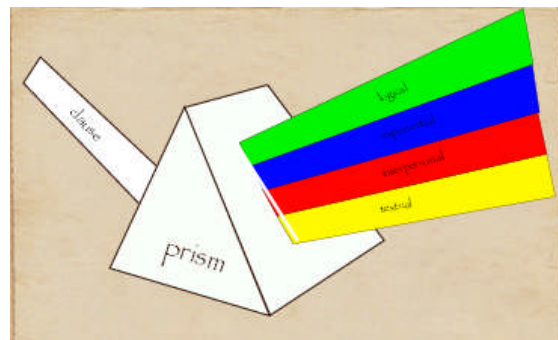


PBI408
 Advance Linguistics 1st half year 2012

Textual Meanings

Lecturer: Siti Mahripah, M.App.Ling.



Contextual variables

- **field:** what's going on? — process and domain
- **tenor:** who's taking part? — roles and relations
- **mode:** what role is language playing?

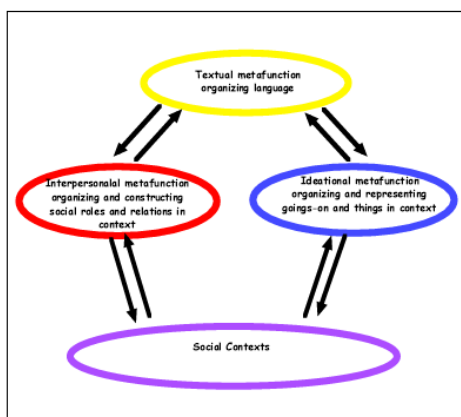
Table 2 (7) Metafunctions and their reflexes in the grammar

[IFG3: 61]

Metafunction (technical name)	Definition (kind of meaning)	Corresponding status in clause	Favoured type of structure
experiential	construing a model of experience	clause as representation	segmental (based on constituency)
interpersonal	enacting social relationships	clause as exchange	prosodic
textual	creating relevance to context	clause as message	culminative
logical	constructing logical relations		relative

Textual meaning

- is concerned with the organisation of information
- is used to create relevance in context
- textual resources are used to represent ideational & interpersonal meanings as a flow of information ...



Terminology we'll meet:

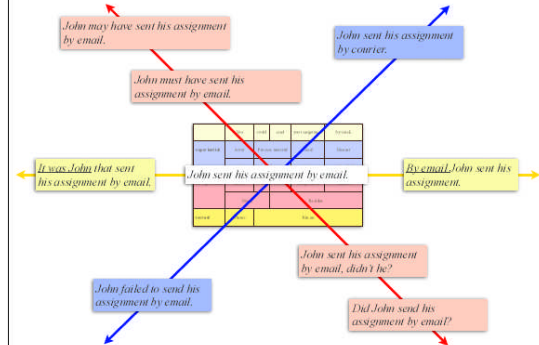
- Theme / Rheme
- topical Theme
- interpersonal Theme
- textual Theme
- unmarked Theme
- marked Theme

Theme in the lexicogrammar

- gives the clause its character as a message
- the element which functions as the point of departure for the message
- The element which locates the clause within its context
- In English, we give a distinct status to a position in the clause i.e. we put it first

Theme & Rheme

- **The lion** beat the unicorn all around the town
- **All around the town** the lion beat the unicorn
- **By the lion** the unicorn was beaten all around the town
- **The unicorn** was beaten all around the town by the lion



John could send his assignment by email, but he did not.

	<i>John.</i>	<i>could</i>	<i>send</i>	<i>his assignment.</i>	<i>by email.</i>
experiential	Actor	Process: material		Goal	Manner
	nominal group	verbal group		nominal group	prepositional phrase
interpersonal	Subject	Finite	Predicator	Complement	Adjunct
	Mood		Residue		
textual	Theme		Rheme		

John could send his assignment by email, but he did not..

	<i>but.</i>	<i>bc.</i>	<i>did not.</i>
experiential		Actor	Process: material
		nominal group	verbal group
interpersonal		Subject	Finite
		Mood	
textual	Theme: textual	Theme: topical	Rheme

how to identify Themes

- Theme
 - The starting point for the message in the clause
 - The first element of the clause
- Rheme
 - The part of the clause in which the Theme is developed
 - The Rheme typically contains unfamiliar ('New') information
- Types of Theme
 - Topical (Experiential)
 - Interpersonal
 - Textual

topical Theme

- is the first element in clause that has an experiential function
 - participant
 - process
 - circumstance

topical Theme

Participant Circumstance Process

I made about \$125 in my first week

In my first week I made about \$125

Make \$125 in your first week!

clause Theme

- so topical Theme is everything up to & including the first *experiential* element in the clause
- what if there are elements before the topical Theme? (e.g. **conjunctions**, modal Adjuncts etc)

textual Themes

- plays a cohesive role in relating the clause to its context
- continuative (e.g.s yes, no, well, ah)
- structural elements = conjunctives & wh-relatives (also simultaneously topical Theme)
- conjunctive / cohesive adjuncts

egs of textual Themes

- **Continuity Adjuncts**
 - oh, well, etc.
 - *Oh they* haven't done it.
 - *No you* wouldn't.
- **Conjunctive Adjuncts**
 - and, but; however, therefore
 - *So they* could actually do it through the T&I office.
 - *But we* do things differently there.

Typical Theme order

- *textual*^*topical*

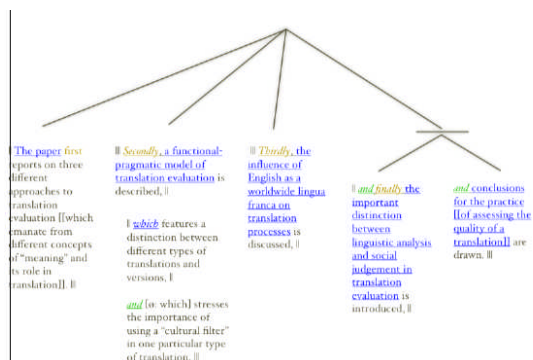
and much of the emotional impact is lost		
textual Theme	topical Theme	Rheme
Theme		

Translation Quality Assessment: Linguistic Description versus Social Evaluation

Juliane House
University of Hamburg, Hamburg, Germany

|| *The paper first* reports on three different approaches to translation evaluation [[which emanate from different concepts of "meaning" and its role in translation]]. || *Secondly, a functional-pragmatic model of translation evaluation* is described, || *which* features a distinction between different types of translations and versions, || *and* [o: which] stresses the importance of using a "cultural filter" in one particular type of translation. || *Thirdly, the influence of English as a worldwide lingua franca on translation processes* is discussed, || *and finally the important distinction between linguistic analysis and social judgement in translation evaluation* is introduced, || *and conclusions for the practice* [[of assessing the quality of a translation]] are drawn. ||

structural conjunctions linking clauses within clause complexes



- so topical Theme is everything up to & including the first *experiential* element in the clause
- what if there are elements before the topical Theme? (e.g. conjunctions, modal Adjuncts etc)

interpersonal Themes

- Mood signpost at the beginning of a clause
- indicates the kind of interaction between speakers/ writers or the position they are taking

interpersonal Themes		
Vocative	Maria , give me an example of an interpersonal Theme	
	Dear teacher , give me an example of an interpersonal Theme!	
Modal Adjunct / Comment Adjunct	Probably I could give you an example of an interpersonal Theme.	
	Frankly I just can't think of an example right now!	
Mood marking	polar (y/n) interrogative	Can you think of an example?
	interrogative	Did you understand the example above?
	wh-interrogative	Why* does the Mood marking in English have an interpersonal function?
	imperative you/me form	Let's* think about this together.

Typical Theme order

- *textual^interpersonal^topical*

and unfortunately much of the emotional impact is lost			
textual Theme	interpersonal Theme	topical Theme	Rheme
Theme			

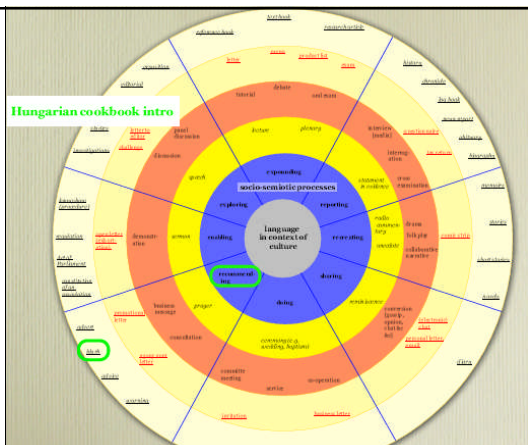
Why are these textual & interpersonal items associated with thematic prominence?

• “in the most general sense, they are all natural Themes: if the speaker, or writer, is making explicit the way the clause relates to the surrounding discourse (textual), or projecting his or her own angle on the value of what the clause is saying (interpersonal), it is natural to set up such expressions as the point of departure.” (Halliday & Matthiessen, 2004: 83)

HUNGARIAN COOKERY BOOK INTRODUCTION

What do you think of when someone mentions the country Hungary? Gypsies in colourful costumes, singing love songs? Or composers like Franz Liszt and Bela Bartok, whose music embodies rhythmic folk tunes? Perhaps you read about the Austro-Hungarian Empire, the country that played such an important role in European history during the 19th and early 20th centuries. Certainly you think of Hungarian goulash, a savoury soup seasoned with generous amounts of the red spice paprika.

All these things are part of the heritage of Hungary, a small central European country with a long, dramatic history. Throughout Hungary's 1,000 years of existence, its people have endured many invasions by foreign powers and have lived under many kinds of government. In good and bad times, music and food have been important parts of Hungarian life. ...



	text!	i/personal			topical	
		circumstance	participant	process		
1.1	What		What			do you think of
1.2	when		someone			mentions the country Hungary?
2.1		[O=DO]		[O=YOU]		[O=THINK OF] Gypsies in colourful costumes,
2.2				[O=THEY] =gypsies		singing love songs?
3.1	Or	[O=DO]		[O=YOU]		[O=THINK OF] composers like Franz Liszt and Bela Bartok,
3.2	whose music			whose music		embodies rhythmic folk tunes?
4	Perhaps			you		read about the Austro-Hungarian Empire, the country [that played such an important role in European history during the 19th and early 20th centuries.]
5	Certainly			you		think of Hungarian goulash, a savoury soup [seasoned with generous amounts of the red spice paprika.]
6				All these things		are part of the heritage of Hungary, a small central European country with a long, dramatic history.
7.1			Throughout Hungary's 1,000 years of existence,			its people have endured many invasions by foreign powers
7.2	and			[O=THEY] = its people		and (they) have lived under many kinds of government.
8.1			In good and bad times			In good and bad times, music and food have been important parts of Hungarian life.

Theme & Mood (English)

- The choice of *unmarked* topical Theme varies according to the Mood of the free clause
- *marked* topical Themes are those which vary from the typical Theme for each Mood

MOOD TYPE	unmarked Theme		marked Theme	
	elements	examples	elements	examples
declarative	Subject	<i>You</i> might eat chocolate bunnies tomorrow.	Adjunct	<i>Tomorrow</i> you might eat chocolate bunnies.
			Complement	<i>Chocolate bunnies</i> you might eat tomorrow.
			Predicator	<i>Eat</i> chocolate bunnies tomorrow you might.
interrogative y/n	Finite~Subject	<i>Might you</i> eat chocolate bunnies tomorrow?	Adjunct	<i>Tomorrow</i> might you eat chocolate bunnies?
			Complement	<i>Chocolate bunnies</i> might you eat tomorrow?
			Predicator	<i>Eat</i> chocolate bunnies tomorrow might you?
interrogative wh	Wh-Subject	<i>Who</i> might eat chocolate bunnies tomorrow?	non Wh-Subject	<i>Tomorrow</i> who might eat chocolate bunnies?
	Wh-Adjunct	<i>When</i> might they eat chocolate bunnies?	non Wh-Adjunct	<i>Tomorrow</i> why might you eat chocolate bunnies?

Two types of topical Themes

• Unmarked Theme

- a Theme which is also the Subject in a *declarative* clause
- the Wh- element in a *wh- interrogative* clause
- the Process in an *imperative* clause

• Marked Theme

- a Theme that is something other than the Subject in a declarative clause,
 - adverbial group, e.g. *today, suddenly, somewhat distractedly*
 - propositional phrase, e.g., *at night, in the corner, without any warning*
 - Complement, which is a nominal group that is not functioning as Subject.

	text/ i/personal	topical			
		circumstance	participant	process	
1.1	What		What		do you think of
1.2	when		someone		mentions the country Hungary?
2.1		[=DO]	[=YOU]		[=THINK OF] Gypsies in colourful costumes,
2.2			[=THEY] =gypsies		singing love songs?
3.1	Or	[=DO]	[=YOU]		[=THINK OF] composers like Franz Liszt and Bela Bartok,
3.2	whose music		whose music		embodies rhythmic folk tunes?
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6			All these things		are part of the heritage of Hungary, a small central European country with a long, dramatic history.
7.1			Throughout Hungary's 1,000 years of existence,		its people have endured many invasions by foreign powers
7.2	and		[=THEY]= its people		and (they) have lived under many kinds of government.
8.1			In good and bad times		In good and bad times, music and food have been important parts of Hungarian life.

- Never underestimate the effect that reorganising Themes can have on the clarity of your writing ...

Text 1	Text 2
<p>Examination is a common way of testing students. People use the score to judge your study. The score by examine will influence your future.</p> <p>There are two different views on examination. One is that examination is the best way of to test the students. Another is not the best way. In my opinion, I believe examination is not the best way to test the students, because it has more negative influence than its advantages.</p> <p>Exams are the results of cramming. Most of them are tests of memories, working under pressure, not ability. Teachers would teach students exam techniques. The heavy pressure of exams and anxiety has increased the number of suicide dropouts. This has been a very serious society problem. Besides, most successful candidates are not best educated, but best trained in techniques. All these make examination the worst thing in students' mind. So we should change the condition and find a better way to test the students.</p>	<p>Examination is a common way of testing the students. The results of examination are used as criteria for measuring a student's achievements, and the results can sometimes influence a student's future.</p> <p>Two different views prevail in regards to examination. Some people think examination is the best way of testing students; others do not think so. In my opinion, examination is not the best way of testing students, because the negative side of examination outweighs the positive side. Three negative points support the argument against examination. Firstly, most of the exams are testing students' memories rather than testing students' real abilities. Secondly, the heavy pressure of exams is a major cause for some psychological problems among students, such as anxiety, quitting school and even suicide. The increased number of committing suicide has been a serious social problem. Finally, there is no direct link between high scores and future success. Many successful politicians and businessmen did not get high scores during their studies, but they still have achieved success in their lives.</p> <p>In short, examination is not the best way of testing students. A better way to test students should be found through reform on examination system.</p>

Programs


Expounding: explaining

- Programs issue instructions to the computer.
- Many programs process files.
- For example a message program can, by following your commands, create and send a message and manipulate a file of messages.
- A text editing program can follow commands to create a text file and edit it while a text formatting program can follow commands to format text by centering a headline, enumerating a list, italicizing a name, etc.
- Programs are stored as files on the System.

Theme: Method of development

Theme ~ method of development

- Theme is selected to bring out the "method of development" or rhetorical organization of a text. This applies at all "levels" — macro, hyper, micro.
- The method depends on the type of text. For example, the *Fuels of the Body* is organized taxonomically.



Themes on different scales ...

- messages (clause Theme)
- paragraphs (hyper-Theme)
- text (macro-Theme)

Different kinds of Theme

Theme

- The first element of a clause
- The point of departure in a clause

Hyper-Theme

- the first clause or clause complex that sets up the local context of the paragraph
- also known as **paragraph Theme** — traditional 'topic sentence'

Macro-Theme

- the first paragraph that serves as a Theme for the whole text
- also called **discourse Theme**

The Fuels of the Body (expounding: taxonomic report)

The fuels of the body are carbohydrates, fats and proteins. These are taken in the diet. They are found mainly in cereal grains, vegetable oils, meat, fish and dairy products.

Carbohydrates are the principal source of energy in most diets. They are absorbed into the bloodstream in the form of glucose. Glucose [not needed for immediate use] is converted into glycogen and stored in the liver. When the blood sugar concentration goes down, the liver reconverts some of its stored glycogen into glucose.

Fats make up the second largest source of energy in most diets. They are stored in adipose tissue and round the principal internal organs. If excess carbohydrate is taken in, this can be converted into fat and stored. The stored fat is utilized when the liver is empty of glycogen.

Proteins are essential for the growth and rebuilding of tissue, but they can also be used as a source of energy. In some diets, such as the diet of the Eskimo, they form the main source of energy. Proteins are first broken down into amino acids. Then they are absorbed into the blood and pass round the body. Amino acids [not used in the body] are eventually excreted in the urine in the form of urea. Proteins, unlike carbohydrates and fats, cannot be stored for future use.

Fuels of the Body		
clause	Theme	Rtheme
1	The fuels of the body	are carbohydrates, fats and proteins
2	These	are taken in the diet
3	They	are found mainly in cereal grains, vegetable oils, meat, fish and
4	Carbohydrates	are the principal source of energy in most diets
5	They	are absorbed into the bloodstream in the form of glucose
6.1	Glucose [not needed for immediate use]	is converted into glycogen
6.2	and [⊙=IT]	[⊙=IS] stored in the liver
7.1	When the blood sugar concentration	goes down,
7.2	the liver	reconverts some of its stored glycogen into glucose
8	Fats	make up the second largest source of energy in most diets
9	They	are stored in adipose tissue and round the principal internal org
10.1	If excess carbohydrate	is taken in,
10.2	this	can be converted into fat and stored.
11.1	The stored fat	is utilized
11.2	when the liver	is empty of glycogen
12.1	Proteins	are essential for the growth and rebuilding of tissue.
12.2	but they	can also be used as a source of energy.
13	In some diets, such as the diet of the Eskimo,	they form the main source of energy.
14	Proteins	are first broken down into amino acids
15.1	Then they	are absorbed into the blood
15.2	and [⊙=THEY]	pass round the body.
16	Amino acids [not used in the body]	are eventually excreted in the urine in the form of urea
17	Proteins, unlike carbohydrates and fats,	cannot be stored for future use

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clause	Theme	Rtheme
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6.2	and [⊙=IT]	[⊙=IS] stored in the liver.
7.1	When the blood sugar concentration	goes down,
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17	Proteins, unlike carbohydrates and fats,	cannot be stored for future use

- messages (clause Theme)
- paragraphs (hyper-Theme)
- text (macro-Theme)

- messages (clause Theme)
- paragraphs (hyper-Theme)
- text (macro-Theme)

macro-Theme

- The macro-Theme of a text corresponds to the first element of the generic structure of the context of situation which the text realizes (for example, the Placement of a context of story telling, or the General Statement of a context of expounding taxonomic knowledge).

The fuels of the body

The fuels of the body are **carbohydrates** and **fat**. (These are taken in the diet, they are found mainly in cereal grains, vegetable oils, meat, fish and dairy products.)

Carbohydrates are the principal source of energy in most diets. They are absorbed into the bloodstream in the form of glucose. Glucose not needed for immediate use is converted into glycogen and stored in the liver. When the blood sugar concentration goes down, the liver reconverts some of its stored glycogen into glucose.

Fats make up the second largest source of energy in most diets. They are stored in adipose tissue and found the principal internal organs. If excess carbohydrate is taken in, this can be converted into fat and stored. The stored fat is utilized when the liver is empty of glycogen.

Proteins are essential for the growth and rebuilding of tissue, but they can also be used as a source of energy. In some diets, such as the diet of the Eskimo, they form the main source of energy. Proteins are first broken down into amino acids. Then they are absorbed into the blood and pass round the body. Amino acids not used in the body are eventually excreted in the urine in the form of urea. Proteins, unlike carbohydrates and fats, cannot be stored for future use.

macro-Theme
hyper-Theme

“The Velveteen Rabbit”

There was once a velveteen rabbit. He was fat and buncy, his coat was spotted brown and white, and his ears were lined with pink sateen.

On Christmas morning, when he sat wedged in the top of the Boy's stocking, with a sprig of holly between his paws, the effect was charming. For at least two hours the Boy loved him, and then, in the excitement of looking at all the new presents the Velveteen Rabbit was forgotten.

“Hansel and Gretel”

There was once a poor woodcutter who lived with his second wife and his two children at the edge of a great forest. He was so very poor that often there was no dinner or supper either, and at last the day came when there was no food left in the pantry but a single loaf.

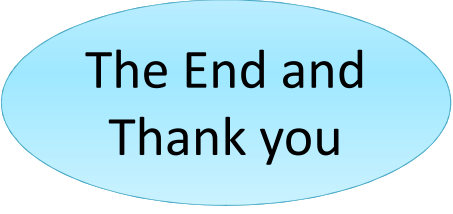
That night the wife said, "It is no use, husband. You cannot make a living for four of us with your axe. If there were only two of us, then we might manage."

expounding	explanation: sequential	In some cooler parts of the world such as Europe, sugar is obtained from a plant called sugarbeet. In Australia and other warmer areas, sugar cane is used. The process that removes sugar from sugar cane uses many types of separation.	
	documenting: taxonomicizing	The fuels of the body are carbohydrates, fats and proteins. These are taken in the diet. They are found mainly in cereal grains, vegetable oils, meat, fish and dairy products.	
reporting	media interview	REPORTER: Mr Speaker, welcome to the program. NEIL ANDREW – FEDERAL SPEAKER OF THE HOUSE OF REPRESENTATIVES: Thank you, Laurie. Pleased to be with you. REPORTER: Can I ask you first, as a very prominent Liberal MP how you think the row over Slane Stone's memo has affected the party?	
sharing	personal letter	My dear Ellen: Your kind letter of October 19th, 1917, has just been received and it seems nice to hear something of the family and I shall be thankful to you for further communications.	
doing	service encounter	--OP-- Welcome to Pizza Hut. My name's Alanna. Can I start with your phone number please. --CU-- 96891171.	

macro-New

The macro-New of a text *often* corresponds to the last element of the generic structure of the context of situation which the text realizes (for example, the Coda or Moral of a story telling context, the Appeal of an advertising context, the Thesis of an argument context, the summary or conclusion element of an expounding context, the Closing of a business letter context, the Judgement of a reviewing context, the Sales Closure of a service encounter, the (optional) Wrap-up of a news report, the Wrap-up of a gossip context, various forms of valediction in dialogic contexts). However, many contexts — particularly expounding and enabling ones — lack this kind of closure of newsworthiness, and simply end with the last element in a series of elements (like the last detail in a taxonomic report or the last step in a procedure).

Source:
Murray, J. (2009). *Week sixth: Textual meaning*. [Powerpoint slides]. Unpublished manuscript, LING904. Macquarie University, Sydney, Australia.



The End and
Thank you