PHASAL AND EXPERIENTIAL REALISATIONS IN LECTURE DISCOURSE: A SYSTEMIC FUNCTIONAL ANALYSIS

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DEDICATION

Dedicated to Abdul Wahab Yahya Al Haj,
Shahnaz Ashrafia and Ashfaq Yassar,
Tuanku Luckman Sinar Basyarsyah II, S.H. Al Haj
and Hajjah Tengku Daratul Qamar

CERTIFICATE

I certify that this dissertation is my own research account and its content has not been submitted for a higher degree to any other university or institution.

Tengku Silvana Sinar

ABSTRACT

The problems investigated in this study are (1) what are the phasal realisations of the lecture discourse (LD) with respect to the phase and sub-phase types and patterns, (2) what are the experiential semantic realisations of the LD with respect to the semantic representation, and (3) what are the experiential lexicogrammatical realisations of the LD with respect to the transitivity system representation?

This study is data-based in which materials were selected as corpora for investigation. The approach is qualitative/quantitative-descriptive in nature, and the method is observational. The spatial setting is the Faculty of Languages, University of Malaya, whereas the temporal setting is March and July 1995. The subject population is lecturers and students of the institution. The sample consists of 7 lecturers and 387 students that are selected by employing a random sampling technique. Of all the lectures that involve the sample, 7 lectures-in-texts are selected as data by applying the researcher's judgement sampling technique. The data are collected by means of audio-visual recordings and transcriptions, and they are analysed by employing a complementary method of analysis that combines Young's model and Halliday's model. The primary instrument of this study is the researcher herself, whereas the secondary instruments are (1) classification schemes of the semiotic aspects that are in focus, (2) data sheets that contain 7 lectures-in-texts, and (3) notes on each lecture-in-text.

The findings reveal that the LD-in-text as a whole is typically realised and characterised by the following: (1) the Substantiation (SU) as the most prominent macro-function and the Consent (CT) as the least prominent, (2) the Definition (DE) as the most prominent micro-function and the Apology (AP) as the least prominent, (3) the Being as the most prominent semantic field and the Existing as the least prominent, and (4) the Relational as the most prominent transitivity process type and the Existential as the least prominent. The macro-function patterns display dynamic variations, and the micro-function patterns demonstrate greatly dynamic variations. Furthermore, the findings also show the following: (1) the Carrier as the most prominent participant function and the Target as the least prominent, and (2) the Non-human as the more prominent participant type than the Human. In addition, the Location circumstantial type is the most prominent, whereas the Contigency is the least prominent.

Based on the main findings, there is strong evidence to suggest that the 'semiotic behaviour' of the LD-in-text as a whole is motivated by the goal-oriented need, and the goal to achieve has tended to be more academic-oriented than social-oriented. In this, the lecturers as the primary speakers of the lecture room interactions have tended to focus on the transformation of intellectual values (academic knowledge/skills) with the least social values involved therein. The most prominently occurring SU macro-function, DE micro-function and Being and Relational processes are clear indicators of this endeavour.

The scope and objectives of this study have been delimited to investigating LD phenomena at the levels of phase, sub-phase, experiential semantics and transitivity. To provide a comprehensive account of LD phenomena at the given Malaysian institution in particular, it is suggested that further research of this kind with a wider scope needs to be carried out, as such that it includes all relevant aspects and dimensions of all the semiotic levels in the overall semiotic space of language-in-context complex.

ABSTRAK

Masaalah yang diteliti dalam kajian ini ialah (1) apakah realisasi fasa (phasal realisations) dalam wacana kuliah dihubungkait dengan jenis dan pola fasa dan sub-fasa, (2) apakah realisasi pengalaman semantik (experiential semantic realisations) wacana kuliah dihubungkait dengan representasi semantik (semantic representation) dan (3) apakah realisasi leksika-gramatika wacana kuliah dihubungkait dengan representasi sistem transitiviti (transitivity system representation)?

Kajian ini berasaskan data di mana bahan-bahan dipilih sebagai data kajian. Pendekatan kajian ini bersifat kualitatif/kuantitatif-deskriptif dengan pemerhatian sebagai kaedah kajian. Kajian ini dilaksanakan di Fakulti Bahasa, Universiti Malaya pada bulan Mac dan Julai 1995. Populasi subjek adalah para pensyarah dan pelajar institusi tersebut. Sampel terdiri daripada 7 pensyarah dan 387 pelajar yang dipilih melalui teknik persampelan rawak. 7 kuliah-dalam-teks (Lecture-in-texts) daripada semua kuliah yang melibatkan sampel dipilih sebagai data, dengan mengaplikasikan teknik persampelan pertimbangan penyelidik. Pengumpulan data dibuat melalui rakaman audio-visual dan transkripsi. Data dianalisis menggunakan kaedah analisis pelengkap yang menggabungkan model Young dan model Halliday. Instrumen utama kajian ini adalah penyelidik sendiri. Instrumen sekunder adalah (1) skema klasifikasi aspek-aspek semiotik yang menjadi tumpuan kajian, (2) lembaran-lembaran data mengandungi 7 kuliah-dalam-teks, dan (3) catatan-catatan pada setiap kuliah-dalam-teks.

Dapatan kajian ini menunjukkan bahawa pada keseluruhannya, Wacana Kuliah-dalam-teks (Lecture Discourse-in-texts) lazimnya dilaksanakan dan dicirikan oleh: (1) fungsi-makro paling utama adalah Pembuktian (SU) manakala Persetujuan (CT) paling kurang menonjol, (2) fungsi-mikro paling utama adalah Takrifan (DE) dan Permintaan maaf (AP) paling kurang ketara, (3) bidang semantik paling utama adalah Hubungan (Being) manakala Kewujudan (Existing) adalah paling kurang menonjol, dan (4) proses transitif paling menonjol adalah Perhubungan (Relational) manakala Wujud (Existential) adalah proses yang amat kurang menonjol. Corak fungsi-mikro mempamerkan kepelbagaian (perubahan) yang dinamik, sementara corak fiungsi-mikro menunjukkan kepelbagaian yang amat dinamik. Malah, dapatan kajian ini menunjukkan yang berikut: (1) Pembawa (Carrier) adalah fungsi penyertaan yang paling utama dan Sasaran (Target) yang paling kurang utama, dan (2) Bukan-insan (NHP) adalah jenis penyertaan yang lebih menonjol berbanding penyertaan Insan (HP). Seterusnya, Lokasi (Loc) adalah jenis butiran yang utama, manakala Kemungkinan (Con) pula adalah jenis butiran amat kurang ketara.

Berdasarkan dapatan-dapatan utama kajian, terdapat bukti kukuh bahawa secara keseluruhan, motivasi utama bagi 'perlakuan semiotic' (semiotic behaviour) LD-dalam-teks adalah keperluan yang berorientasikan matlamat, dan matlamat untuk berjaya lebih cenderung kepada orientasi akademik daripada orientasi sosial. Dalam hal ini, para pensyarah sebagai pembicara

utama dalam interaksi bilik kuliah mempunyai fokus yang lebih cenderung kepada transformasi nilai-nilai intelektual (pengetahuan/kemahiran akademik) dengan penerapan nilai-nilai sosial yang amat kurang. Petunjuk-petunjuk yang nyata bagi usaha tersebut adalah fungsi-makro SU, fungsi-mikro DE dan EP serta realisasi Hubungan (Being) dan proses transitiviti Perhubungan (Relational) yang berlaku dengan amat ketara. Ruang lingkup dan objektif-objektif kajian ini terbatas kepada menyelidik fenomena wacana kuliah (LD) pada tahap-tahap fasa, cabang fasa, semantik experiential dan tatabahasa transitif. Untuk menghasilkan laporan lengkap tentang fenomena LD terutamanya di institusi di Malaysia, dicadangkan lanjutan kepada kajian ini perlu dilaksanakan dengan ruang lingkup yang lebih luas. Dengan demikian, kajian tersebut perlu merangkumi semua aspek dan dimensi yang relevan bagi semua tahap semiotik dalam ruang semiotik kompleks bahasa-dalam-konteks.

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LIST OF ABBREVIATIONS

Codes	Phasal & sub-phasal types	Codes	Process and participant types & functions
DS	Discourse Structuring	Mat	Material process
SU	Substantiation	Int	Intensive relational process
CO	Conclusion	Poss	Possessive relational process
EV	Evaluation	Circ	Circumstantial relational process
CT	Consent	Percep	Perception mental process
OR	Orientation	Cog	Cognition mental process
RE	Reminder	Affec	Affection mental process
FO	Focus	Behl	Behavioral process
ME	Message	Ver	Verbal process
AS	Aside	Exi	Existential process
ST	Statement	HP	Human participant
EP	Explanation	NHP	Non-human participant
DE	Definition	Actor	Actor
EX	Exemplification	Goal	Goal
QU	Quotation	Id	Identified
IC	Interchange	Ir	Identifier
DI	Direction	Iden	Identifying
DR	Drill	Attrib	Attributive
CH	Check	Carrier	Carrier
SM	Summary	Attr	Attribute
EM	Emphasis	Posr	Possessor
RM	Recommendation	Poss	Possession
JU	Judgement	Posd	Possessed
HM	Humour	Senser:	Senser
AP	Apology	Pheno	Phenomenon
GR	Greeting	Sayer	Sayer
LT	Leave-taking	Verbia	Verbiage
		Behv	Behaver
		Exist	Existent
		Range	Range
		Bene	Beneficiary
		Recip	Recipient
		Client	Client
		Receiv	Receiver
		Target	Target
		Inducer	Inducer
		Initiator	Initiator
		Attributor	Attributor
		Assigner	Assigner

Codes/Terms	Circumstantial types	Codes/Terms	Circumstantial types
Extent	Extent	Cont	Contigency
Loc	Location	Cond	Condition
Temp	Temp	Cons	Concession
Spa	Spatial	Defa	Default
Manner	Manner	Accomp	Accompaniment
Means	Means	Comi	Commitative
Qua	Quality	Add	Additive
Comp	Comparison	Role	Role
Cause	Cause	Guise	Guise
Rea	Reason	Prod	Product
Pur	Purpose	Matter	Matter
Beh	Behalf	Angle	Angle

Codes/Terms	Linguistic theory	Codes/Terms	
GSFLT	General Systemic-functional Linguistic Theory.		