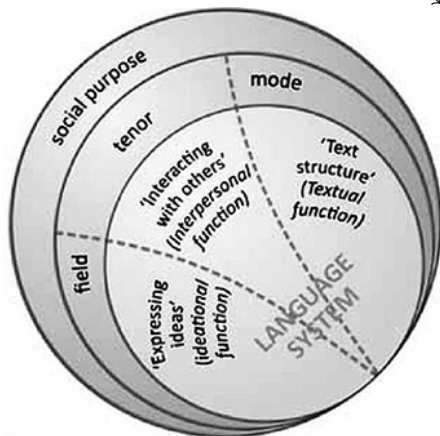
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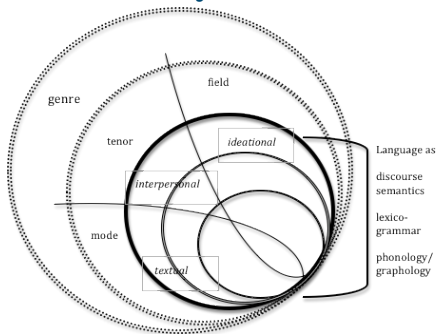
Bibliography

STRATA (top left to bottom right)



(META)FUNCTIONS (bottom left to top right)

'Metaredundancy'



Source:

<https://reclaimingthelanguage.wordpress.com/2016/11/26/sfl-a-living-theory-of-the-living-language/>

(after Sue Hood)

... the system of phonology realises that of lexicogrammar; the system of lexicogrammar realised in phonology realises that of semantics; the system of semantics realised in lexicogrammar realised in phonology —which we call “language” —realises the system of context (i.e. the “culture”, considered as a semiotic potential).

Halliday & Matthiessen (1999: 605-6)

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- **Phonetics** (are those human sounds? AND: are those the kinds of sounds you'd hear in English?)

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- **Phonology** (are those the kinds of sound patterns you find in English words and sentences?)
- **Phonetics** (are those human sounds? AND: are those the kinds of sounds you'd hear in English?)

Higher strata 'constraining' lower strata

- **Lexicogrammar** (what do the words and sentences mean... regardless of context?)
- **Phonology** (are those the kinds of sound patterns you find in English words and sentences?)
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- **Discourse Semantics** (what do the words and structures mean... in context?)
- **Lexicogrammar** (what do the words and sentences mean... regardless of context?)
- **Phonology** (are those the kinds of sound patterns you find in English words and sentences?)
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Higher strata 'constraining' lower strata

- **Register** (what's going on? who's taking part? what role is language playing?)
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- **Lexicogrammar** (what do the words and sentences mean... regardless of context?)
- **Phonology** (are those the kinds of sound patterns you find in English words and sentences?)
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- **Genre** (what kind of text for what social purpose?)
- **Register** (what's going on? who's taking part? what role is language playing?)
- **Discourse Semantics** (what do the words and structures mean... in context?)
- **Lexicogrammar** (what do the words and sentences mean... regardless of context?)
- **Phonology** (are those the kinds of sound patterns you find in English words and sentences?)
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- **(Code)** (who's an insider? e.g. two insiders: „*Unn?*“ — „*Jo.*“)
- **Genre** (what kind of text for what social purpose?)
- **Register** (what's going on? who's taking part? what role is language playing?)
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Higher strata 'constraining' lower strata

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- **Genre** (what kind of text for what social purpose?)
- **Register** (what's going on? who's taking part? what role is language playing?)
- **Discourse Semantics** (what do the words and structures mean... in context?)
- **Lexicogrammar** (what do the words and sentences mean... regardless of context?)
- **Phonology** (are those the kinds of sound patterns you find in English words and sentences?)
- **Phonetics** (are those human sounds? AND: are those the kinds of sounds you'd hear in English?)

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Higher strata 'constraining' lower strata

- (Material reality: Bipedal apes living)
- **Ideology** (what is thinkable? what is doable?)
- **(Code)** (who's an insider? e.g. two insiders: „*Unn?*“ — „*Jo.*“)
- **Genre** (what kind of text for what social purpose?)
- **Register** (what's going on? who's taking part? what role is language playing?)
- **Discourse Semantics** (what do the words and structures mean... in context?)
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- “*Language: the noises we make with our faces in order to live*”
- (Material reality: Bipedal apes living)
- **Ideology** (what is thinkable? what is doable?)
- **(Code)** (who’s an insider? e.g. two insiders: „*Unn?*“ — „*Jo.*“)
- **Genre** (what kind of text for what social purpose?)
- **Register** (what’s going on? who’s taking part? what role is language playing?)
- **Discourse Semantics** (what do the words and structures mean... in context?)
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- (Material reality: Bipedal apes making noises with their faces)

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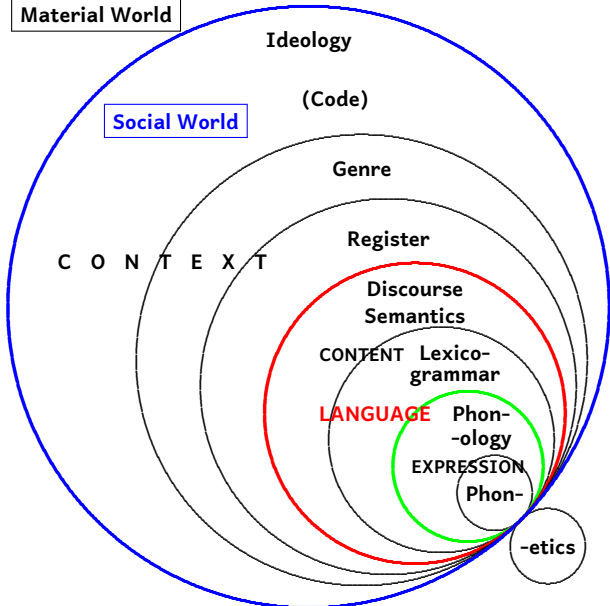
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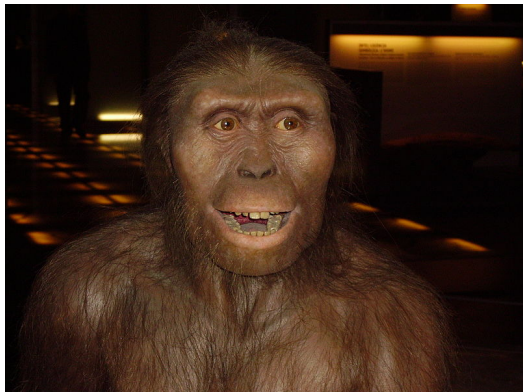
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Ideology is historically conditioned



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It's 3.2 million years ago. You're an *Australopithecus afarensis*. What is thinkable? What is doable?

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Adopting the 'inter-organism' perspective:

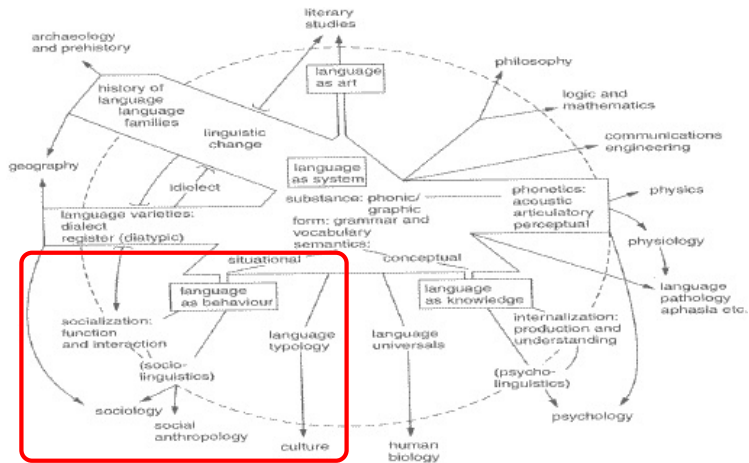


Figure 1: The domains of language study and their relation to other fields (Halliday, 1978).

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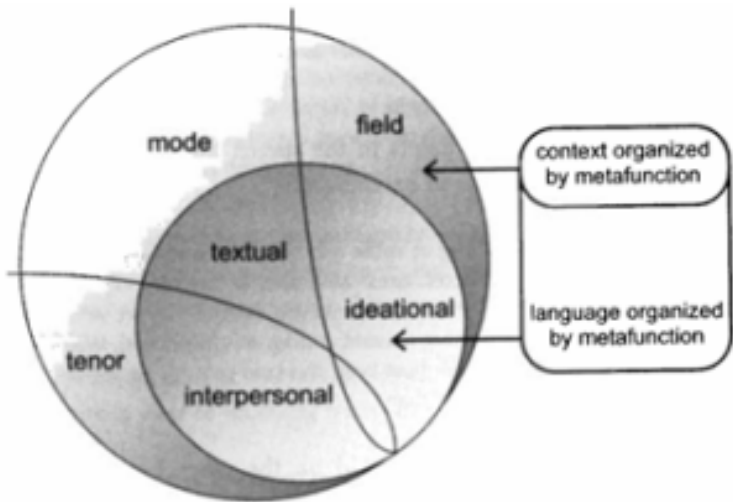
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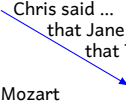

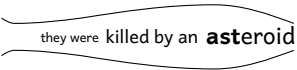


[Martin & Rose (2007: 297)]

Functional components of language and the type of structure associated with each (1)

Function of language		Examples	Structural type
ideational	logical	—Chris said ... that Jane thought ... that Tom had claimed ... that Peter likes Mozart	linear ("string"-like)
	experiential	—the dinosaurs died —an asteroid killed the dinosaurs —Peter likes Mozart —Sally's the cleverest girl in the class	nuclear ("particle"-like)
interpersonal		—he likes Mozart —he's, like, sooo totally into Mozart —I suspect he's possibly rather fond of Mozart, wouldn't you say?	prosodic ("field"-like)
textual		—an asteroid killed the dinosaurs —they were killed by an asteroid —they were killed by one —it was an asteroid that killed them	culminative ("wave"-like)

Functional components of language and the type of structure associated with each (2)

Function of language		Examples	Structural type
<p>→ (natural logic)</p> <p>reflecting upon the world</p>	<p>modification, quotes/reports, subordination, coordination, apposition, ...</p>	<p>Chris said ... that Jane thought ... that Tom had claimed ... that Peter likes</p> <p>Mozart</p> 	<p>linear</p> <p>(“string”-like)</p>
<p>(experience)</p> <p>→</p>	<p>processes, participants, circumstances ...</p>		<p>nuclear</p> <p>(“particle”-like)</p>
<p>acting upon the world by interacting with the other people in it: mood, modality, negation, attitude, ...</p>		<p>????????????????????????????????</p> <p>????????????????????????????????</p> <p>suspect...possibly...rather...wouldn't</p> <p>????????????????????????????????</p> <p>????????????????????????????????</p>	<p>prosodic</p> <p>(“field”-like)</p>
<p>creating relevance: theme-rheme structure, information structure, ...</p>		 <p>they were killed by an asteroid</p>	<p>culminative</p> <p>(“wave”-like)</p>

Approaching the notion of genre: J. R. Martin (1993): *English Text*

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SEQUENCES (Barthes 1966/1977):

'telephone call':

telephone ringing ^ picking up the receiver ^ speaking ^ putting down the receiver (1966/1977:101)

"having a drink":

order a drink ^ obtain it ^ drink it ^ pay for it (1966/1977:101)

"offering a cigarette":

offering ^ accepting ^ smoking ^ lighting (1966/1977:102)

TEXT STRUCTURES (Hasan 1977, 1984b, 1985a/9):

"medical appointment making":

Identification ^ Application ^ Offer ^ Confirmation (1977:233)

"service encounter":

Sale request ^ Sale compliance ^ Sale ^ Purchase ^ Purchase closure (1985a/1989:60)

"nursery tale":

Initiating event ^ Sequent Eventⁿ ^ Final Eventⁿ (1984b:80)

A very simple example of a genre – a service encounter (Hasan 1985)

1.	→	[	Who's next? (1)]	
2.	→	[	I think I am. (2)	]	→ SI
		[	I'll have ten oranges and a kilo of bananas please. (3)	]	→ SR
3.	→	[	Yes, anything else? (4)]	
		[	Yes.	]	→ SC
4.	→	[	I wanted some strawberries (5) but these don't look very ripe. (6)]	
5.	→	[	O they're ripe all right. (7) They're just that colour kind a' greeny pink. (8)	]	→ SE
6.	→	[	Mm I see. (9)]	
		[	Will they be OK for this evening. (10)]	
7.	→	[	O yeah, they'll be fine; (11) I had some yesterday (12) and they're good very sweet and fresh. (13)	]	→ SE
8.	→	[	O all right then, I'll take two. (14)	]	→ SR
9.	→	[	You'll like them (15) cos they're good. (16)	]	→ SE
		[	Will that be all? (17)]	
10.	→	[	Yeah, thank you. (18)	]	→ SC
11.	→	[	That'll be two dollars sixtynine please. (19)	]	→ S
12.	→	[	I can give you nine cents. (20)	]	→ P
13.	→	[	Yeah OK thanks (21) eighty, three dollars (22) and two is five. (23) Thank you. (24)	]	→ PC
		[	Have a nice day. (25)]	
14.	→	[	See ya'. (26)	]	→ F

The key to symbols

SI = sale initiation
 SC = sale compliance
 S = sale
 PC = purchase closure

SR = sale request
 SE = sale enquiry
 P = purchase
 F = finis

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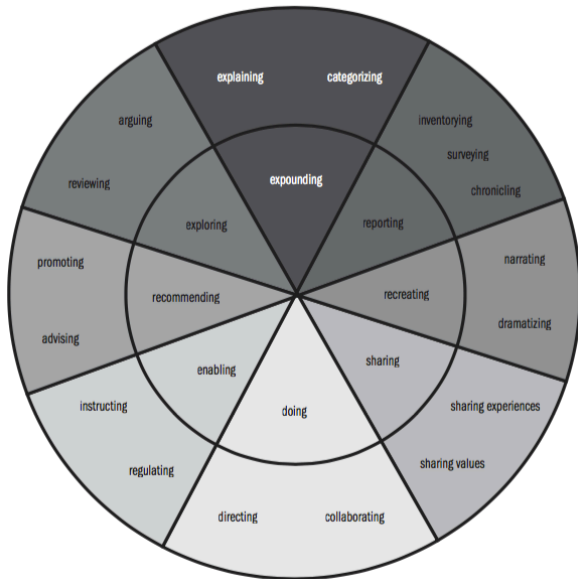
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One possible way of classifying genres by FIELD (IFG4)



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[<http://www.listchallenges.com/all-the-books-one-remembers-reading-by-sonita>]

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