CHAPTER SIX

EXPERIENTIAL REALISATIONS

6.1   Introduction

This chapter is concerned with the descriptive analysis of linguistic processes with specific reference to the experiential realisations of the situational (discoursal) variables and sub-variables of the lecture discourse (LD) under investigation which is linguistically represented in the seven lecture texts. Following the relevant defined concepts presented previously, the experiential descriptive analysis here involves the semantic and lexico-grammatical aspects that realise the higher levels of semiotic phenomena. To some degree, in the linguistic (i.e. experiential) description the semantic and transitivity representations are related to the relevant situational (discoursal) values with specific reference to the defined micro-functions or sub-phases and macro-functions or phases.

6.2   Experiential Description

The experiential description is concerned with the experiential realisations of the lecture discourse-in-texts (LD-in-texts) 1, 2, 3, 4, 5, 6 and 7 under investigation with respect to the semantic and transitivity system representations. Specifically, the experiential description is concerned with the semantic features and nuclear transitivity types that occur recurrently in the LD-in-texts. In this, the focus is on the recurrent semantic features in relation to the recurrent nuclear transitivity

types with respect to the process types in particular, to some extent the recurrent inherent participant functions and types and in addition also the recurrent circumstantial transitivity types that are involved therein.

The description of the experiential realisations of each LD-in-text is completed with summaries of (1) process types in the LD-in-text in question, (2) process types in the phase types of the LD-in-text, (3) participant functions and types in the LD-in-text, and (4) circumstantial types in the LD-in-text. The description ends with overall summaries of (1) process types in the LD-in-texts in question, (2) process types in the phase types of the LD-in-texts, (3) participant functions and types in the LD-in-texts, and (4) circumstantial types in the LD-in-texts.

6.2.1 Semantic Features and Nuclear Transitivity Process Types in the LD-in-texts

In terms of semantic and nuclear transitivity process types, the table below illustrates and displays the recurrent semantic features and nuclear transitivity process types that are found in the data. For conceptual and practical reasons, the semantic and transitivity parts are integrated in two adjacent columns of the table.

Table 6.1: Exemplified Recurrent Semantic Features and Nuclear Transitivity Process Types in the LD-in-texts

Type number	Semantic features	Nuclear transitivity process types	Instances
1	Doing	Material (Mat)	Ok. You will do item analysis on your tape. IBM changes word from present to past tense.
2	Sensing	Mental (Men)	Now, you have learned prefix, which is under DBM.
3	Being	Relational: Identifying (Iden) Attributive (Attr)	One of the important guidelines will be the level of difficulty of the text. The structural approach has two basic premises.
4	Saying	Verbal (Ver)	Brown emphasises on the fact of lateralisation.
5	Behaving	Behavioural (Beh)	Here, we look at stress, intonation and rhythm.
6	Existing	Existential (Exi)	There are other aspects of science, which over the years have changed.

The nuclear transitivity process types and the semantic features above recurrently occur in the lectures. The dynamic nature of the LD-in-texts is to some degree determinative of the fact that their occurrences in the lectures are not necessarily similar in terms of their frequency in particular, and in terms of their number and types in the realisations of particular phases or macro-functions and/or sub-phases or micro-functions. Moreover, the involvement of particular nuclear transitivity process types and semantic features in the realisations of particular phases or macro-functions and/or sub-phases or micro-functions in the lectures may vary from process type and semantic feature to process type and semantic feature particularly in terms of their relative positions or locations in the phase or macro-function and sub-phase patterns.

6.2.2 Inherent Participant and Circumstantial Transitivity Types in the LD-in-texts

In terms of inherent participant types and circumstantial transitivity types that are involved in transitivity process types, the table below illustrates and shows the recurrent inherent participant types and circumstantial transitivity types that are involved in the transitivity process types that are found in the data. For practical reasons, wherever possible and relevant, these inherent participant types and circumstantial transitivity types that occur in the LD-in-texts are included in the experiential description that follows.

Table 6.2: Exemplified Recurrent Inherent Participant and Circumstantial Transitivity Types in the LD-in-texts

(a)

Type number	Inherent participant types	Instances
1	Human (HP)	I want the students to be able to answer question in his own words.
2	Non-human (NHP)	Editing can take place at three levels

(b)

Type number	Circumstantial transitivity types	Instances
1	Projecting circumstances:	
1.1	Angle (Angle)	1.1 According to Krashen, in terms of physical domain one would have completed acquiring the language by the age of five.
1.2	Matter (Matter)	1.2 When we talk about let and feel in normal transcription, the /l/ here and the /l/ here phonemically are the same.
2	Expanding circumstances:	
2.1	Enhancing:	
2.1.1	Location (Loc)	2.1.1 The theory driven focuses on the language system.
2.1.2	Extent (Extent)	2.1.2 These students have to read technical test all the time.
2.1.3	Manner (Manner)	2.1.3 The sound /a/ is written like this /a/.
2.1.4	Cause (Cause)	2.1.4 Not everybody can master the native like pronunciation due to the differences in first language.
2.2	Extending:	2.2.1 Most of the time we are confronted with the students who have negative attitude towards learning.
2.2.1	Accompani-Ment (Accom)	
2.3	Elaborating:	2.3.1 Language can be analysed as a system of component which may be described independently of one another and without re-caused subject meaning or mentalism.
2.3.1	Role (Role)	
	Contigency (Cont)	Nonetheless, inspite of serious limitations, the natural method at least reflects an attempt to relate applied linguistic research to classroom allegation.

Now let me proceed with the description of the experiential realisations of the phases in the LD-in-texts 1, 2, 3, 4, 5, 6 and 7, and this will be done in turn.

6.2.3 Experiential Realisations of Phases of the LD-in-texts

6.2.3.1 Experiential Realisations of Phases of the LD-in-text 1

The lecture discourse-in-text one (the LD-in-text 1) is represented by the Research Methodology course. The topic of the given lecture (text) is The Methodology of

Language and Linguistic Research, with three sub-topics under discussion being The Theoretical Linguistic Research, The Applied Linguistic Research and The Language Pedagogy Research or Research into Language Teaching. The first topic concentrates on the actual system of language itself. The second focuses on language users and the third talks about language learners. The table below provides illustrations of transitivity process types, micro-functions or sub-phases and macro-functions or phases that come to the surface in the LD-in-text 1.

Table 6.3: Sample Transitivity Process Types, Micro-functions and Macro-functions in the LD-in-text 1

Process types	Micro-functions	Macro-functions	Instances
Attr Iden Iden	OR	DS	Now. This has to do with the basics in line with what I gave you last week where I said that in linguistic itself our system is very theoretical. Then you have the applied, and from there you have the overall method of the two itself
Iden Attr	RE		Now. Exactly parallel to that, but somehow on both line of thinking, we have the research of researchers. We also have different kinds of research which will then determine the different approaches of a research that involved that is wanting to be done
Exi	ST	SU	Basically there are three general kinds of research which have been rectified.
Iden Attr Iden	EP		One is the theoretical linguistic research which is purely different which wants to check things on hypothesis which wants to check things on phonology, syntax grammar, etc, whereas we have the other type which is the applied linguistic research. The third type is the research into language teaching, language pedagogy which focus on the learner.
Iden Mat Mat	DE	SU	The first type, theoretical linguistic research is the type which concentrates on the actual system itself, the language itself. Second type is focusing on the user. The third type is focusing on the learner.
Iden	SM	CO	Basically, these are the general research areas.

6.2.3.1.1   Experiential Realisations of DS Phase of the LD-in-text 1

The experiential process features that are characteristic of the Discourse Structuring (DS) phase of the LD-in-text 1 are the sensing, being (attributive and identifying) and doing processes. In transitivity terms, there are three dominant process types that realise and characterise the DS phase of the LD-in-text 1: the mental, the relational and the material. The mental processes occur predominantly. On the whole, there are six process types that occur in this DS phase (i.e. the mental, the relational, the material, the behavioural, the verbal and the existential) and they are expressed by verbs such as *have, are, focus, think, look, talk, recap, discuss*, etc.

From the transitivity standpoint, the prominent process type that realises and characterises the LD-in-text 1 with respect to the provision of the Orientation (OR) micro-function or sub-phase which in its turn realises the Discourse Structuring (DS) macro-function or phase of the LD-in-text 1 is the attributive relational process type. The instance below illustrates this, in which the verb (verbal group) that in transitivity terms expresses the process is *is to do*. This is interpretable as an attributive verb that is taken to mean *concern* in the given clause context. In terms of inherent participant function and type, here the first inherent participant (i.e. *This lecture*) is a Carrier and it is a *non-human* participant (NHP), and the second participant (i.e. *with the basic like in line with what I gave you last week where I said that in theoretical linguistic itself, our system is very*

theoretical) is an Attribute/Matter and it is also a *non-human* participant (NHP).

Observe the sample text fragment.

[6.1]. This lecture is to do with the basic like in line with what I gave you last week where I said that in theoretical linguistics itself, our system is very theoretical.

From the transitivity standpoint, in the instances below the verb *come* in the clause context expresses a material process, the verb (verbal group) *should see* expresses a perceptive mental process and the verb *Look at* expresses a behavioural process. These transitivity processes sub-phasally realise a Focus (FO) micro-function. This occurring FO micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 1. In terms of inherent participant function and type, the inherent participant *we* is an Actor and *You* is a Senser and both of them are *human* participants (HPs), whereas the inherent participants *that* and *how the theory is driven* are Phenomenons and both are *non-human* participants (NHPs). In addition, *to language pedagogy research* is a Circumstance of Spatial Location. Observe the sample text fragments.

[6.2]. Then we come to language pedagogy research.
[6.3]. You should see that.
[6.4]. Look at how the theory driven.

The *let*-expressions in the instances below indicate the plan of how the speaker (lecturer) will proceed with the lecture focus. This kind of selection is what Young (1990:90) calls optative imperatives. The let-expressions are followed by the inherent participant *'s* (*us*) that functions as a Behaver and it is a *human* participant (HP) and the participant *me* that functions as a Sayer and it is also a

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human participant (HP). Furthermore, *about it* is a Circumstance of Matter and it is a non-participant element, and *what the three claims are* is a Verbiage and it is a *non-human* participant (NHP). The verb *talk* expresses a behavioural process while the verb *explain* expresses a verbal process. Observe the sample text fragments.

[6.5].   Ok, let's talk about it in Tamil.
[6.6].   Let me explain what the three claims are, especially the second one.

From the transitivity perspective, as is illustrated in the instances below, the verbs (verbal groups) *'ll go, will do* and *'ll put* in the clause context express material processes. These transitivity processes sub-phasally realise a Focus (FO) micro-function that signals what is going to come, that is, what the speaker (lecturer) will proceed with. This occurring FO micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 1. In respect of inherent participant function and type, in the instances both *I* and *we* function as Actors and they are *human* participants (HPs), *research* as a Range and it is a *non-human* participant (NHP), and *these square brackets* as a Goal and it is a *non-human* participant (NHP). In addition, *to the theoretical linguistics* is a non-participant element and it functions as a Circumstance of Spatial Location. Observe the sample text fragments.

[6.7].   OK. Right I'll go to the theoretical linguistic research and applied linguistic research and see how they relate
[6.8].   OK. We will do research on that.
[6.9].   I'll put these square brackets

From the transitivity point of view, as is observable in the instances below, the verb *Remember* in the clause context expresses a cognitive mental process. This

transitivity process sub-phasally realises a Reminder (RE) micro-function in which the students are reminded of what happened previously and what will happen in the given or next lecture. This occurring RE micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 1. In terms of inherent participant function and type, *I focussed on L1 acquisition that the role of the language teacher, exactly just to recap last week's* and *we did the language circle last week* function as projected Phenomenons and they are *non-human* participants (NHPs). Observe the sample text fragments.

[6.10]. Remember last week I focussed on L1 acquisition that the role of the language teacher..
[6.11]. So remember exactly just to recap last week's work.
[6.12]. Remember we did the language circle last week

6.2.3.1.2 Experiential Realisations of SU phase of the LD-in-text 1

The experiential process features that are characteristic of the Substantiation (SU) phase of the LD-in-text 1 are the being (attributive and identifying), sensing and doing processes. In transitivity terms, there are three dominant process types that realise and characterise the SU phase of the LD-in-text 1: the relational, the material and the mental. The relational processes occur predominantly. On the whole, there are six process types that occur in this SU phase (i.e. the relational, the material, the mental, the behavioural, the verbal and the existential) and they are expressed by verbs such as *happen, become, believe, talk, emphasise, is*, etc.

From the transitivity perspective, in the instances below the verb *are* expresses an existential process and the verb *is* expresses identifying relational processes, which in turn sub-phasally realise a Statement (ST) micro-function in which the

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speaker states the concepts, facts, ideas and terms as knowledge. This occurring ST micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 1. In terms of inherent participant function and type, the inherent participant *three general kinds of research* functions as an Existent and it is a *non-human* participant (NHP). The inherent participants *One, Number two* and *three* function as Identifieds and they are *non-human* participants (NHPs), and the participants *the theoretical basic research, the applied linguistic research* and *practical language teaching or language pedagogy* function as Identifiers and they are also *non-human* participants (NHPs). Observe the sample text fragment.

[6.13].   There are three general kinds of research possible in second language phenomena. One is the theoretical basic research. Number two is the applied linguistic research. And three is practical language teaching or language pedagogy.

On the other hand, the verbal groups *has developed, have been done* and the verb *produce* (in one interpretation of the latest) express material processes. These transitivity processes sub-phasally realise a Statement (ST) micro-function. This occurring ST micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 1. In respect of inherent participant function and type, it is interpreted that in the instances below *most approach* functions as an Actor, *some works* as a Range, *work in applied linguistics* as a Range and *merely identical phonetic transcription* as a Goal. All these participant functions or roles are *non-human* participants (NHPs). Furthermore, *Learner* can be a Carrier if the *should be* is interpreted as an attributive type of verb with the *able* being an Attribute. Alternatively, *Learner* can be an Actor if the *should be able to produce*

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is seen as one process with the *produce* being the headword that is analysed and interpreted as representing a material process, in which case the *merely identical phonetic transcription* functions as a Goal. Whatever the case, *Learner* is a *human* participant (HP). See the sample text fragments.

[6.14]. Most approach in language pedagogy has developed independently work in applied linguistic research.
[6.15]. Some works have been previously done...
[6.16]. Learner should be able to produce merely identical phonetic transcription regardless of their native language

The transitivity interpretation of the sample illustrations below is that in the first instance the verbs *is understood* expresses a cognitive mental process, *to be* expresses an identifying relational process and in the second instance the verb *is* expresses an attributive relational process. These transitivity processes subphasally realise an Explanation (EP) micro-function. This occurring EP microfunction in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 1. The fact that the lecturer repeats (dictates) the phrases, clauses or sentences and the students do the note-taking of what is being repeated implies that the lecturer tends to create a lecture discourse of 'prescriptive' nature. In terms of inherent participant function and type, in the instances below *Many methods in research area of study of language* functions as an Identified and it is a *non-human* participant (NHP) and *the core of linguistics...* functions as an Identifier and it is also a *non-human* participant (NHP). The inherent participant *this approach to language...* functions as a Carrier and *generally not necessarily- not always deductive...* functions as an Attribute, both of which are *non-human* participants (NHPs). Observe the sample text fragments.

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[6.17]. Many methods in research area of study of language, many methods in research area of study of language, is commonly understood to be the core of linguistics, is commonly understood to be the core of linguistics, the study of systems of phonology, syntax, semantics and pragmatic, the study of systems of phonology, syntax, semantics and pragmatics.

[6.18]. This approach to language-this approach to language is generally though not necessarily- is generally though not necessarily- not always deductive, rationalist-not always deductive, rationalist.

In the two instances below the transitivity interpretation is that the verb *is* expresses identifying relational processes. These transitivity processes sub-phasally represent an Explanation (EP) micro-function in which the speaker organises her main points or ideas using the numerical expressions. This occurring EP micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 1. As is exemplified, *the first kind* functions as an Identified and *the first type theoretical...*, *the theoretical linguistic research...* and *the type which...* function as Identifiers, all of which are *non-human* participants (NHPs). Observe the sample text fragments.

[6.19]. The first kind is the theoretical linguistic research which is purely different which wants to check things on hypothesis which wants to check things on phonology, syntax grammar, etc.

[6.20]. The first type theoretical linguistic research is the type which concentrates on the actual system itself

The transitivity interpretation of the sample instances below is that the verbs *means* and *refers to* in the examples below express identifying relational processes. These transitivity processes sub-phasally realise a Definition (DE) micro-function in which the speaker defines the concepts, facts, ideas and terms as information or meaning (knowledge). This occurring DE micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 1. In

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terms of inherent participant function and type, *language pedagogy research* and

ESP function as Identifieds and they are both *non-human* participants (NHPs).

The inherent participants *all aspects of language* and *the English for Special*

Purpose function as Identifiers and they are also *non-human* participants (NHPs).

Look at the sample text fragments.

[6.21]. Language pedagogy research means all aspects of language devoted to understanding and improving the teaching languages that are non-native to their learner.
[6.22]. ESP refers to the English for Specific Purpose.

The instance below that is found in the LD-in-text 1 also illustrates an attempt to

define terms in which the speaker (lecturer) compares and contrasts the terms

practical research with *research-based on [research-based] theoretical*

hypothesis or rule. The verb *refer to* in transitivity terms expresses an identifying

relational process. In the present context this transitivity process sub-phasally

realises a Definition (DE) micro-function. This occurring DE micro-function in its

turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 1. In

terms of inherent participant function and type, *practical research* experientially

functions as an Identified, *the language classroom-based research* functions as an

Indentifier, *research-based on [research-based] theoretical hypothesis or rule*

functions as an Actor and *some practical theory* functions as a Goal, and they are

all *non-human* participants (NHPs). Observe the sample text fragment.

[6.23]. Practical research refers to the language classroom-based research whilst research-based on theoretical hypothesis or rule may give some practical theory

From the transitivity angle, in the instances below the verb *is called* (verbal group)

expresses identifying relational processes which in turn sub-phasally realise a

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Definition (DE) micro-function in which the speaker names the concepts, facts, ideas and terms as information or meaning (knowledge). This occurring (DE) micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 1. The transitive interpretation is that the clause exhibits what Halliday (1994:171, 287) calls a causative structure of the enhancing type of expansion. In causativity, other participant functions or roles that may be involved are Assigner, Attributor, Inducer and Initiator. In terms of inherent participant function and type, *This* in the first instance and *This transcription* in the second instance function as Identifieds and they are both *non-human* participants (NHPs), whereas *remoteness, time, distance and data centre* and *a broad transcription...* function as Identifiers and they are also *non-human* participants (NHPs). Observe the sample text fragments.

[6.24].   This is called remoteness, time, distance and data centre
[6.25].   This transcription is called a broad transcription which are always in slant lines.

In transitivity terms, in the instances below the verbs *consists of* and *have* express possessive attributive relational processes. These transitivity processes sub-phasally realise a Definition (DE) micro-function. This occurring DE micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 1. Note that as Halliday (1993:153-154) points out, the taxonomic relationships of super-ordination (*a* is a kind of *b*) and meronymy (*a* is a part of *b*) are better realised by relational processes of attribution and possessive attributive, with the verbs that commonly express them being verbs such as *is*, *include*, *consist of* or *has*. In this respect an attributive relational process of possession has

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the function of decomposing. In terms of inherent participant function and type, *It* functions as a Carrier/Possessor and it is a *non-human* participant (NHP), *we* and *they* also function as Carriers/Possessors but they are *human* participants (HPs), whereas *comparing the structural...*, *enough sentences...* and *fricatives...* function as Attributes/Possesseds and they are *non-human* participants (NHPs). Observe the sample text fragments.

[6.26]. It consists of comparing the structural and possibly communicative speeches of different languages.
[6.27]. We have enough sentences you know, enough information to find that there is the thing between time of speech and the time of action.
[6.28]. They have fricatives sometimes-glottal sound

From the transitivity viewpoint, in the instance below the verb *comprises* expresses a possessive identifying relational process which in turn sub-phasally realises an Interchange (IC) micro-function. This occurring IC micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 1. As is observable below, the inherent participants expressed by *One to six* functions as an Identified/Possessor and *what* as an Identifier/Possessed are *non-human* participants (NHPs). And *who (the users)* is a Goal functioning as a *human* participant (HP). Observe the sample text fragment.

[6.29]. L: OK. One to six comprises what?
S: Phonology
L: before Phonology
S: Phonetics, Morphology, Syntax, Lexis, Semantics
L: Sociolinguistics, Psycholinguistics, Language Pedagogy, Pragmatics....

In the instance below the transitivity interpretation is that the verb *stands for* expresses an identifying relational process. This transitivity process sub-phasally

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realises an Interchange (IC) and a Definition (DE) micro-function. These occurring IC and DE micro-functions in their turn phasally realise a Substantiation (SU) macro-function in the LD-in-text 1. As is observable in the example, in respect of inherent participant function and type, *IPA* functions as an Identified and the participant *the International Phonetic Alphabets* functions as an Identifier, and both of them are *non-human* participants (NHPs). Observe the sample text fragment.

[6.30]. L: IPA stands for....?
         S: International Phonetic Alphabet
         L: Yes. International Phonetic Alphabet.

In the instances below the verbs *said* and *is stated* (verbal group) are employed by the speaker (lecturer) in transitivity terms to express verbal transitivity processes which sub-phasally realise a Quotation (QU) micro-function. These occurring QU micro-function phasally represents a Substantiation (SU) macro-function in the LD-in-text 1. In terms of inherent participant function and type, in the first instance *Lado* functions as a Sayer and it is a *human* participant (HP) whereas *in learning second language individual tends to transfer the forms and meanings of their basic language and culture to the foreign language and culture* functions as a projected Verbiage and it is a *non-human* participant (NHP). In addition, *(in) nineteen sixty seven* functions as a Circumstance of Temporal Location. In the second instance *Chomsky* functions as a Sayer and it is a *human* participant (HP) whereas *The function of language theory ... the discovery and description of the rules* functions as a projected Verbiage and it is a *non-human* participant (NHP).

In addition, *in nineteen seventy seven* is a Circumstance of Temporal Location.

Observe the sample text fragments.

[6.31]. As Lado nineteen sixty seven said in learning second language individual tends to transfer the forms and meanings of their basic language and culture to the foreign language and culture.

[6.32]. The function of language theory is stated by Chomsky in nineteen seventy seven, the discovery and description of the rules.

In the instance below the verb ('verbal group') *can be* is employed by the speaker (lecturer) in transitivity terms to express an attributive relational process which sub-phasally realises a Quotation (QU) micro-function. This occurring QU micro-function in its turn realises a Substantiation (SU) macro-function in the LD-in-text 1. In terms of inherent participant function and type, *natural approach hypothesis of Krashen and Drenellan* functions as a Carrier and *L1 acquisition* functions as an Attribute and both of these participant functions are *non-human* participants (NHPs). Observe the sample text fragment.

[6.33]. Right, natural approach hypothesis of Krashen and Drenellan the main assumptionunderlying this approach L2 acquisition can be like L1 acquisition and that the L2 acquisition is natural.

From the transitivity perspective, in the instances below the verbs *would reveal* (verbal group), *referred* and *is* in turn express a behavioural, a material and a relational process, and these transitivity processes sub-phasally realise an Example (EX) micro-function. This occurring EX micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 1. In respect of inherent participant function and type, a *contrastive analysis..., Examples of theoretical linguistic research and..* and *An example of theoretical linguistic and...* in turn function as a Behaver, an Actor and Identifieds and they are *non-human*

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participants (NHPs), whereas *that prodrop or pronoun dropping as...* is a projected Phenomenon and *the audible method* is Identifier, and they are also *non-human* participants (NHPs). In addition, *in BG to the function of IPA* is a Circumstance of Spatial Location. Observe the sample text fragments.

[6.34]. For example a contrastive analysis on Syntax in English and Bahasa Melayu would reveal that prodrop or pronoun dropping as in sedang hujan (is raining) is possible in BM but not in English.

[6.35]. OK. Examples of theoretical linguistic research and how they relate to language teaching interest between language pedagogy and theoretical linguistics referred in BG to the function of IPA.

[6.36]. An example of theoretical linguistic and research pedagogy is the audible method.

In the instances below it is demonstrated that in transitivity terms the verbs *have to do, having done* and *will be able to do* (interpreted as one process) and *do* express material processes and *have to describe* expresses a verbal process. These transitivity processes sub-phasally realise a Direction (DI) micro-function (i.e. giving specific tasks to the students as part of their assignments). This occurring DI micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 1. As regards the inherent participant function and type, *You* in the first instance and *you* in the third function as Actors and they are *human* participants (HPs), whereas *you* in the second functions as a Sayer. The participants *an analysis on...*, *that, something for yourself* and *it* function as Ranges, whereas *what they've done* functions as a Verbiage; and all these participant functions are *non-human* participants (NHPs). Observe the sample text fragments.

[6.37]. You have to do an analysis on two other papers on thesis or dissertations about other people on that field.

[6.38]. First you have to describe what they've done.

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[6.39].   And having done that, you yourself will be able to do something for yourself in planning your proposed hypothetical project.

In the observable instance below, the verb *are* expresses an attributive relational process which in turn sub-phasally indicates the existence of a Check (CH) micro-function (i.e. checking the students' understanding of the lecture content being delivered. This occurring CH micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 1. Concerning the inherent participant function and type, *you* in the instance functions as a *Carrier* and it is a *human* participant (HP), whereas *clear* functions as an Attribute and it is a *human* participant (HP) as well. Observe the sample text fragment.

[6.40].   Are you clear so far?

6.2.3.1.3   Experiential Realisations of CO Phase of the LD-in-text 1

The experiential process features that are characteristic of the Conclusion (CO) phase of the LD-in-text 1 are the being (attributive and identifying), doing and sensing processes. In transitivity terms, there are three dominant process types that realise and characterise the CO phase of the LD-in-text 1: the relational, the material and the mental. The relational processes occur predominantly. On the whole, there are only five process types that occur in this CO phase (i.e. the relational, the material, the mental, the behavioural and the existential) and they are expressed by verbs such as *is, are, was, have, seem, mark, reflect, come, etc.* The verbal process type does not occur in this CO phase.

As the instances below show, the transitivity interpretation is that the verbs *are* in

the first instance and *is* in the second that are employed by the speaker (lecturer)

express identifying relational processes. These transitivity processes sub-phasally

realise an Emphasis (EM) micro-function. This occurring EM micro-function in

its turn phasally realises a Conclusion (CO) macro-function in the LD-in-text 1. In

terms of inherent participant function and type, *these* in the first instance and *that*

in the second function as Identifieds and they are *non-human* participants (NHPs),

whereas *the things that should come up in...* and *the example* function as

Identifiers and they are also *non-human* participants (NHPs). Observe the sample

text fragments.

[6.41]. So these are the things that should come up in your theoretical finding where I
gathered first the applied bases and go into theory basis hypothesis
[6.42]. That is the example.

The transitivity interpretation is that the verb *is* in the first instance below and *are*

in the second express identifying relational processes. These transitivity processes

sub-phasally realise a Summary (SM) micro-function. This occurring SM micro-

function in its turn phasally realises a Conclusion (CO) macro-function in the LD-

in-text 1. In respect of inherent participant function and type, *this* in the first

instance and *these* in the second function as Identifieds and they are both *non-*

human participants (NHPs), whereas the participants *one example how...* in the

first and *the kinds of questions this whole course...* function as Identifiers and they

are *non-human* participants (NHPs) as well. Observe the sample text fragments.

[6.43]. So this is one example how theoretical linguistics has come into play and make
use of language pedagogy.

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[6.44].   So these are the kinds of questions this whole course are addressed, the source of your research topics, research questions and research problems.

As the illustrations below demonstrate, the transitivity interpretation is that the verb *reflects* and *came about* express material processes. These transitivity processes sub-phasally realise a Summary (SM) micro-function. This occurring SM micro-function in its turn phasally realises a Conclusion (CO) macro-function in the LD-in-text 1. This emerges when the speaker (lecturer) summarises the points associated with the natural method. As regards the inherent participant function and type, *the natural method* in the first instance and *Natural method* in the second function as Actors, whereas *an attempt to relate applied linguistic research to...* in the first instance functions as a Goal; and all these participant functions are *non-human* participants (NHPs). In addition, *to research in the field applied linguistic research...* in the second instance functions as a Circumstance of Spatial Location. Observe the sample text fragments.

[6.45].   Nonetheless, inspite of serious limitations, the natural method at least reflects an attempt to relate applied linguistic research to classroom allegation.
[6.46].   Natural method also came about to research in the field applied linguistic research saying that L1 and L2 are required in the same way.

6.2.3.1.4   Experiential Realisations of EV Phase of the LD-in-text 1

The experiential process features that are characteristic of the Evaluation (EV) phase of the LD-in-text 1 are the being (attributive and identifying) and doing processes. In transitivity terms, there are two dominant process types that realise and characterise the EV phase of the LD-in-text 1: the relational and the material. The relational processes occur predominantly. In this, the attributive mode is predominant in the evaluative clauses. Most inherent participants function as

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Carriers and Attributes and they are mostly *non-human* participants (NHPs). On the whole, there are only two process types that occur in this EV phase, as have just been mentioned, and they are expressed by verbs such as *is, are, find, etc.* The other four process types do not occur in this EV phase (i.e. the mental, the behavioural, the verbal and the existential).

In the illustrations below the verbs *are* in the first instance and *is* in the second and third in transitivity terms express attributive relational processes. These transitivity processes sub-phasally realise a Judgement (JU) micro-function. This occurring JU micro-function in its turn phasally realises an Evaluation (EV) macro-function in the LD-in-text 1. In respect of inherent participant function and type, *all these terms* in the first instance, *ESP* in the second and *research* in the third all function as Carriers and they are *non-human* (NHPs), whereas *familiar* in the first, *very simple* in the second and *very inter-linked and not isolated* function as Attributes and they are also *non-human* participants (NHPs). Observe the sample text fragments.

[6.47].   Now all these terms are familiar.
[6.48].   OK. ESP is very simple.
[6.49].   So research is very inter-linked and not isolated

In the illustration below the transitivity interpretation is that the verbs *'s* and *are* are employed by the speaker (lecturer) to express attributive relational processes. These transitivity processes sub-phasally realise a Judgement (JU) micro-function. This occurring JU micro-function in its turn phasally serves itself as the realiser of an Evaluation (EV) macro-function in the LD-in-text 1. In terms of inherent

participant function and type, the *it* that occurs in the three different clause contexts each functions as a Carrier and each *it* is a *non-human* participant (NHP), whereas *still a matter of much belief, similar, extremely difficult* and *impossible for any classroom based techniques* function as Attributes and they are *non-human* participants (NHPs). Observe the sample text fragment.

[6.50]. Firstly, whether L1 or L2 acquisition are identical or similar, it's still a matter of much belief. Secondly, even if L1 or L2 acquisition are similar, it's extremely difficult to determine the type selected for presentation in the classroom are truly analogous to those presented to a young child in his or her L1. Thirdly, it is impossible for any classroom based techniques to replicate a naturalistic language acquisition context.

In the illustrations below the transitivity interpretation is that the verb *found* in the first instance expresses a material process and *found* in the second expresses an attributive relational process. These transitivity processes in the given context sub-phasally indicate the existence of a Judgement (JU) micro-function. This occurring JU micro-function in its turn phasally realises an Evaluation (EV) macro-function in the LD-in-text 1. Concerning the inherent participant function and type, the participant *You* in the first instance functions as an Actor and it is a *human* participant (HP), whereas *that's recurrent* there functions as a Goal and it is a *non-human* participant (NHP). In the second instance the participant *I* functions as an Attributor and it is a *human* participant (HP), and in the second instance the *it - the feature in the language of the speaker* functions as a Carrier and it is *a non-human participant* (NHP) and *very prominent* functions as an Attribute and it is a *non-human* participant (NHP) as well. The transitive interpretation of this clause in the second instance is that it represents what Halliday (1994:171, 287) calls a causative structure of the enhancing type of

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expansion. In causativity, other roles involved may be an Assigner, an Attributor, an Inducer and/or an Initiator. Observe the sample text fragments.

[6.51]. You found that's recurrent
[6.52]. I found it-the feature in the language of the speaker very prominent.

6.2.3.1.5 Experiential Realisations of CT Phase of the LD-in-text 1

As far as the data are concerned, it is discovered that there are no linguistic processes that realise and characterise the Consent (CT) phase of the LD-in-text 1 under investigation. In other words, the Consent (CT) phase in question is apparently not found in the LD-in-text 1. There are no elements of so-called queries, greetings and/or leave-takings that are phasally interpretable as representations of a CT phase that can be found in the LD-in-text-1 data. The signal for the closure of the lecture under consideration is not explicitly stated either but it is implicitly realised by summarising certain concepts. That is to say, the linguistic processes in the LD-in-text 1 indicate no or little measure of so-called "sociability" function of the discourse as far as the CT phase is concerned (see Malinowski's notion of *phatic communion* 1923b:303).

6.2.3.1.6 Summary of the LD-in-text 1

The description above is believed to have provided an overall yet global picture of the LD-in-text 1 particularly with respect to the experiential features and transitivity processes that realise and characterise the micro-functions or sub-phases and macro-functions or phases of the LD-in-text 1 under investigation. To

sum up what has been embraced. let me enumerate the main points that are observable in the statements below.

(1). The mental processes predominantly realise and characterise the Discourse Structuring (DS) phase, subsequently followed by the relational, the material, the behavioural, the verbal and the existential.

(2). The relational processes predominantly realise and characterise the Substantiation (SU) phase, subsequently followed by the material, the mental, the verbal, the existential and the behavioural.

(3). The relational processes predominantly realise and characterise the Conclusion (CO) phase, subsequently followed by the material, the behavioural, the mental and finally the existential. (This CO phase typically marks the starting point of the LD-in-text 1).

(4). The relational processes predominantly realise and characterise the Evaluation (EV) phase, subsequently followed by the material and other process types.

(5). No linguistic processes come to surface that may realise and characterise a Consent (CT) phase, and consequently there is no CT phase occurring in the LD-in-text 1.

(6). The participant type *Human* predominantly realises and characterises the LD-in-text 1 with the predominant participant functions running in the following order: *Non-human* carries out the predominant participant functions in the following order:

(7). The circumstantial type *Location* predominantly realises and characterises

the LD-in-text 1 in the order of the following:

The summaries of the LD-in-text 1 are presented in the observable figure and
tables below. The figure below presents a summary of frequency distribution of
process types in the LD-in-text 1.

The table below displays a summary of frequency distribution of process types in
the phase types of the LD-in-text 1.

Table 6.4: Summary of Frequency Distribution of ProcessTypes in the Phase Types of the LD-in-text 1

Process types Phase	Rel	Mat	Men	Verb	Beh	Exi	Total	%
Su	120	90	29	11	8	10	268	57.1
Ds	36	31	39	12	13	5	136	29.0
Co	33	9	2	0	5	1	50	10.7
Ev	13	2	0	0	0	0	15	3.2
Cl	0	0	0	0	0	0	0	0.0
overall	202	132	70	23	26	16	469	100
%	43.07	28.145	14.925	4.9041	5.5437	3.4115	100	

Figure 6.1: Summary of Frequency Distribution of Process Types in the LD-in-text 1

Figure 6.1: Frequency distribution of process types in the phase types of LD-in text 1
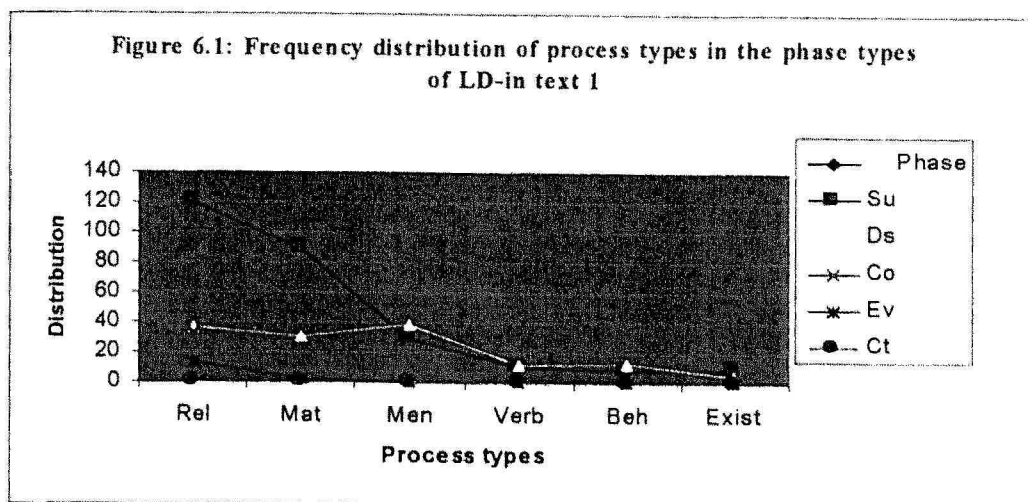
The table presented below displays a summary of frequency distribution of participant functions and types in the LD-in-text 1.

Table 6.5: Summary of Frequency Distribution of Participant Functions and Types in the LD-in-text 1

Participant types Participant functions	Human	Non-human	Overall	Percentage
Carrier	27	94	121	17.7
Attribute	2	119	121	17.7
Identified	5	65	70	10.2
Identifier	0	83	83	12.1
Actor	48	27	75	10.9
Goal	25	35	60	8.8
Senser	30	0	30	4.4
Phenomenon	0	38	38	5.6
Sayer	12	1	13	1.9
Verbiage	0	11	11	1.6
Behaver	10	0	10	1.5
Existent	0	17	17	2.5
Attributor	1	0	1	0.1
Assigner	0	0	0	0
Initiator	0	0	0	0
Inducer	0	0	0	0
Range	0	26	26	3.8
Beneficiary	6	0	6	0.9

Receiver	0	0	0	0
Target	0	0	0	0
Overall	161	521	682	

The table below contains a summary of frequency distribution of circumstantial types in the LD-in-text 1.

Table 6.6: Summary of Frequency Distribution of Circumstantial Types in the LD-in-text 1

Circumstantial types	Overall
Extent	2
Location	60
Manner	15
Cause	7
Contigency	2
Accompaniment	13
Role	4
Matter	20
Angle	1
Overall	124
Percentage	11.98

6.2.3.2 Experiential Realisations of Phases of the LD-in-text 2

The lecture discourse-in-text two (the LD-in-text 2) is represented by the Principles and Methods of TESL course. The topic of the lecture (text) is Comparing and Contrasting Foreign Language Acquisition (FLA) and Second Language Acquisition (SLA). The speaker (lecturer) begins the lecture activity with the descriptions of theoretical concepts or terms that are associated with FLA and SLA and defines the described concepts or terms. The defined concepts or terms associated with FLA and SLA are then compared and contrasted, in which there are four domains of FLA and SLA, namely: (1) the physical domain, (2) the cognitive domain, (3) the affective domain, and (4) the linguistic domain. The

speaker then exemplifies each domain by providing descriptions and definitions. The table below provides illustrations of transitivity process types, micro-functions or sub-phases and macro-functions or phases that occur in the LD-in-text 2.

Table 6.7: Sample Transitivity Process Types, Micro-functions and Macro-Functions in the LD-in-text 2

Process types	Micro-functions	Macro-functions	Instances
Attr Iden	OR	DS	Right, ok, now. Basically, today's lecture is on comparing and contrasting First language and second language acquisition or I 've called them FLA and SLA.
Cog Exi Perc	ST	SU	Now. FLA sometimes can also be mistaken as a Foreign Language Acquisition, ya, but in our case now, whenever there is first language acquisition, then you would see the word FLA meaning First Language Acquisition.
Attr	ST	SU	Ok.Allright So, what's about SLA then?
Perc Mat	DE EP		As you can see there SLA is Second Language Acquisition, SLA, just to shorten it.
Iden	EM	CO	So that's the difference between SLA and FLA

6.2.3.2.1 Experiential Realisations of DS Phase of the LD-in-text 2

The experiential process features that are characteristic of the Discourse Structuring (DS) phase of the LD-in-text 2 are the sensing, being (attributive and identifying) and doing processes. In transitivity terms, there are three dominant process types that realise and characterise the DS phase of the LD-in-text 2: the mental, the relational and the material. The mental processes occur predominantly. On the whole, there are six process types that occur in this DS phase (i.e. the mental, the relational, the material, the behavioural, the verbal and the existential)

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and they are expressed by verbs such as *mean, have, do, cover, tolerate, talk, is,* etc.

As an illustration, for example the verb *is* in the instance below which is employed by the speaker (lecturer) in transitivity terms expresses an attributive relational process. This transitivity process sub-phasally realises an Orientation (OR) micro-function. This occurring OR micro-function in its turn phasally realises a Discourse Structure (DS) macro-function in the LD-in-text 2. In terms of inherent participant function type, *today's lecture* functions as a Carier and it is a *non-human* participant (NHP), whereas *on comparing and contrasting First Language and...* functions as an Attribute and it is also a *non-human* participant (NHP). Observe the sample text fragment.

[6.53]. Right, Ok, now basically today's lecture is on comparing and contrasting First Language and Second Language Acquisition or I've called them FLA and SLA

In the instances presented below the verb *look at* that appears in both clauses in transitivity terms expresses behavioural processes. These transitivity processes sub-phasally realise a Focus (FO) micro-function. This occurring FO micro-function in its turn realises a Discourse Structure (DS) macro-function in the LD-in-text 2. As regards the inherent participant function and type, in the first instance *you* functions as a Behaver and it is a *human* participant (HP), whereas *SLA* functions as a Phenomenon and it is a *non-human* participant (NHP). In the second instance the first inherent participant functions as a Behaver but it is made implicit in the clause, which is *You*, and it is therefore a *human* participant (HP),

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whereas *opinions by few people. Krashen* functions as a Phenomenon and it is a *non-human* participant (NHP). Observe the sample text fragments.

[6.54].   Now, you look at SLA.
[6.55].   All right. Now. Look at opinions by few people, Krashen.

The verb *Remember* in the first and second instances below in transitivity terms expresses cognitive mental processes. These transitivity processes sub-phasally represent a Reminder (RE) micro-function. This occurring RE micro-function in its turn phasally realises a Discourse Structure (DS) macro-function in the LD-in-text 2. In respect of inherent participant function and type, in both instances the inherent participants expressed by *last week when we talked about...* and *when you talked about...* function as Phenomenons and they are *non-human* participants (NHPs). Observe the sample text fragments.

[6.56].   Remember last week when we talked about what language is,
[6.57].   Remember when you talked about language teacher problem and also learners'
           problem,

In the instance that is observable in the clause complex below the verb *Remember* in the clause in transitivity terms expresses a mental process and the verb *join* expresses a material process. These transitivity processes sub-phasally realise a Message (ME) micro-function. This occurring ME micro-function in its turn phasally realises a Discourse Structure (DS) macro-function in the LD-in-text 2. The participant *tomorrow no tutorial* functions as a Phenomenon and it is a *non-human* participant (NHP), and the participant *the other group here* functions as a Goal and it is a *human* participant (HP). In addition, [on] *Wednesday* functions as a Circumstance of Temporal Location. Observe the sample text fragment .

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[6.58]. Remember tomorrow no tutorial, but Wednesday join the other group here.

The illustrations below show that the verb *were* in the first instance and *is* in the second in transitivity terms express relational processes. These transitivity processes sub-phasally signal the existence of an Aside (AS) micro-function. This occurring AS micro-function in its turn realises a Discourse Structure (DS) macro-function in the LD-in-text 2. In respect of inherent participant function and type, *we* functions as an Identified and it is a *human* participant (HP), whereas *where* functions as an Attribute/Circumstance and it is a *non-human* participant (NHP). The inherent participant in the second instance expressed by *ard* functions as an Identified and it is a *non-human* participant (NHP), whereas *my abbreviation for 'around'* functions as an Identifier and it is a *non-human* participant (NHP). Observe the following text fragment

[6.59]. Now where were we?
[6.60]. 'ard' is my abbreviation for 'around'

6.2.3.2.2 Experiential Realisations of SU Phase of the LD-in-text 2

The experiential process features that are characteristic of the Substantiation (SU) phase of the LD-in-text 2 are the sensing, being (attributive and identifying) and doing processes. In transitivity terms, there are three dominant process types that realise and characterise the SU phase of the LD-in-text 2: the mental, the relational and the material. The mental processes occur predominantly. On the whole, there are six process types that occur in this SU phase (i.e. the mental, the relational, the material, the behavioural, the verbal and the existential) and they

are expressed by verbs such as *think, remember, forget, have, become, include, happen, construct, concentrate, look, emphasise, discuss, is,* etc.

In the examples below the verb *have* in the first and second and *don't have* in the second in transitivity terms express possessive relational processes and the whole clause of *we call it the critical period* in the second expresses an identifying relational process. Taken together, these transitivity processes sub-phasally realise a Statement (ST) micro-function. This occurring ST micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 2. In terms of inherent participant function and type, *they* in the first instance functions as a Carrier and it is a *non-human* participant (NHP), *you* in the second functions as a Carrier and it is a *human* participant (HP), and from the transitivity point of view *we* in the second functions as an Assigner and it is a *human* participant, *children* in the third functions as a Carrier and it is a *human* participant (HP); *four domains affecting...* in the first, *this thing* in the second and *that many problems* in the third all function as Attributes and they are *non-human* participants (NHPs). In addition, *it* in the second functions as an Identified and it is a *non-human* participant (NHP), and *the critical period* functions as an Identifier and it is a *non-human* participant (NHP). Observe the sample text fragments.

[6.61]. OK. Comparing and contrasting FLA and SLA, they have four domains affecting the learning a second language.
[6.62]. Right. Now. Under the physical domain, you have this thing and we call it the critical period.
[6.63]. Children don't have that many problems as compared to adult

The verb *'re* in the first instance below and *are* in the second in transitivity terms express existential processes. These transitivity processes sub-phasally realise the

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existence of a Statement (ST) micro-function in which the speaker states the concepts, facts, ideas and terms that are associated with the relevant academic knowledge to be transferred through the lecture. This occurring ST micro-function in its turn phasally realises a Substantiation (SU) phase in the LD-in-text 2. In respect of inherent participant function and type, *hundred of muscles working together...* in the first and *other issues in the learning of...* in the second functions as Existents and they are *non-human* participants (NHPs). Observe the sample text fragments.

[6.64]. There're hundred of muscles working together to produce your lovely, sweet melodious....
[6.65]. There are other issues in the learning of a second language acquisition and things like that....

In the instance below the speaker in the LD-in-text 2 produces clauses that elaborate on the meanings of other clauses by specifying and describing the terms (in the primary clauses) under discussion. This is what Halliday (1994:225-229) calls "elaboration". In experiential term the verb (verbal group) *'re talking* in transitivity terms expresses a behavioural process. This transitivity process sub-phasally operates to realise the existence of an Explanation (EP) micro-function. This occurring EP micro-function in its turn phasally functions to realise a Substantiation (SU) macro-function in the LD-in-text 2. Furthermore, the inherent participant expressed by *we* functions as a Behaver and it is a *human* participant (HP), and in addition *about physical domain...* functions as a Circumstance of Matter. The term *physical domain* is further explained by using the verb *concerns* that expresses a circumstantial relational process. The inherent participant expressed by *it* functions as a Carrier and it is a *non-human* participant (NHP),

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whereas *how you acquire speech...* functions as an Attribute and it is a *non-human* participant (NHP).

[6.66]. When we're talking about physical domain, the neurological factors, it concerns how, how you acquire speech, what goes on – you know why sometimes your speech affected things, why do people slur, why do people stutter, an so on.

Likewise in the previous one, in the illustrations below the speaker in the LD-in-text 2 also uses the elaboration technique. In transitivity terms, the verb *look at* in the first instance and *talk* in the second express behavioural processes. These transitivity processes sub-phasally serve to realise an Explanation (EP) micro-function. This occurring EP micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 2. Furthermore, the inherent participant *you* in the first instance and the first *you* in the second instance function as Behavers and they are *human* participants (HPs), whereas *SLA* in the first functions as a Phenomenon and *about the physical domain* in the second functions as a Circumstance of Matter, the latter being a non-participant element. Note that the elaboration of the term SLA is *it is the study of how learners learn an additional language after...* and *you're actually looking at the left versus....* Observe the sample text fragments.

[6.67]. Now, if you look at SLA, it is the study of how learners learn an additional language after they have acquired their mother tongue.
[6.68]. When you talk about the physical domain, you're actually looking at the left versus the right hemisphere

In the illustrations below the verbs *concludes* in the first, *argues* in the second, *says* in the third and *emphasises* in the fourth in transitivity terms express verbal processes. These transitivity processes sub-phasally realise Quotation (QU) micro-

functions. These occurring QU micro-functions in their turn phasally realise a Substantiation (SU) macro-function in the LD-in-text 2. As regards inherent participant function and type, in the first three instances *Hill* and *Thomas Scovel* function as Sayers and they are *human* participants (HPs), whereas *that adult can acquire authentic second language...* and *that the plasticity of brain prior to...* function as projected Verbiages and they are *non-human* participants (NHPs). In the last instance *Brown* functions as a Sayer, whereas *on the fact of lateralisation of...* functions as a Verbiage and it is a *non-human* participant (NHP). (For the notion of "projecting" and "projected" clauses, see for example Halliday 1994:219-220). Observe the sample text fragments.

[6.69].   Now. Hill argues that adult can acquire authentic second language perfectly.
[6.70].   Thomas Scovel says that the plasticity of brain prior to puberty can have affect on how a person learns.
[6.71].   OK. Now. Basically Brown emphasises on the fact of lateralization of the brain. OK, lateral.

In instances below, which is taken from the LD-in-text 2, the first functional element of each instance in transitivity terms acts as a Circumstance of Angle. In this, *According to Krashen, According to Lenneberg* and *According to Piaget* are non-participant elements that function as Circumstances of Angle. Each of these three functional elements sub-phasally realises a Quotation (QU) micro function. Each occurring QU micro-function in its turn phasally realises a Substantiation (SU) macro-function. Meanwhile, the verbal group *would have completed* and the verb *begins* in transitivity terms express material processes and the verb *believes* expresses a cognitive mental process. In respect of inherent participant function and type, *One* functions as an Actor and it is a *human* participant (HP), *it*

functions as an Actor and it is a *non-human* participant (NHP), *he* functions as a Senser and it is a *human* participant (HP), *acquiring the language* functions as a Range and it is a *non-human* participant (NHP) and *that critical stage for a consideration* functions as a projected Phenomenon and it is a *non-human* participant (NHP). (Halliday 1994:158 points out that an Angle may also be related to a verbal process). Furthermore, *in terms of physical domain* is a non-participant element that functions as a Circumstance of Matter, and *by the age of five, around two* and *around five* are non-participant elements that function as Circumstances of Temporal Location. Observe the sample text fragments.

[6.72]. According to Krashen, in terms of physical domain one would have completed acquiring the language by the age of five.
[6.73]. According to Lenneberg it begins around two and completes around five.
[6.74]. According to Piaget he believes that critical stage for a consideration....

The verb *make* that occurs in the three sample clauses below in transitivity terms express behavioural processes. As regards inherent participant function and type, *They, You* and *The children* function as Behavers and they are all *human* participants (HPs), whereas *mistakes, decision what's wrong with it* and *errors* function as Ranges and they are *non-human* participants (NHPs). Note that, as Halliday (1994:147) points out, the verb *make* in this kind of context is lexically empty because the processes are expressed only by the nouns *mistakes, decision what's wrong with it and errors* that function as Ranges. Halliday (1999:146-149) would regard processes like these as belonging to behavioural processes, in which the processes are intrinsically expressed in the Ranges.

[6.75]. They make mistakes.
[6.76]. You make decision what's wrong with it

[6.77]. The children make errors

In the instance below the verb *made* is employed by the speaker (lecturer) to express in transitivity terms an attributive relational process. This transitivity process sub-phasally realises an Explanation (EP) micro-function. This occurring EP micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 2. In terms of inherent participant function and type, *we* functions as an Attributor and it is a *human* participant (HP), whereas *them* functions as a Carrier and it is a *human* participant (HP) and *aware of the rules and the structure* functions as an Attribute and it is a *non-human* participant (NHP). The transitive interpretation of the clause is that it is what Halliday (1994:171, 287) calls a causative structure of the enhancing type of expansion. In causativity, other roles that may be involved would be referred to as Assigner, Attributor, Inducer and Initiator. Observe the sample text fragment.

[6.78]. We made them aware of the rules and the structure....

The verb *concentrated* in the first instance below in transitivity terms expresses a material process, and *can think* in the second and *know* in the third express cognitive mental processes. These transitivity processes sub-phasally realise an Explanation (EP) micro-function. This occurring EP micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 2. In terms inherent participant function and type, *They, you* and *Some of us* function as Sensers and they are *human* participants (HPs), whereas *on the brain* is a non-participant element that functions as a Circumstance of Spatial Location, and

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about why we have some difficulties... and *how to pronounce it correctly* function

as Phenomenons and they are *non-human* participants (NHPs). In addition, *more*

is a non-participant element that functions as a Circumstance of Quality Manner.

[6.79]. They concentrated more on the brain...
[6.80]. So now you can think about why we have some difficulties learning a Second Language...
[6.81]. Some of us know how to pronounce it correctly ...

In the illustrations below the verb *is* in the first and *is* in the second in transitivity

terms express identifying relational processes and *is to do* in the third expresses a

material process. These transitivity processes sub-phasally realise a Definition

(DE) micro-function. This occurring DE micro-function in its turn realises a

Substantiation (SU) macro-function in the LD-in-text 2. Note that *is to do* can

mean *concern*. In terms of inherent participant function and type, *SLA* and

Subconscious or unconscious process by which... and *that* function as Identifieds

and they are *non-human* participants (NHPs), whereas *Physical domain* functions

as an Actor and it is a *non-human* participant (NHP) as well. On the other hand,

the study of how learners learn... and *MT which is learned in a natural or...*

function as Identifiers and they are *non-human* participants (NHPs). In addition,

something... with your brain and also your ability to... functions as a

Circumstance of Matter. Observe the sample text fragments.

[6.82]. SLA is the study of how learners learn an additional language after they have acquired their mother tongue...
[6.83]. Subconscious or unconscious process by which the language other than mother tongue, that is MT which is learned in a natural or tutored setting.
[6.84]. Physical domain is something to do with your brain and also your ability to coordinate the muscles which controls the articulation of speech.

In the sample text fragment below the verb *'s* that occurs in the first and *is* that occurs in the third and fifth in transitivity terms all express identifying relational processes. These transitivity processes sub-phasally realise an Interchange (IC) micro-function. This occurring IC micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 2. In terms of inherent participant function and type, *what* in the first, *what* in the third, *One* and *the other* in the fifth function as Identifiers and they are *non-human* participants (NHPs), whereas *FLA, the difference..., acquired* and *learned* function as Identifieds and they are *non-human* participants (NHPs). Observe the sample text fragment.

[6.85].   L: Right, and then what's FLA?
         S: First Language Acquisition
         L: First Language Acquisition, yes, I know. So what's the difference between FLA and SLA then?
         S: acquired and learned.
         L: One is acquired and the other is learned.

In the illustrations below the verbal group *would not start* in the first and *use* in the third in transitivity terms express material processes, *are* in the second expresses a relational process and *speak* in the third expresses a verbal process. These transitivity processes sub-phasally realise an Exemplification (EX) micro-function. This occurring EX micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 2. In terms of inherent participant function and type, *a younger child* in the first functions as an Actor, *French speaker* and *they* in the second as Carriers, *a lot of people* and the first *they* in the third as Sayers and the second *they* in the third as an Actor; and all these are *human* participants (HPs). On the other hand, *asking too many questions* functions as a Range, *very proud of their language* as an Attribute, *English* as a

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Verbiage and *'individu' instead of 'individual'* as a Goal, and all these are *non-human* participants (NHPs). In addition, *I think* in the third is a kind of a metaphorical realisation of subjective probability which is equivalent to non-metaphorical expressions such as *in my opinion*, whereas a metaphorical realisation of objective probability would be for instance *probably* which is equivalent to non-metaphorical expressions such as *it is probable* (see Halliday 1984:333, 1994:355 and Martin et all 1997:70). Observe the sample text fragments.

[6.86]. For example, a younger child would not start asking too many questions.
[6.87]. For example French speaker, they are very proud of their language
[6.88]. For example I think a lot of people when they speak English they use the word 'individu' instead of 'individual'

6.2.3.2.3 Experiential Realisations of CO Phase of the LD-in-text 2

The experiential process features that are characteristic of the Conclusion (CO) phase of the LD-in-text 2 are the being (attributive and identifying), doing and sensing processes. In transitivity terms, there are three dominant process types that realise and characterise the CO phase of the LD-in-text 2: the relational, the mental and the material. The relational processes occur predominantly. On the whole, there are six process types that occur in this CO phase (i.e. the relational, the material, the mental, the behavioural, the verbal and the existential) and they are expressed by verbs such as *is, have, be, become, take, do, control, go, talk, look, affect, know, etc.*

As the illustrations below demonstrate, the verb *are* in the first instance in transitivity terms expresses an attributive relational process, *can affect* in the second expresses an identifying relational process, *goes* and *go* in the third express material processes and *'s* in the third expresses an attributive relational process. These transitivity processes sub-phasally realise a Summary (SM) micro-function. This occurring SM micro-function in its turn phasally realises a Conclusion (CO) macro-function in the LD-in-text 2. In terms of inherent participant function and type, *These* in the first functions as a Carrier and *negative attitude* in the second as an Identified and they are all *non-human* participants (NHPs), whereas *some of the things or some of emotion that...* in the first as Attribute which is a *non-human* participant (NHP) and *the acquisition of the second language* in the second functions as an Identifier and it is a *non-human* participant (NHP). Observe the sample text fragments.

[6.89]. All right. OK. These are some of the things or some of emotion that can have an affect to learning process.
[6.90]. So negative attitude can therefore affect the acquisition of the second language.

In the instances below the verb *are* in the first and third and *is* in the second in transitivity terms express relational processes. These verbs that express the relational processes sub-phasally realise an Emphasis (EM) micro-function. This occurring EM micro-function in its turn realises a Conclusion (CO) macro-function in the LD-in-text 2. In terms of inherent participant function and type, *these* and *that* in the first and second instances function as Identifieds and *these* in the last instance function as a Carrier; and all these participant functions are *non-human* participants (NHPs). On the other hand, *the things that should come up...*,

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what he is saying here... and *some of the things...* function as Identifiers and

because of that solid formation as an Attribute/Circumstance; and all these

participant functions are *non-human* participants (NHPs). Observe the sample text

fragments.

[6.91].   So these are the things that should come up in your theoretical findings.
[6.92].   So that is what he is saying here progressive interior organization of knowledge
[6.93].   So these are some of the things because of that solid formation or foundation of
             other language

6.2.3.2.4   Experiential Realisations of EV Phase of the LD-in-text 2

The experiential process features that are characteristic of the Evaluation (EV)

phase of the LD-in-text 2 are the being (attributive and identifying) processes. In

transitivity terms, there is one dominant process type that realises and

characterises the EV phase of the LD-in-text 2: the relational. On the whole, there

are only four process types that occur in this EV phase (i.e. the relational, the

material, the mental and the behavioural) and they are expressed by verbs such as

is, be, become, focus, etc. The behavioural, verbal and existential process types do

not occur in this EV phase.

In the instances below the verb *is* in the first, *can be* in the second and *becomes* in

the third in transitivity terms express attributive relational processes. These

transitivity processes sub-phasally realise a Judgement (JU) micro-function. This

occurring JU micro-function in its turn phasally realises an Evaluation (EV)

macro-function in the LD-in-text 2. In terms of inherent participant function and

type, *this* in the first, *this* in the second and *it* in the third function as Carriers and

they are *non-human* participants (NHPs), and *we* in the first functions as an Actor

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and it is a *human* participant (HP), whereas *debatable, a tough part* and *more complicated* function as Attributes and they are *non-human* participants (NHPs). In addition, *so much* is a non-participant element that functions as a Circumstance of Quality Manner and the same is true with *on the importance of pronunciation* but it functions as a Circumstance of Matter. Observe the sample text fragments.

[6.94]. Now this is debatable because we don't focus so much on the importance of pronunciation
[6.95]. Now this can be a tough part.
[6.96]. It becomes more complicated at that point of puberty.

6.2.3.2.5 Experiential Realisations of CT Phase of the LD-in-text 2

The experiential process features that are characteristic of the Consent (CT) phase of the LD-in-text 2 are the being (attributive and identifying), doing and sensing processes. In transitivity terms, there are three dominant process types that realise and characterise the CT phase of the LD-in-text 2: the relational, the material and the mental. The relational processes occur predominantly. On the whole, there are only three process types that occur in this CT phase, as have been mentioned. The other three process types do not occur in the CT phase of the LD-in-text 2 (i.e. the behavioural, the verbal and the existential). The inherent processes are expressed by verbs such as *is, have, be, become, go, confuse, etc.*

In the sample clauses below the verb *is* in the second instance in transitivity terms expresses a relational process, *confused* and *is meant* in the third express mental processes, and *'d go* expresses a material process. These transitivity processes sub-phasally realise an Apology (AP) and a Humour (HM) micro-function. These

occurring AP and HM micro-functions in their turn phasally realise a Consent (CT) macro-function in the LD-in-text 2. In terms of inherent participant function and type, *Anybody here* in the second functions as a Carrier and it is a *human* participant (HP), *you* in the third as a Senser and *you* in the fourth as an Actor; all these functions or roles are *human* participants (HPs). Furthermore, *Sorry* in the first and *sixteen years old* in the second function as Attributes and they are *human* participants (HPs), whereas *some of the things mentioned* and *it* in the third function as Phenomenons and they are *non-human* participants (NHPs). In addition, *for some dental surgery for your teeth* is a non-participant element that functions as a Circumstance of Purpose Cause.

[6.97]. Sorry, ya...
[6.98]. Anybody here is sixteen years old? Very unlikely.
[6.99]. Allright. Now. If some of the things mentioned confused you, it is meant to be.
[6.100]. I think you'd better go for some dental surgery for your teeth. (If you can't pronounce the 'th' sound)

6.2.3.2.6   Summary of the LD-in-text 2

The description that has been provided above is an attempt to give a clear picture of the LD-in-text 2 particularly with respect to the experiential and transitivity processes that realise and characterise the micro-functions or sub-phases and macro-functions or phases of the LD in question. To sum up, observe the main points that are enumerated below.

(1). The mental processes predominantly realise and characterise the Discourse Structuring (DS) phase, subsequently followed by the relational, the material , the behavioural, the verbal and the existential .

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(2). The material processes predominantly realise and characterise the Substantiation (SU) phase, subsequently followed by the relational, the verbal , the mental the existential and the behavioural.

(3). The relational processes predominantly realise and characterise the Conclusion (CO) phase, subsequently followed by the material, the mental, the verbal and the existential.

(4). The relational processes predominantly realise and characterise the Evaluation (EV) phase, subsequently followed by the material, the mental and the behavioural .

(5). The relational processes predominantly realise and characterise the Consent (CT) phase, subsequently followed by the mental processes .

(6). The participant type *Human* predominantly realises and characterises the LD-in-text 2 with the predominant participant functions running in the following order: Actor, Senser, Carrier, Identified, Sayer, Phenomenon, Behaver, Attribute, Beneficiary, Identified, Identifier, Receiver, Goal, Attributor and Assigner. *Non-human* carries out the predominant participant functions in the following order: Attribute, Carrier, Actor, Verbiage, Goal, Range, Phenomenon, Existent, Identifier and Senser.

(7). The circumstantial type *Location* predominantly realises and characterises the LD-in-text 2 in the order of the following: Location, Manner, Matter, Accompaniment, Extent, Cause, Angle, Role, Contigency.

To complement the points enumerated above, summaries of the LD-in-text 2 are observable in the tables and figure below. The table below displays a summary of frequency distribution of process types in the phase types of the LD-in-text 1.

Table 6.8: Summary of Frequency Distribution of Process Types in the Phase Types of the LD-in-text 2

Process types Phase	Rel	Mat	Men	Ver	Beh	Exi	Overall	%
Su	87	92	42	44	5	10	280	60.2
Ds	30	20	36	5	14	3	108	23.2
Co	33	16	3	3	0	1	56	12.0
Ev	12	1	1	0	1	0	15	3.2
Ct	5	0	1	0	0	0	6	1.3
Overall	167	129	83	52	20	14	465	100
%	35.914	27.742	17.849	11.183	4.3011	3.0108	100	

The following figure contains a summary of frequency distribution of process types in the LD-in-text 2.

Figure 6.2: Summary of Frequency Distribution of Process Types in the LD-in-text 2
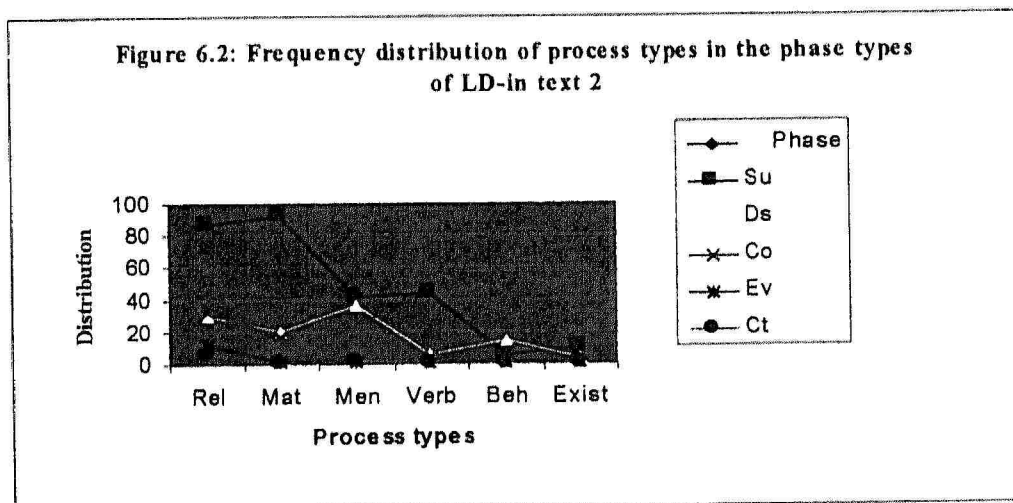
Figure 6.2: Frequency distribution of process types in the phase types of LD-in text 2

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The table below presents a summary of frequency distribution of participant functions and types in the LD-in-text 2.

Table 6.9: Summary of Frequency Distribution of Participant Functions and Types in the LD-in-text 2

Participant types / Participant functions	Human	Non-human	Overall	Percentage
Carrier	55	57	112	13.67
Attribute	29	90	119	14.52
Identified	5	51	56	06.83
Identifier	5	9	14	1.70
Actor	72	41	113	13.79
Goal	3	39	42	5.12
Senser	60	4	64	7.81
Phenomenon	47	17	64	7.81
Sayer	51	0	51	6.22
Verbiage	0	48	48	5.86
Behaver	30	0	30	3.66
Existent	0	16	16	1.95
Attributor	1	0	1	0.12
Assigner	1	0	1	0.12
Initiator	0	0	0	0
Inducer	0	0	0	0
Range	0	25	25	3.05
Beneficiary	8	0	8	0.97
Receiver	5	0	5	0.61
Target	0	0	0	0
Overall	397	422	819	100

The table underneath has a summary of frequency distribution of circumstantial types in the LD-in-text 2.

Table 6.10: Summary of Frequency Distribution of Circumstantial Types LD-in-text 2.

Circumstantial types	Overall
Extent	10
Location	59
Manner	33
Cause	7
Contigency	1
Accompaniment	14
Role	3
Matter	20
Angle	4
Overall	151
Percentage	14.58

6.2.3.3   Experiential Realisations of Phases of the LD-in-text 3

The lecture discourse-in-text three (the LD-in-text 3) is represented by the Classroom Assessment and Evaluation course. The topic of the given lecture (text) is The Material Selection for Use of the Test. In this, the speaker (lecturer) begins the activity by giving an orientation to the lecture and reminding the students of what has been given previously and proceeds to the plan of today's lecture. The speaker states and explains the points by describing the guidelines for the test item preparation, followed by supporting details and examples with respect to the material selection, level of difficulty, length and complexity of sentences, and the writing style. The table below presents illustrations of transitivity process types, micro-functions or sub-phases and macro-functions or phases that appear in the LD-in-text 3.

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Table 6.11: Sample Transitivity Process Types, Micro-functions and Macro-functions in the LD-in-text 3

Process types	Micro-functions	Macro-functions	Instances
Perc Behv	FO	DS	Allright Let us see some of the process that involve in reading. First here you look at the first one here.
Iden	DE	SU	Now.Reading involves under-standing the whole sense of sequence of written or printed words.
Beh Cog Beh Attr Cog Cog	EP		So you can not just read words in isolation or understand single word, allright, no! You actually looking at the whole sense of the sequence, you know. It is more holistic approach. You don't actually understand the discrete items all right in a sentence or paragraph. We have actually understood the whole thing, the whole statement.
Iden	SM	CO	So, this is the first aspect you know that is involved in reading.

6.2.3.3.1 Experiential Realisations of DS Phase of the LD-in-text 3

The experiential process features that are characteristic of the Discourse Structuring (DS) phase of the LD-in-text 3 are the sensing, behaving and being (attributive and identifying) processes. In transitivity terms, there are three dominant process types that realise and characterise the DS phase of the LD-in-text 3: the mental, the behavioural and the relational. The mental process type occurs predominantly. On the whole, there are six process types that occur in this DS phase (i.e. the mental, the behavioural, the relational, the material, the verbal and the existential) and they are expressed by verbs such as *is, have, see, remember, forget, look, talk, etc.*

In the illustration below the verb (verbal group) *'re going to talk* employed by the speaker (lecturer) in transitivity terms expresses a behavioural process. This transitivity process sub-phasally realises an Orientation (OR) micro-function. This occurring OR micro-function in its turn realises a Discourse Structure (DS)

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macro-function in the LD-in-text 3. In terms of inherent participant function and type, *we* functions as a Behaver and it is a *human* participant (HP), whereas *about test items* is a non-participant element that functions as a Circumstance of Matter. Observe the text fragment.

[6.101].   Today we're going to talk about test items

In the instances below the verb *see* in transitivity terms expresses a perceptive mental process and *look at* expresses a behavioural process. These transitivity processes sub-phasally realise a Focus (FO) micro-function. This occurring FO micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 3. The *let*-expressions in the instances, in which the first *let*-expression is followed by *us* and the second is followed by *'s*, indicate the plan of how the speaker (lecturer) will proceed with the lecture focus. This kind of selection is what Young (1990:90) calls optative imperatives. In terms of inherent participant function and type, *us* in the first instance functions as a Senser and *'s* in the second as a Behaver and they are both *human* participants (HPs). On the other hand, *some of the process that involves reading* and *the page* function as Phenomenons and they are both *non-human* participants (NHPs). Observe the sample text fragments.

[6.102].   All right. Let us see some of the process that involves reading.
[6.103].   Now. Let's look at the page.

In the examples below the verb *Remember* in the two instances in transitivity terms expresses cognitive mental processes. These transitivity processes sub-phasally realise a Reminder (RE) micro-function. This occurring RE micro-

function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 3. In terms of inherent participant function and type, *I've given you some of you the topic* in the first instance and *we talked about information* in the third functioni as Projected Phenomenons and they are *non-human* participants (NHPs), whereas *at the beginning* is a non-participant element which functions as a Circumstance of Temporal Location. Observe the sample text fragments.

[6.104]. Remember I've given you some of you the topic..
[6.105]. Remember at the beginning we talked about information .

In the instance below the verb *forget* in transitivity terms expresses a cognitive mental process and *'ll be giving* expresses a material process. These transitivity processes sub-phasally realise a Message (ME) micro-function. This occurring ME micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 3. In terms of inherent participant function and type, *I* is a Senser and it is a *human* participant (HP), *she* is an Actor and it is a *human* participant (HP) and *lecture* is a Range and it is a *non-human* participant (NHP). As regards *announcement for DR. Loga's lecture tomorrow the nine to ten lecture*, it is either an Existent (i.e. from *[there is an] announcement for DR. Loga's lecture...*) or alternatively an Attribute/Possessed (i.e. from *[I have an] announcement for DR. Loga's lecture...*). Whatever function or role this participant is serving in this context, it remains a *non-human* participant (NHP). In addition, *at twelve o'clock* and *tomorrow* are non-participant elements and they function as Circumstances of Temporal Location and *instead of nine* is also a non-participant element and it functions as a Circumstance of Addition Accompaniment. Observe the sample text fragment.

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[6.106]. Before I forget, announcement for DR. Loga's lecture tomorrow the nine to ten lecture, she'll be giving lecture at twelve o'clock tomorrow instead of nine.

In the instances below the verb *were* in the first in transitivity terms expresses a relational process and *haven't cleaned* in the second expresses a material process. These transitivity processes sub-phasally an Aside (AS) micro-function. This occurring AS micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 3. In terms of inherent participant function and type, *we* functions as a Carrier and *they* as an Actor and both these functions or roles are *human* participants (HPs), whereas *the board* functions as a Goal. In addition, *where* and *yet* are non-participant elements, with *where* being a Circumstance of Spatial Location and *yet* being a Circumstance of Temporal Extent. Observe the sample text fragments.

[6.107]. Now, where we were.
[6.108]. They haven't cleaned the board yet.

6.2.3.3.2   Experiential Realisations of SU Phase of the LD-in-text 3

The experiential process features that are characteristic of the Substantiation (SU) phase of the LD-in-text 3 are the sensing, behaving and being (attributive and identifying) processes. In transitivity terms, there are three dominant process types that realise and characterise the SU phase of the LD-in-text 3: the relational, the material and the mental. The relational processes occur predominantly. On the whole, there are six process types that occur in this SU phase (i.e. the relational, the material, the mental, the behavioural, the verbal and the existential) and they

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are expressed by verbs such as *is, are, involve, remain, break, introduce, formulate, perceive, understand, remember, repeat, say, etc.*

In the sample clauses below the verb *take* in the first instance in transitivity terms expresses a material process and *is* in the second and *is* in the third express identifying relational processes. These transitivity processes sub-phasally realise a Statement (ST) micro-function in which the speaker states the concepts, facts, ideas and terms in an attempt to transfer the academic knowledge through the lecture. This occurring ST micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 3. In respect of inherent participant function and type, *editing* functions as an Actor and *The other factor that you have to consider* functions as Identified, and all these functions or roles are *non-human* participants (NHPs). Furthermore, *place* functions as a Process Range and *that they dated text* as Identifier, and all these functions are *non-human* participants (NHPs). In addition, *at three levels* is a non-participant element which functions as a Circumstance of Spatial Location. Observe the sample text fragments.

[6.109]. Now editing can take place at three levels.
[6.110]. Another factor that you have to bear in mind when selecting text is the style of writing.
[6.111]. The other factor that you have to consider with this subject-biased text or technical text is that they dated text.

As the data show, there are instances in which *be* verbs such as *is, are, was, were* etc. in transitivity terms express existential processes. These transitivity processes are micro-functionally used particularly to state certain concepts, ideas, points,

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etc. The examples below are illustrations of how such verbs express existential processes to state the main points or ideas. (Note that *choose* in the second expresses not an existential process but a material process). In this, the verb *'s* in the first instance and *are* in the second in transitivity terms express existential processes. These transitivity processes sub-phasally realise a Statement (ST) micro-function. This occurring ST micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 3. In terms of inherent participant function and type, *a trend towards the use of...* and *certain paragraphs* function as Existents, *you* as an Actor and *a text which...* as a Goal. All these functions or roles are *non-human* participants (NHPs) except the *you*, which is a human participant (HP). Observe the sample text fragments.

[6.111]. There's a trend towards the use of technical text.
[6.112]. There are certain paragraphs if you choose a text which ......

It is interpreted that the illustrations below show that the verb *talk* in the first instance in transitivity terms expresses a behavioural process and so does the verb *talk* in the fourth, whereas *say* in the second and *are talking* in the fourth express verbal processes, *means* expresses an identifying relational process, *make* expresses an attributive relational process, *are referring, doctor, 're changing* and *rephrasing* express material processes. These transitivity processes sub-phasally realise an Explanation (EP) micro-function in which the speaker explains the concepts, facts, ideas and terms in an attempt to transfer the academic knowledge in question through the lecture. To specify and describe the concepts, facts, ideas and terms as a way of explaining them, the speaker (lecturer) utilises an "elaboration" technique in lecturing which consequently in grammatical terms

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produces clause complex configurations. This occurring EP micro-function in its turn phasally realises a Substantiation (SU) in the LD-in-text 3. In respect of inherent participant function and type, the first *you* in the first instance functions as a Behaver, the second *you* in the same instance as an Actor, *we* in the second instance as a Sayer, *it* in the second as an Identified, the first *you* and the second *you* in the third as Actors, *it* in the third as a Carrier and *we* in the second instance as a Sayer. All these participant functions or roles are *human* participants (HPs) except *it* in the second and third instances, which are *non-human* participant (NHPs). On the other hand, *authentic materials* in the second instance functions as a Verbiage, *almost real as close to real thing possible* in the second as an Identifier, *the text, some lexical items* and *some of the ideas* in the third as Goals and *simpler* in the third as an Attribute. All these participant functions or roles are *non-human* participants (NHPs). Note that there is an implicit *you* in *make it simpler*. This being the case, the implicit *you*, which is in fact explicitly expressed at the beginning of the primary clause, functions as an Attributor. In addition, *about the level of difficulty is* non-participant element that function as Circumstances of Matter and *to both the structural and the lexical level of the text* functions as a Circumstance of Spatial Location. Observe the sample text fragments.

[6.113]...When you talk about the level of difficulty, you are referring to both the structural and the lexical level of the text
[6.114]. When we say authentic materials, it means almost real-as close to real thing as possible.
[6.115]. When you doctor the text, you're changing some lexical items, rephrasing some of the ideas or make it simpler

In the sample clauses below the verb *have* in the three instances is employed by the speaker (lecturer) in transitivity terms to express possessive relational processes. These transitivity processes sub-phasally realise an Explanation (EP) micro-function. This occurring EP micro-function in its turn realises a Substantiation (SU) macro-function in the LD-in-text 3. In terms of participant function and type, each *you* in the three instances functions as a Carrier and each one represents a *human* participants (HP), whereas *simple sentences..., a rough kind of classification or grouping* and *a wide range to choose from newspaper articles* function as Attributes and they are *non-human* participants (NHPs). Observe the sample text fragments.

[6.116]. You have simple sentences, compound sentences, complex...
[6.117]. You have a rough kind of classification or grouping.
[6.118]. So, you have a wide range to choose from newspaper articles.

In the examples below the verbs *'re perceiving, have to see, and don't want* in transitivity terms express perceptive and cognitive mental processes. These transitivity processes sub-phasally realise an Explanation (EP) micro-function. This occurring EP micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 3. In terms of inherent participant function and type, each *you* in the first three instances and function as Sensers and they are *human* participants (HPs), whereas *the suitability of these expressions* and *a text that's got...* function as Phenomenons and they are *non-human* participants (NHPs). In addition, *through the text* is a non-participant element which functions as a Circumstance of Quality Manner and *again* is another non-participant

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element and it functions as a Circumstance of Temporal Extent. Observe the sample text fragments.

[6.119]. You're actually perceiving through the text.
[6.120]. You have to see again the suitability of these expressions.
[6.121]. You don't want a text that's got too much idiomatic expression.

In the sample grammatical configurations below the verbs that are used for classifying definitions and describing terms are *refer to, has been defined, involves* and *can define*. In transitivity terms, these process verbs are employed to express identifying relational processes. These transitivity processes sub-phasally realise a Definition (DE) micro-function. This occurring DE micro-function in its turn realises a Substantiation (SU) in this LD-in-text 3. In these instances certain technical terms that are commonly used in language teaching are defined by employing certain grammatical configurations, that is, by way of identifying relational clauses. (Wignell, Martin and Eggins (1993:144) point out that "technicality", which is defined as the use of terms or expressions with a specific meaning in a specialised field, involves two steps: (a) naming the phenomenon, and (b) making that name technical). In terms of inherent participant function and type, *Style of writings* in the first instance and *Reading* in the second and third are specific names or technical terms in the area of language teaching which function as Identifieds in the clause configurations and they are all *non-human* participants (NHPs), *You* in the fourth as an Assigner and it is a *human* participant (HP) and *comprehension* in the fourth as an Identified and it is a *non-human* participant (NHP). Furthermore, *the way the text is written* and *understanding the whole sense of...* function as Identifiers, and *as involving a reading process which...* and

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as the ability to recognise and understand... function as Identifiers/Circumstances. All these participant functions or roles are *non-human* participants (NHPs). Observe the sample text fragments

[6.122]. Style of writings refer to the way the text is written
[6.123]...Reading has also been defined as involving a reading process which combine different skills
[6.124]...Reading involves understanding the whole sense of sequence of written or printed words
[6.125]...You can define comprehension as the ability to recognise and understand general ideas and specific facts.

In the examples below the verbs (verbal groups) *is spelt* and *will include* in transitivity terms express identifying relational processes. These transitivity processes sub-phasally realise an Example (EX) micro-function. This occurring EX micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 3. In terms of inherent participant function and type, *the word 'programme' in British* and *'program' in American English* in the first instance and *the test format* in the second all function as Identifieds, whereas *the skills that you are testing* in the second functions as an Identifier. All these participant functions or roles are *non-human* participants (NHPs). In addition, *with double m* and *with one m* in the first instance function as Circumstances of Means Manner. Observe the sample text fragments.

[6.126]....For example the word 'programme' in British is spelt with double m whereas 'program' in American English is spelt with one m.
[6.127]....For example the test format will include the skills that you are testing.

6.2.3.3.3 Experiential Realisations of CO Phase of the LD-in-text 3

The experiential process features that are characteristic of the Conclusion (CO) phase of the LD-in-text 3 are the being (attributive and identifying), doing and sensing processes. In transitivity terms, there are three dominant process types that realise and characterise the CO phase of the LD-in-text 3: the relational, the material and the mental. The relational processes occur predominantly. On the whole, there are six process types that occur in this CO phase (i.e. the relational, the material, the mental, the behavioural, the verbal and the existential) and they are expressed by verbs such as *is, are, get, expose, understand, look, etc.*

In the illustrations below the verb *are* in the primary clause of the first instance in transitivity terms expresses an existential process and its occurrence in the primary clause of the second instance expresses an identifying relational process, *doctor, distort* and *is not altered* in the secondary clauses of the first instance all express material processes, whereas *make* in the secondary clause of the second instance expresses an attributive relational process. These transitivity processes sub-phasally realise a Summary (SM) micro-function in which the points that have just been lectured are summarised. This occurring SM micro-function in its turn phasally realises a Conclusion (CO) macro-function in the LD-in-text 3. In terms of inherent participant function and type, *three results from your action* in the primary clause of the first instance functions as an Existent, *these* in the primary clause of the second instance as an Identified, *the features that will make for the text authenticity* in the primary clause of the second as an Identifier and *the text* in the secondary clause of the second instance as a Carrier. All these

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participant functions or roles are *non-human* participants (NHPs). Furthermore, in the secondary clauses of the first instance the first and second *you* function as Actors and they are *human* participants (HPs), *the accuracy of information* in the same instance also as an Actor but it is a *non-human* participant (NHP), *you* in the secondary clause of the second instance as an Attributor and it is a *human* participant (HP), the first and second *the text* in the secondary clauses of the first instance as Goals and *as authentic as possible* in the secondary clause of the second instance as an Attribute/Circumstance. In addition, *too much* in the first secondary clause of the first instance is a non-participant element which functions as a Circumstance of Quality Manner. Observe the sample text fragments.

[6.128]. So there are three results from your action: you doctor the text too much, you distort the text, the accuracy of information is not altered...
[6.129]. So, these are the features that will make for the text authenticity, you make the text as authentic as possible.

As the illustrations below demonstrate, the verb '*s* in the first instance and *are* in the second and third instances in transitivity terms express relational processes. These transitivity processes that occur in the clause configurations sub-phasally realise an Emphasis (EM) micro-function. This occurring EM micro-function in its turn phasally realises a Conclusion (CO) macro-function in the LD-in-text 3. As regards the inherent participant function and type, *that* in the first instance and *those* in the second function as Identifieds and *these* in the third functions as a Carrier and all these participant functions or roles are *non-human* participants (NHPs), whereas *what we gonna do today* and *the factors that you have to consider when we...* function as Identifiers, *some of the things incorporated...* functions as an Attribute, and *some relevant for some skills* and *some not relevant*

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for others function as Existents. All these participant functions or roles are *non-human* participants (NHPs).

[6.130]. So that's what we gonna do today
[6.131]...Now those are the factors that you have to consider when we talk about the level of difficulty of the text.
[6.132]. All right these are some of the things incorporated into the textbooks

6.2.3.3.4 Experiential Realisations of EV Phase of the LD-in-text 3

The experiential process features that are characteristic of the Evaluation (EV) phase of the LD-in-text 3 are the being (attributive and identifying), doing and behaving processes. In transitivity terms, there are three dominant process types that realise and characterise the EV phase of the LD-in-text 3: the relational, the material and the behavioural. The relational processes occur predominantly. On the whole, there are only three process types that occur in this EV phase, i.e. those process types which have just been mentioned. They are expressed by verbs such as *is, are, write, find, etc* The other three process types do not occur in this EV phase (i.e. the mental, the verbal and the existential).

In the sample clause configurations below the verb *is* in the first instance and the other *is* in the primary clause of the second instance in transitivity terms express attributive relational processes and the verb (verbal group) *is written* in the secondary clause of the second instance expresses a material process. These transitivity processes sub-phasally realise a Judgement (JU) micro-function. This occurring JU micro-function in its turn phasally realises an Evaluation (EV) macro-function in the LD-in-text 3. In terms of inherent participant function and type, *Reading* in the first and *The text of encyclopedia* in the primary clause of the

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second instance function as Carriers and they are *non-human* participants (NHPs),
it in the secondary clause of the second instance as a Goal, and *very complex skill*
in the first and *very difficult* in the second as Attributes. All these participant
functions or roles are *non-human* participants (NHPs). In addition, *in a very very*
high level of English in the secondary clause of the second instance is a non-
participant element which functions as a Circumstance of Quality Manner.
Observe the sample text fragments.

[6.133].   Reading is very complex skill.
[6.134].   The text of encyclopedia is very difficult, it is written in a very very high level
           of English

In the sample clause configurations below the verbal group *might not be* in the
primary clause of the first instance and *is* in the second instance in transitivity
terms express attributive relational processes and *are* in the secondary clause of
the first instance expresses an existential process. These transitivity processes sub-
phasally realise a Judgement (JU) micro-function as regards the value, quality or
significance of stated points. This occurring JU micro-function in its turn phasally
realises an Evaluation (EV) macro-function in the LD-in-text 3. In terms of
inherent participant function and type, *This* and *it-that you all are very familiar*
with this test of reading function as Carriers, *a good source for you* and *very*
important as Attributes and *certain linguistic features in that article* might not...
as an Existent. All these participant functions or roles are *non-human* participants
(NHPs). Observe the sample text fragments.

[6.135].   This might not be a good source for you because there are certain linguistic
           features in that article might not suitable.
[6.136]. Now it is very important that you all are very familiar with this test of reading

6.2.3.3.5 Experiential Realisations of CT Phase of the LD-in-text 3

The experiential process features that are characteristic of the Consent (CT) phase of the LD-in-text 3 are the being (attributive and identifying), sensing and doing processes. In transitivity terms, there are three dominant process types that realise and characterise the CT phase of the LD-in-text 3: the relational, the mental and the material. The relational processes occur predominantly. On the whole, the above mentioned process types are the only process types that occur in this CT phase. The other process types do not occur in this phase (i.e. the behavioural, the verbal and the existential). The relational processes that predominantly realise and characterise this CT phase in the LD-in-text 3 are expressed by verbs such as *is*, *are, see, do, etc.*

The sample clause configurations below demonstrate that the verbs (verbal groups) *are doing*, *Are feeling* and *Be* in transitivity terms express attributive relational processes and *'ll see* expresses a perceptive mental process. These transitivity processes sub-phasally realise Greeting (GR) and Leave-taking (LT) micro-functions whose particular purpose is to establish and maintain harmony among the participants involved in the lecture. These occurring GR and LT micro-functions in their turn phasally realise a Consent (CT) macro-function in the LD-in-text 3. In respect of inherent participant function and type, the first and second *you* in the first instance function as Carriers and *I* in the second instance as a Senser and they are all *human* participants (HPs), whereas *How* and *good* function as Attributes and *group Four* as a Phenomenon and they are all *non-human*

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participants (NHPs). In addition, *at about 10 minutes* and *this morning* are non-participant elements which function as Circumstances of Temporal Location and *there* as a Circumstance of Spatial Location. Observe the sample text fragments.

[6.137]. How are you doing this morning? Are you feeling good?
[6.138]. I'll see group four at about 10 minutes. Be there.

6.2.3.3.6 Summary of the LD-in-text 3

The LD-in-text 3 has been described particularly in experiential, transitivity, micro-functional and macro-functional terms. The main points of this LD are enumerated below.

(1). The mental processes predominantly realise and characterise the Discourse Structuring (DS) phase, subsequently followed by the relational, the material, the behavioural, the verbal and the existential.

(2). The material processes predominantly realise and characterise the Substantiation (SU) phase, subsequently followed by the relational, the mental, the behavioural, the existential and the verbal.

(3). The relational processes predominantly realise and characterise the Conclusion (CO) phase, subsequently followed by the material, the mental, the behavioural and finally the existential. (This CO phase typically marks the starting point of the LD-in-text 3).

(4). The relational processes predominantly realise and characterise the Evaluation (EV) phase, subsequently followed by the material and the behavioural.

(5). No linguistic processes come to the surface that may realise and characterise a Consent (CT) phase, and consequently there is no CT phase occurring in the LD-in-text 3.

(6). The participant type *Human* predominantly realises and characterises the LD-in-text 3 with the predominant participant functions running in the following order: Actor, Senser, Behaver, Carrier, Attribute, Sayer, Receiver, Identified, Attributor, Goal, Receiver, Identifier, Assigner, Existent, Phenomenon, Verbiage, Beneficiary, Range, whereas the participant type *Non-human* carries out the predominant participant functions in the following order: Goal, Attribute, Identified, Identifier, Carrier, Phenomenon, Range, Actor, Senser, Sayer and Verbiage,

(7). The circumstantial type *Location* predominantly realises and characterises the LD-in-text 3 in the order of the following: Location, Manner, Cause, Accompaniment, Matter, Extent, Role, and Angle.

To complement the enumerated points above, summaries of the LD-in-text 3 are also presented in the tables and figure below. The table below has a summary of frequency distribution of process types in the phase types of the LD-in-text 3.

Table 6.12: Summary of Frequency Distribution of Process Types in the Phase types of the LD-in-text 3

Process types Phase	Rel	Mat	Men	Ver	Beh	Exi	Overall	%
Su	102	106	30	7	17	12	274	55.1
Ds	52	27	47	7	17	3	153	30.8
Co	24	20	5	0	3	1	53	10.7
Ev	9	6	0	0	2	0	17	3.4
Ct	0	0	0	0	0	0	0	0.0
overall	187	159	82	14	39	16	497	100
%	37.626	31.992	16.499	2.8169	7.8471	3.2193	100	

The following figure contains a summary of frequency distribution of process type in the LD-in-text 3.

Figure 6.3: Summary of Frequency Distribution of Process Types in the LD-in-text 3
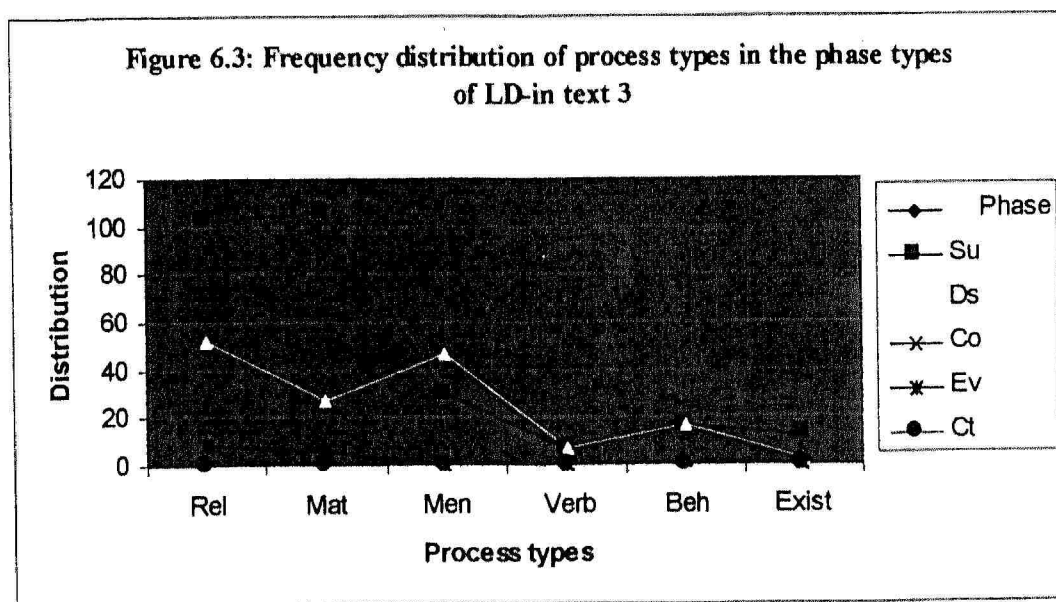
Figure 6.3: Frequency distribution of process types in the phase types of LD-in text 3

The table below presents a summary of frequency distribution of participant functions and types in the LD-in-text 3.

Table 6.13: Summary of Frequency Distribution of Participant Functions and Types in the LD-in-text 3

Participant types / Participant functions	Human	Non-human	Overall	Percentage
Carrier	37	60	97	12.04
Attribute	20	84	104	12.91
Identified	2	74	76	9.44
Identifier	0	74	74	9.19
Actor	110	12	122	15.15
Goal	2	104	106	13.16
Senser	48	1	49	6.08
Phenomenon	0	60	60	7.45
Sayer	13	1	14	1.73
Verbiage	0	11	11	1.36
Behaver	30	0	30	3.72
Existent	0	18	18	2.23
Attributor	2	0	2	0.24
Assigner	1	0	1	0.12
Initiator	0	0	0	0
Inducer	0	0	0	0
Range	0	30	30	3.72
Beneficiary	7	0	7	0.86
Receiver	4	0	4	0.49
Target	0	0	0	0
Overall	276	529	805	100

The table below presents a summary of frequency distribution of circumstantial types in the LD-in-text 3.

Table 6.14: Summary of Frequency Distribution of Circumstantial Types in the LD-in-text 3

Circumstantial types	Overall
Extent	7
Location	64
Manner	25
Cause	14
Contigency	0
Accompaniment	14
Role	4
Matter	13
Angle	2
Overall	143
Percentage	13.81

6.2.3.4 Experiential Realisations of Phases of the LD-in-text 4

The lecture discourse-in-text four (the LD-in-text 4) is represented by the Classroom Assessment and Evaluation course. The topic of the given lecture (text) is The Practical Aspects of Writing Test Papers. Globally, the speaker (lecturer) begins the activity by greetings followed by an orientation and a reminder of what was given previously. The speaker then states the points by describing the variables that determine the material selection, the type and format of tests, the level of difficulty, the idiomatic expressions, the target population, the level of teaching and the language skills. The descriptions are followed by examples and ended by a conclusion. The table below presents illustrations of transitivity process types, micro-functions or sub-phases and macro-functions or phases that come into view in the LD-in-text 4.

Table 6.15: Sample Transitivity Process Types, Micro-functions and Macro-functions in the LD-in-text 4

Process types	Micro-functions	Macro-functions	Instances
Mat Mat Mat	EP	SU	Now. When I refer to material here, you know, most of the, most of the points I am going to cover will affect the material, the selection of the linear material. But the text that you use for example reading, areas in reading definitely cover the material that you use even for listening.
Mat	RM	CO	So you just use what's applicable for what aspect.
Cog Exi	ST	SU	Allright. As we know, there are many variables , all right, that determine the selection of population that you are going to administer the test too, all right. Now materials for example the test format, all right, the skills that you are testing, the target.
Attr Mat	SM	CO	Ok. These are some of the factors that will determine, some variables that determine the selection of material, when you are selecting material for testing.

6.2.3.4.1 Experiential Realisations of DS Phase of the LD-in-text 4

The experiential process features that are characteristic of the Discourse Structuring (DS) phase of the LD-in-text 4 are the sensing, being (attributive and identifying) and doing processes. In transitivity terms, there are three dominant process types that realise and characterise the DS phase of the LD-in-text 4: the mental, the relational and the material. The mental processes occur predominantly. On the whole, there are six process types that occur in this DS phase (i.e. the mental, the relational, the material, the behavioural, the verbal and the existential) and they are expressed by verbs such as *is, write, look, tell, say, etc.*

In the sample clause configurations below the verbal group *am going to continue* in the primary clause of the first instance, *is going* in the secondary clause of the same instance and the verb *run* in the second instance in transitivity terms express material processes. These transitivity processes sub-phasally realise an Orientation (OR) micro-function whose functional goal is to introduce the topic to the students in the given lecture. This occurring OR micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 4. In respect of inherent participant function and type, *I* and *that* in the first instance and *we* in the second function as Actors, with *I* and *we* being *human* participants (HPs) and *that* being a *non-human* participant. In addition, *today* is a non-participant element which functions as a Circumstance of Temporal Location, *from where I left off last week* and *to the practical aspect of writing a test paper* as Circumstances of Spatial Location, whereas a *brief* and *through of what we've started off last week*

that is the test design function as Circumstances of Quality Manner. Observe the

sample text fragments.

[6.139]. Ok, today I am going to continue from where I left off last week and that is going to the practical aspect of writing a test paper.
[6.140]. Ok. A brief we run through of what we've started off last week that is the test design.

In the sample clause configurations that are derived from the LD-in-text 4 the

verbal groups *Moving on* in the primary clause of the first instance and *start* in the

secondary clause, *are going* in the second instance and *Moving on* in the third that

are employed by the speaker (lecturer) in transitivity terms to express material

processes. These transitivity processes sub-phasally realise a Focus (FO) micro-

function as a proceeding to an activity. This occurring FO micro-function in its

turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-

text 4. In terms of inherent participant function and type, *we* in the secondary

clause of the first instance and *we* in the second instance function as Actors and

they are *human* participants (HPs), and *the test paper* in the secondary clause of

the first instance functions as a Goal and it is a *non-human* participant (NHP). In

addition, *to the three basic questions that we should ask* is a non-participant

element which functions as a Circumstance of Spatial Location and *through into*

detail is another non-participant element which functions as a Circumstance of

Quality Manner. Observe the sample text fragments.

[6.141]. Ok. Moving on to the three basic questions that we should ask before we start the test paper
[6.142]. Now, we are going through into detail
[6.143]. Ok. Moving on!

In the sample illustrations below the verbal group *will move* in the first instance in transitivity terms expresses a material process, *will look at* in the the primary clause of the second expresses a behavioural process, *will pose* in the secondary clause of the second expresses a verbal process and *have to remind* in the third instance expresses a cognitive mental process. These transitivity processes sub-phasally realise a Reminder (RE) micro-function. This occurring RE micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 4. As regards the inherent participant function and type, *we* in the first instance functions as an Actor, and *I* and *you* in the last instance function as an Inducer and a Senser respectively. All these participant functions or roles are *human* participants (HPs). On the other hand, *to look at two words* in the best instance function as Phenomenon which is *non-human* participant (NHP). In addition, *into the next segment...* is a non-participant element which functions as a Circumstance of Spatial Location. Observe the sample text fragments.

[6.144]. Now. Next week we will move into the next segment, all right, which we have been already doing the step towards planning the paper.
[6.145]. I have to remind you to look at two words.

As is observable in the illustrations below, the following verbs or verbal groups that occur in the clause configurations in transitivity terms express the processes that are shown respectively in the brackets: in the first instance we have *couldn't take* (material), in the second instance *Have seen* (perceptive mental), *was* (attributive relational), *took* (material), *looked at* (behavioural), *took* (material), *looked at* (behavioural), *was lusting after* (behavioural), *went* (material), *looked at* (behavioural), *looked at* (behavioural) and *said* (verbal). Furthermore, in the

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second instance the verbs in the secondary clauses (Quoted clauses) in transitivity terms express the following processes: 's (attributive relational), *tastes* (attributive relational) and *is* (attributive relational). These sequential transitivity processes sub-phasally realise an Aside (AS) micro-function. This occurring AS micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 4. Note that the second instance in particular demonstrates that the aside is employed by the speaker more in respect of digression particularly for the purpose of holding the students' attention to the lecture. As regards the inherent participant function and type, the relevant clause elements are put in italics and their functions or roles and types are shown in the brackets: in the first instance we have the first *It* (Actor, NHP), the second *it* (Goal, NHP) and in addition *anymore* (non-participant element, Circumstance of Temporal Extent), in the second instance *you* (Senser, HP), *the new coca-cola bottle* (Phenomenon, NHP), *I* (Carrier, HP), *really surprised* (Attribute, NHP), *I* (Actor, HP), *one* (Goal, NHP), *it* (Phenomenon, NHP), *"[it's a] sales gimmick"* (Attribute, NHP), *someone at home-someone very close to me* (Actor, HP), *one* (Goal, NHP), *it* (Phenomenon, NHP), *it* (Phenomenon, NHP), *he* (Actor, HP), *that new coca-cola* (Phenomenon, NHP), *I* (Behaver/Sayer, HP), *it* (Carrier, NHP), *the same coke* (Attribute, NHP), *it* (Carrier, NHP), *[it's] only the bottle that is different* (Identifier, NHP) and in addition *For goodness sake* (non-participant element, Circumstance of Purpose Cause). Observe the sample text fragments.

[6.146]. It couldn't take it anymore.
[6.147]. Have you all seen the new coca-cola bottle? Well, I was really surprised, I took one and looked at it, ha, "sales gimmick" , uh... but someone at home-someone

very close to me -you know- took one, looked at it and was lusting after it , everywhere he went, look at that new coca cola and I looked at him and said "For goodness sake it's the same coke, it tastes the same only the bottle that is different".

The following sample clause configurations represent the experiential process feature of being (attributive) relations. From the transitivity point of view, *is* in the first instance and *is* in the second of the clause configurations express attributive relational processes. These transitivity processes sub-phasally realise a Check (CH) micro-function. This occurring CH micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 4. The inherent participant functions and types that are involved are as follows: in the first we have *everything* (Carrier, NHP), *ok* (Attribute, NHP), in the second *everybody* (Carrier, HP) and in addition *still here* (non-participant element, Circumstance of Spatial Location), *with me* (non-participant element, Circumstance of Comitative Accompaniment) and *mentally, physically and emotionally* (non-participant elements, Circumstances of Quality Manner). Observe the sample text fragments.

[6.148]. Is everything ok?
[6.149]. Is everybody still here with me mentally, physically and emotionally?

6.2.3.4.2   Experiential Realisations of SU Phase of the LD-in-text 4

The experiential process features that are characteristic of the Substantiation (SU) phase of the LD-in-text 4 are the being (attributive and identifying), doing and sensing processes. In transitivity terms, there are three dominant process types that realise and characterise the SU phase of the LD-in-text 4: the relational, the

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material and the mental. The relational processes occur predominantly. On the whole, there are six process types that occur in this SU phase (i.e. the relational, the material, the mental, the behavioural, the verbal and the existential) and they are expressed by verbs such as *is, are, refer, select, mention, influence, talk, remember, think, etc.*

The sample clause configurations below that are taken from the LD-in-text 4 exhibit the experiential process feature of being (existence). From the transitivity perspective, the verb *are* in each instance expresses an existential process. The transitivity processes that come into being by virtue of the verb *are* that occurs three times in the instances sub-phasally realise a Statement (ST) micro-function in which the speaker states the concepts, facts, ideas and terms as information or knowledge. This occurring ST micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 4. The clause elements that represent the participant functions and types are describable as follows: *different types of testing*... (Existent, NHP), *only four skills*... (Existent, NHP), *other components linked to this*... (Existent, NHP) and in addition *in a long test* (non-participant element, Circumstance of Spatial Location). Observe the sample text fragments.

[6.150]. There are different types of testing, placement, assessment, diagnostic...
[6.151]. In a long test, there are only four skills...
[6.152]. .There are other components linked to this that only be tested at the university level that is thing like thinking skill.

The verbs or verbal groups that come into view in the clause configurations below in transitivity terms express processes whose types are indicated by the words in

the brackets: *are going to test* in the first instance (material), *identify* in the first (material), *are going to set* in the second (material), *should make* in the second (attributive relational), *test* in the second (material), *are* in the third (identifying relational). All these transitivity processes sub-phasally realise an Explanation (EP) micro-function in which the speaker (lecturer) explains and elaborates the concepts, facts, ideas and terms as information or knowledge. This occurring EP micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 4. The clause elements that represent the participant functions and types can be described as follows: *you* in the first (Actor, HP), the first *we* in the second (Actor, HP), the second *we* in the second (Carrier, HP), the third *we* in the second (Actor, HP), *The listening sub-skills* in the third (Identified, NHP), *reading comprehension* in the first (Goal, NHP), *objectives* in the first (Goal, NHP), *the reading comprehension test* in the second (Goal, NHP), *sure* in the second (Attribute, NHP), *as many* in the second (Goal/Circumstance, NHP), *extracting information...* in the third (Identifier, NHP). Observe the sample text fragments.

[6.153]. .Now, if you are going to test reading comprehension then identify objectives:
[6.154]. If we are going to set the reading comprehension test, we should make sure that we test as many
[6.155]. The listening sub-skills are extracting information, distinguishing main points from supporting detail, identifying arguments, extracting specific pieces of information.

As the sample clause configurations below reveal, the verb *call* in each instance below in transitivity terms expresses an identifying relational process. The identifying relational processes that operate in the instances are made possible by the use of the same verb *call*. These transitivity processes sub-phasally realise a

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Definition (DE) micro-function whose specific purpose is to name linguistic terms. This occurring DE micro-function in turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 4. The clause elements that represent the participant functions and types can be described as follows: in the first instance we have *you* (Assigner, HP), *it* (Identified, NHP), *a test* (Identifier, NHP), in the second *We* (Assigner, HP), *it* (Identified, NHP), *readability index* (Identifier, NHP), in the third *you* (Assigner, HP), *it* (Identified, NHP) and *ABCD-choices* (Identifier, NHP). Observe the sample text fragments.

[6.156].   Right, you don't call it a test.
[6.157].   We call it readability index
[6.158]....ABCD, you call it choices

In the sample clause configurations below it is interpreted that the verb *is* in the first instance and *means* in the second in transitivity terms express identifying relational processes and *is* in the third expresses an attributive relational process. These transitivity processes sub-phasally realise a Definition (DE) micro-function. This occurring DE micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 4. The clause elements that express the participant functions and types can be described as follows: in the first we have *Assessment* (Identified, NHP), *to show what he has learned...* (Identifier, NHP), in the second *Fair opportunity* (Identified, NHP), *that if you want...* (Identifier, NHP), in the third *Difi* (Carrier, NHP) and *a vetting level...* (Attribute, NHP). Observe the sample text fragments.

[6.159].   .Assessment is to show what he has learned, what he has to achieve, how good he is, not how bad he is.

[6.160]. .Fair opportunity means that if you want to live by this code of giving students a chance to know how well they have fared, you must put lot of work into paper.

[6.161]. Difi is a vetting level - the evaluation level where you go into item analysis.

In the sample clause configurations below the appearing verbs in transitivity terms express the process types as follows: in the first we have *Have seen* (perceptive mental), in the second we have *told* (verbal), *'ll go* (material), *said* (verbal), *'s* (attributive relational), *masuk (came)* (material), *panggil (called)* (identifying relational) and *belum (haven't got)* (attributive relational). These transitivity processes sub-phasally realise an Exemplification (EX) micro-function. This occurring EX micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 4. The clause elements that express the participant functions and types can be described as follows: in the first we have *you all* (Senser, HP), *the case of Jason who is in class...* (Phenomenon, NHP), in the second we have *a colleague of mine* (Sayer, HP), *me* (Receiver, HP), *she* (Actor, HP), *I* (Sayer, HP), *What* (Carrier, NHP), *Mamak tu (That uncle)* (Actor, HP), *dia (he)* (Assigner, HP), *I (me)* (Identified, HP), *mak cik (aunty)* (Identifier, HP), *I* (Carrier, HP), *nikah (married)* (Attribute, NHP) and in addition *lagi (yet)* (non-participant element, Circumstance of Temporal Location). Observe the sample text fragments.

[6.162]. Have you all seen the case of Jason who is in class a fantastic student, well-behaved and never asked questions?

[6.163]. For example a colleague of mine told me that she'll never go to that store again and I said, "What's wrong? Mamak tu masuk pagi pagi dia panggil I mak cik, I ni kan belum kawin lagi" ("What's wrong? That uncle came early in the morning, he called me aunty, I haven't got married yet").

The following sample clause configurations illustrate the experiential process features of saying, doing and sensing. In transitivity terms, the verbs that express

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the processes are: *will pose* (verbal), *to think about* (cognitive mental), *Should construct* (material), *should use* (material) and *to think about* (cognitive mental). The micro-functional analysis indicates that these transitivity processes sub-phasally realise a Direction (DI) micro-function. This occurring DI micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 4. The clause elements that represent the participant functions and types are: the first *I* (Sayer, HP), the first *you* (Receiver, HP), *the question that you have...* (Verbiage, NHP), the second *I* (Actor, HP), *my own test* (Goal, NHP), the third *I* (Actor, HP), *one provided in the text book* (Goal, NHP), *[you have] a week* (Attribute/Possessed, NHP) and *today's question* (Phenomenon, NHP).

[6.164]. I will pose you the question that you have all week to think about: Should I construct my own test or should I use one provided in the text book? Ok, a week to think about today's question.

The experiential process features of doing, sensing and behaving are observable in the following sample clause configurations that take place in the LD-in-text 4. From the transitivity standpoint, the verbs together with the processes they express are: in the first instance we have *administer* (material), *bring* (material), *Do-want* (affective mental), *want* (affective mental), in the second *want* (affective mental), *to write* (behavioural), *will-do* (material) and *will-decide* (cognitive mental). These transitivity processes sub-phasally realise an Interchange (IC) micro-function in which the speaker (lecturer) converses with the students about things that have relevance to the transfer of academic knowledge through the lecture. This occurring IC micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 4. Furthermore, The clause elements that

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express the participant functions and types are: in the first *you* (Actor, HP), *all the answer sheet* (Goal, NHP), *you* (Senser, HP), *the answer sheet* (Phenomenon, NHP), *I* (Senser, HP), *the answer sheet* (Phenomenon, NHP), in the second *you* (Actor, HP), *a reading comprehension test* (Range, NHP), *what* (Range, NHP), *you* (Senser, HP), MCQ (Range, NHP), *you* (Behaver, HP), *the question* (Phenomenon, NHP) and additionally in the first we have *back* (non-participant element, Circumstance of Temporal Extent) and in the second *how* (non-participant element, Circumstance of Quality Manner). Observe the sample text fragments.

[6.165]. L: When you administer, just bring all the answer sheet back.
S: Do you want the answer sheet?
L: Yes. I want the answer sheet.
[6.166]. L: When you want to write a reading comprehension test, what will you do?
Ss: MCQ

6.2.3.4.3   Experiential Realisations of CO Phase of the LD-in-text 4

The experiential process features that are characteristic of the Conclusion (CO) phase of the LD-in-text 4 are the being (attributive and identifying), doing and sensing processes. In transitivity terms, there are three dominant process types that realise and characterise the CO phase of the LD-in-text 4: the relational, the material and the mental. The relational processes occur predominantly. All the six process types occur in this CO phase (i.e. the relational, the material, the mental, the behavioural, the verbal and the existential) and they are expressed by verbs such as *is, are, call, go, work, remember, think, say, etc.*

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The sample clause configurations below demonstrate the occurrence of the experiential process features of being (attributive and identifying) and saying. From the transitivity point of view, the verbs that express the processes in question are: in the first we have *are* (attributive relational), in the second *'s* (attributive relational) and in the third *'d like to stress* (verbal) These transitivity processes sub-phasally realise Summary (SM) and Emphasis (EM) micro-functions in which the main points are summarised by listing all reading sub-skills and the fair opportunity is emphasised. These occurring SM and EM micro-functions in turn phasally realise a Conclusion (CO) macro-function in the LD-in-text 4. Furthermore, the relevant clause elements and the inherent participant functions and types that they express are as follows: in the first we have *these* (Carrier, NHP), *all reading sub-skills...* (Attribute, NHP), in the second *That* (Carrier, NHP), *where you calculate how...* (Attribute/Circumstance, NHP), in the third *I* (Sayer, HP), *fair opportunity which...* (Verbiage, NHP), and in addition in the third we have *again* (non-participant element, Circumstance of Temporal Extent). Observe the sample text fragments.

[6.167]. So, these are all reading sub-skills, information processing skills, things like assessing relevance, distinguishing main from supporting details.
[6.168]. ..That's where you calculate how many got right and how many got...
[6.169]. ..So I'd like to stress again fair opportunity which therefore means that if you want to live by this code of giving students a chance to know how well they are.

6.2.3.4.4 Experiential Realisations of EV Phase of the LD-in-text 4

The experiential process features that are characteristic of the Evaluation (EV) phase of the LD-in-text 4 are the being (attributive and identifying), sensing and

doing processes. In transitivity terms, there are three dominant process types that realise and characterise the EV phase of the LD-in-text 4: the relational, the mental and the material. The relational processes occur predominantly. On the whole, all the six process types occur in this EV phase (i.e. the relational, the mental, the material, the behavioural, the verbal and the existential) and they are expressed by verbs such as *is, are, work, make, change, say, etc.*

With reference to the dominant transitivity processes mentioned above, the instances below illustrate the processes that are expressed by the relevant verbs: in the first we have *works* (material), *is* (attributive relational), *can make* (attributive relational), in the second *is* (attributive relational), *is* (attributive relational), in the third *is* (attributive relational), *can say* (verbal), *love* (affective mental) and *change* (material). These transitivity processes sub-phasally realise a Judgement (JU) micro-function. This occurring JU micro-function in its turn phasally realises an Evaluation (EV) macro-function in the LD-in-text 4. Furthermore, the clause elements and the participant functions and types that are associated with them can be described as follows: in the first instance we have *packaging* (Actor, NHP), *it* (Carrier, NHP), *how you package your test* (Attribute/Circumstance, NHP), *you* (Attributor, HP), *it* (Carrier, NHP), *fun* (Attribute, NHP), in the second *This skill* (Carrier, NHP), *very important* (Attribute, NHP), *it* (Carrier, NHP), *very important* (Attribute, NHP), in the third *Intonation* (Carrier, NHP), *important* (Attribute, NHP), *I* (Sayer, HP), *I* (Senser, HP), *you* (Phenomenon, HP), *you* (Actor, HP) and *the meaning* (Goal, NHP). In addition to these we have the non-participant elements such as *not only in assessment* (Circumstance of Spatial

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Location), *in communication* (Circumstance of Spatial Location), *in everybody's life* (Circumstance of Spatial Location), *with different intonation* (Circumstance of Means Manner) and *completely* (Circumstance of Quality Manner). Note that *I think* in the first and in the second is a kind of metaphorical realisation of subjective probability which is equivalent to non-metaphorical expressions such as *in my opinion*, whereas a metaphorical realisation of objective probability would be for instance *probably* which is equivalent to non-metaphorical expressions such as *it is probable* (see Halliday 1984:333, 1994:355 and Martin et. all 1997:70). Observe the sample text fragments.

[6.170]. I think packaging works, all right, it is how you package your test, and you can make it fun.

[6.171]. Now. This skill is very important not only in assessment but I think it is very important in communication in everybody's life.

[6.172]. Intonation is important. I can say "I love you" with different intonation and you change the meaning completely

6.2.3.4.5 Experiential Realisations of CT Phase of the LD-in-text 4

The experiential process features that are characteristic of the Consent (CT) phase of the LD-in-text 4 are the being (attributive and identifying) and sensing processes. In transitivity terms, there are two dominant process types that realise and characterise the CT phase of the LD-in-text 4: the relational and the mental. The relational processes occur predominantly. On the whole, all the six process types occur in this CT phase (i.e. the relational, the mental, the material, the behavioural, the verbal and the existential) and they are expressed by verbs such as *is, see, etc.*

Two of the few clause configurations that represent the rarely occurring Consent (CT) phase of the LD-in-texts under study are found in this LD-in-text 4. In the observable instances below the verbs that are central to establishing the transitivity processes that in turn represent the micro-functional and macro-functional values are: in the first we have *is* (attributive relational) and in the second we have *see* (perceptive mental). These transitivity processes sub-phasally realise a Greeting (GR) and a Leave-taking (LT) micro-function. These occurring GR and LT micro-functions in their turn phasally realise a Consent (CT) macro-function in the LD-in-text 4. The occurrence of the CT macro-function in this LD is an attempt to establish a harmonious social relationship among the participants who are taking part in the interaction. In the transitivity sense, the clause elements that perform the participant functions and represent the particular types in question are: in the first we have *your weekend* (Carrier, NHP), *how* (Attribute, NHP), in the second we have *you* (Senser, HP) and in addition we have *in tutorial* (non-participant element, Circumstance of Spatial Location). Observe the sample text fragments.

[6.173].   Good morning, how is your weekend?
[6.174].   Ok. See you in tutorial.

In the illustration below the verbs and the transitivity processes that they express are: *are* (attributive relational), *do-call* (identifying relational), *'s* (attributive relational), *want to be called* (identifying relational). These transitivity processes sub-phasally realise a Humour (HM) micro-function which in the given context is employed by the speaker (lecturer) for the purpose of maintaining social harmony,

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in which she is making a joke by talking about terms of addressing man and woman. This occurring HM micro-function in its turn phasally realises a Consent (CT) macro function in the LD-in-text 4. In line with the transitivity processes, the clause elements that carry out the participant functions or roles and represent the particular types are: firstly we have *you* (Carrier, HP), then *a woman* (Attribute, HP), *what* (Identifier, NHP), *I* (Assigner, HP), *you* (Identified, HP), *lady* (Identifier, HP) and *lady* (Identifier, HP). Observe the sample text fragment.

[6.175].   L: Say you are a woman, what do I call you, lady?
           S: lady?
           (students laugh)

6.2.3.4.6   Summary of the LD-in-text 4

The LD-in-text 4 has been described particularly in experiential, transitivity, micro-functional and macro-functional terms. The main points of this LD are summarised below.

(1). The mental processes predominantly realise and characterise the Discourse Structuring (DS) phase, subsequently followed by the relational, the material the behavioural, the existential and the verbal.

(2). The material processes predominantly realise and characterise the Substantiation (SU) phase, subsequently followed by the relational, the verbal, the mental, the existential and the behavioural.

(3). The relational processes predominantly realise and characterise the Conclusion (CO) phase, subsequently followed by the material, the mental, the verbal, the behavioural and the existential.

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(4). The relational processes typically realise and characterise the Evaluation
       (EV) phase, which represent the only process type that carries out this EV
       phase with the other process types being absent from coming to surface to
       realise this phase.

(5). The relational processes predominantly realise and characterise the Consent
       (CT) phase, subsequently followed by the verbal and the mental.

(6). The participant type *Human* predominantly realises and characterises the
       LD-in-text 4 with the predominant participant functions running in the
       following order: Actor, Goal, Senser, Carrier, Behaver, Sayer, Attribute,
       Identified, Identifier, Receiver, Attributor, Assigner, Phenomenon,
       Verbiage, Beneficiary Range, , Target. Inducer and Initiator, whereas the
       participant type *Non-human* carries out the predominant participant
       functions in the following order: Phenomenon, Attribute, Carrier, Goal,
       Identifier, Identified, Range, Verbiage, Existent, Actor, Senser and Sayer.

(7). The circumstantial type *Location* predominantly realises and characterises
       the LD-in-text 4 in the order of the following: Location, Manner, Extent,
   Accompaniment, Matter, Role, Cause and Angle.

To complement the main points above, summaries of the LD-in-text 4 are also
presented in the figure and tables that are observable below. The table below
presents a summary of frequency distribution of process types in the phase types
of the LD-in-text 4.

Table 6.16: Summary of Frequency Distribution of Process Types in the Phase Types of the LD-in-text 4

Process types	Rel	Mat	Men	Ver	Beh	Exist	Overall	%
Phase								
Su	89	92	20	25	15	16	257	56.4
Ds	46	28	50	3	12	4	143	31.4
Co	20	13	4	4	3	1	45	9.9
Ev	6	0	0	0	0	0	6	1.3
Ct	4	0	1	0	0	0	5	1.1
overall	165	133	75	32	30	21	456	100
%	36.184	29.167	16.447	7.0175	6.5789	4.6053	100	

The following figure contains a summary of frequency distribution of process type in the LD-in-text 4.

Figure 6.4: Summary of Frequency Distribution of Process Types in the LD-in-text 4
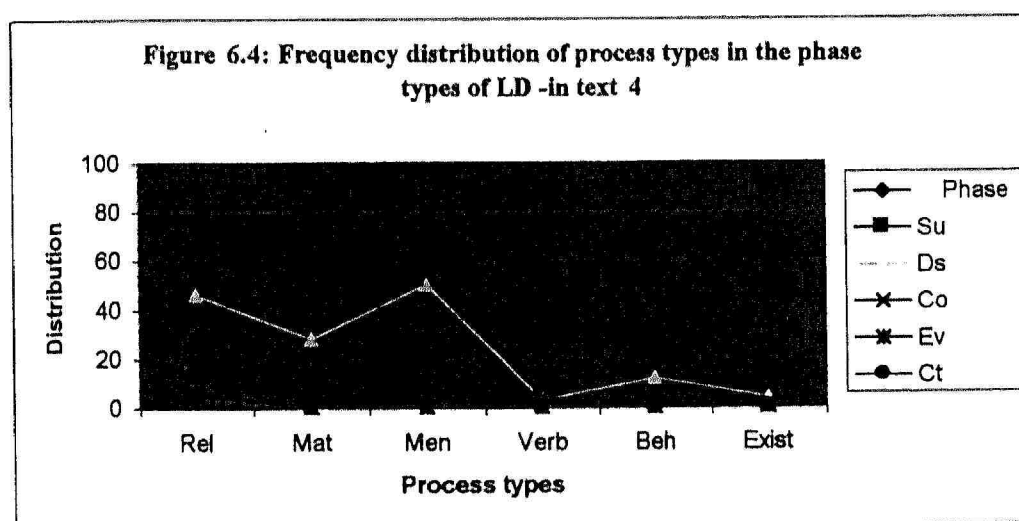
Figure 6.4: Frequency distribution of process types in the phase types of LD -in text 4

The table below has a summary of frequency distribution of participant functions and types in the LD-in-text 4.

Table 6.17: Summary of Frequency Distribution of Participant Functions and Types in the LD-in-text 4

Participant types / Participant functions	Human	Non-human	Overall	Percentage
Carrier	32	53	85	10.98
Attribute	18	66	84	10.85
Identified	12	42	54	6.97
Identifier	12	43	55	7.10
Actor	101	4	105	13.56
Goal	4	66	70	9.04
Senser	66	2	68	8.78
Phenomenon	7	78	85	10.98
Sayer	26	1	27	3.48
Verbiage	7	23	30	3.87
Behaver	32	0	32	4.13
Existent	0	16	16	2.06
Attributor	8	0	8	1.03
Assigner	8	0	8	1.03
Initiator	1	0	1	0.12
Inducer	1	0	1	0.12
Range	1	30	31	4.00
Beneficiary	6	0	6	0.77
Receiver	12	0	12	1.55
Target	1	0	1	0.12
Overall	356	418	774	100

The table below displays a summary of frequency distribution of circumstantial types in the LD-in-text 4.

Table 6.18: Summary of Frequency Distribution of Circumstantial Types in the LD-in-text 4

Circumstantial types	Overall
Extent	10
Location	55
Manner	15
Cause	3
Contigency	0
Accompaniment	10
Role	5
Matter	9
Angle	2
Overall	109
Percentage	10.53

6.2.3.5 Experiential Realisations of Phases of the LD-in-text 5

The lecture discourse-in-text five (the LD-in-text 5) is represented by the Linguistics of English course. The topic of the given lecture (text) is Morphology and Morphophonemics. Globally, the LD-in-text 5 is created and developed as follows: the speaker (lecturer) begins the activity by introducing the topics, subsequently focusing on what is planned for the lecture at the time, then the speaker proceeds with definitions of the relevant concepts. After announcing a message to the students, she then gives statements followed by the description and exemplification of the defined concepts in which she talks about types of morphs, allomorphs, etc. In line with this, the speaker gives tasks to the students to be done in class and provides examples that are followed by questions and answers. The table below gives illustrations of transitivity process types, micro-functions or sub-phases and macro-functions or phases that occur in the LD-in-text 5.

Table 6.19: Sample Transitivity Process Types, Micro-functions and Macro-functions in the LD-in-text 5

Process types	Micro-functions	Macro-functions	Instances
mat	DS	FO	Now, I am giving you all the terms alomorphs.
Iden Iden Mat attr	SU	IC IC/DE	What's an alomorph? Allomorph refers to morphs that have been identified as meaning. If the words carry no meaning at all, that is not allomorph.
Mat, mat	DS	FO	Let me give you an example.
Mat, verb	SU	EX	Let's say the word "sign".
Attr, attr attr		EP	It has a meaning, hasn't it it? 'signs' has a meaning as well.

6.2.3.5.1 Experiential Realisations of DS Phase of the LD-in-text 5

The experiential process features that are characteristic of the Discourse Structuring (DS) phase of the LD-in-text 5 are the behaving, doing, sensing and being (attributive and identifying) processes. In transitivity terms, there are four dominant process types that realise and characterise the DS phase of the LD-in-text 5: the behavioural, the material, the mental and the relational. The behavioural processes occur predominantly. On the whole, all the six process types occur in this DS phase (i.e. the behavioural, the material, the mental, the relational, the verbal and the existential) and they are expressed by verbs such as *is, are, refer, talk, look, start, carry, think, etc.*

The sample instance below illustrates how a transitivity process is expressed by a verb in the clause configuration, in which the verbal group *are looking at* in transitivity terms expresses a behavioural process. In the given context this transitivity process sub-phasally realises an Orientation (OR) micro-function. This occurring OR micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 5. The relevant clause elements and their participant functions and types are: *we* (Behaver, HP), *morphology...* (Phenomenon, NHP) and in addition we have *today* as a non-participant element that functions as a Circumstance of Temporal Location. Observe the sample text fragment.

[6.176]...Ok, right, today we are looking at morphology - morphophonemics which is part of phonetics and phonology

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The sample illustrations below embody the experiential process features of being (attributive), sensing and saying. In transitivity terms, these features are indicated by the use of the verbs *'re* (attributive relational) in the first, *need* (affective mental) and *utter* (verbal) in the second. Note that the expressions *I think* and *I supposed* in the clause configurations are metaphorical expressions of subjective probability which are equivalent to non-metaphorical expressions such as *in my opinion*, whereas metaphorical expressions of objective probability would be for example *probably* which is equivalent to non-metaphorical expressions such as *it is probable* (see Halliday 1984:333, 1994:355 and Martin et. all 1997:70). These transitivity processes of the relational, mental and verbal types sub-phasally realise a Orientation (OR) micro-function, and this occurring OR micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 5. In line with the transitivity interpretation of the processes, the clause elements that take place and the participant functions and types they represent are: in the first we have *you* (Carrier, HP) and *familiar with some of the topics* (Attribute, NHP), in the second *we* (Senser, HP), *all these things* (Phenomenon, NHP), *we* (Sayer, HP) and *words* (Verbiage, NHP).

[6.177].   I think you're already familiar with some of the topics.
[6.178].   I supposed we need all these things when we utter words.

There are other transitivity and micro-functional processes that realise a DS macro-function in this LD-in-text 5. For example, in the clause configuration below the verbal group *'m going to put down* in transitivity terms expresses a material process. This transitivity process sub-phasally realises a Focus (FO)

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micro-function which in its turn realises a Discourse Structuring (DS) macro-function in the LD-in-text 5. The clause elements that represent the participant functions and types are: we have *I* (Actor, HP), *some words* (Goal, NHP) and in addition we have *on the board* as a non-participant element that functions as a Circumstance of Spatial Location. Observe the sample text fragment.

[6.179]. I'm going to put down some words on the board.

From the transitivity point of view, the sample illustrations below demonstrate the employment of the following verbs or verbal groups to express the processes concerned: in the first instance we have *look at* (behavioural), in the second *take a look at* (behavioural) and in the third *are talking* (behavioural). These transitivity processes sub-phasally realise a Focus (FO) micro-function in which the speaker's purpose is to focus the students' attention to the topic being given. This occurring FO micro-function in turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 5. The clause elements and their participant functions and types are: in the first we have *we* (Behaver, HP) and *tense* (Phenomenon), in the second *IBM* (Phenomenon, NHP), in the third *we* (Behaver, HP) and in addition we have *about IBM* as a non-participant element that functions as a Circumstance of Matter. Observe the sample text fragments.

[6.180]. Ok. Now, we look at tense.
[6.181]. Take a look at IBM.
[6.182]. Now we are still talking about IBM.

The *let*-expressions are also employed to indicate the plan of how the speaker (lecturer) will proceed with the lecture focus, from which in technical terms a

Focus (FO) micro-function comes into existence. For another thing, the selection of these *let*-expressions is to avoid an authoritative impression on the part of the speaker (lecturer). (For the *let*-expressions, see Young's *optative imperatives* 1990:90). From the transitivity viewpoint, the verbs and the transitivity processes that occur can be described in the following: in the first instance we have *give* (material), in the second *take* (material) and in the third *take a look at* (behavioural). As has been indicated, these transitivity processes sub-phasally realise a Focus (FO) micro-function. This occurring FO micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 5. Furthermore, in transitivity terms the clause elements and their participant functions and types that are involved are: in the first we have *me* (Actor, HP), *you* (Recipient, HP) and *an example* (Goal, NHP), in the second *'s* (Actor, HP), *an example of root word...* (Goal, NHP), in the third *'s* (Behaver, HP) and *"signature"* (Phenomenon, NHP). Observe the sample text fragments.

[6.183].   Let me give you an example.
[6.184].   Let's take an example of root word...
[6.185].   let's take a look at "signature".

Another type of micro-function within the confines of DS macro-function also emerges from the transitivity processes that occur in the LD-in-text 5. The instance below illustrates this, in which the verbal group *have to remind* in transitivity terms expresses a cognitive mental process and *to look at* expresses a behavioural process. These transitivity processes sub-phasally realise a Reminder (RE) micro-function. This occurring RE micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 5. In the

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transitivity sense, the clause elements and their participant functions and types that come into being here are: we have *I* (Senser, HP), *you* (Behaver, HP) and *two words* (Phenomenon, NHP). Observe the sample text fragment.

[6.186]. I have to remind you to look at two words.

The sample clause configurations below illustrate the experiential process features of being (attribute and identity), behaving, doing and saying. From the transitivity standpoint, the verbs and the relevant processes they express are: in the first we have *'re supposed to identify* (behavioural) and *do* (material), in the second *have* (attributive relational) and *do ask* (verbal). These transitivity processes sub-phasally realise a Direction (DI) micro-function. This occurring DI micro-function in its turn realises a Discourse Structuring (DS) macro-function in the LD-in-text 5. From the transitivity perspective, the clause elements and their participant functions and types that come to the surface here are: in the first we have *You* (Behaver, HP), *morphs...* (Phenomenon, NHP), *you* (Actor, HP) and *that* (Goal, NHP), in the second *you* (Carrier/Possessor, HP), *question* (Attribute/Possessed, NHP) and in addition we have non-participant elements such as *in each eleven* (Circumstance of Spatial/Temporal Location), *according to types* (Circumstance of Angle) and *now* (Circumstance of Temporal Location).

[6.187]. OK. You're supposed to identify morphs- the morph in each eleven according to types, you do that now.
[6.188]. If you have question, then do ask, ok.

6.2.3.5.2 Experiential Realisations of SU Phase of the LD-in-text 5

The experiential process features that are characteristic of the Substantiation (SU) phase of the LD-in-text 5 are the being (attributive and identifying), doing and sensing processes. In transitivity terms, there are three dominant process types that realise and characterise the SU phase of the LD-in-text 5: the relational, the material and the mental. The relational processes occur predominantly. On the whole, all the six process types occur in this SU phase (i.e. the relational, the material, the mental, the behavioural, the verbal and the existential) and they are expressed by verbs such as *is, are, have, mean, talk, look, say, recap, discuss, carry, add to, identify, concentrate, etc.*

In the sample illustrations below the transitivity interpretation of the relevant verbs and the processes they express is as follows: in the first instance we have *are* (existential), *is being* (attribute relational), in the second *shall look at* (behavioural), in the third *is looking at* (behavioural) and *functions* (material). These transitivity processes sub-phasally realise a Statement (ST) micro-function. This occurring ST micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 5. The clause elements and the participant functions and types they carry out can be described as follows: in the first we have *two types of morph* (Existent, NHP), *one* (Carrier, NHP), *segmental* (Attribute, NHP), *the other* (Carrier, NHP), *supersegmental* (Attribute, NHP), in the second *we* (Behaver, HP), *the organisation of morphs* (Phenomenon, NHP), in the third *The other type* (Behaver, NHP), *the function of words within a sentence* (Phenomenon, NHP), *it* (Actor, NHP) and in addition we have non-participant

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elements such as *In morphology* (Circumstance of Spatial Location), *how* (Circumstance of Means Manner), *grammatically* (Circumstance of Quality Manner) and *within the sentence* (Circumstance of Spatial Location). Observe the sample text fragments.

[6.189]...There are two types of morph; one is being segmental and the other supersegmental.
[6.190]. OK. Right. In morphology, we shall look at the organisation of morphs.
[6.191]. The other type is looking at the function of words within a sentence, how it functions grammatically within the sentence.

In the following sample clauses all the verbs in transitivity terms express identifying relational processes: in the first we have *call*, in the second *can call* and in the third *'ve called*. These transitivity processes are sequentially employed by the speaker (lecturer) to sub-phasally realise an Explanation (EP) micro-function in which technical (linguistic) terms are named. This occurring EP micro-function in turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 5. Furthermore, the relevant clause elements and their participant functions and types are: in the first we have *Some of us* (Assigner, HP), *it* (Identified, NHP), *meaning carrier* (Identifier, NHP), in the second we (Assigner, HP), *this* (Identified, NHP), *plural morpheme* (Identifier, NHP), in the third *I* (Assigner, HP), *this* (Identified, NHP), *as something special* (Identifier/Circumstance, NHP). It should be noted that in the LD-in-texts generally there are few clause configurations that encode additional participant functions or roles such as the Assigners that are presented here. Observe the sample text fragments.

[6.192]. Some of us call it meaning carrier
[6.193]. So we can call this plural morpheme
[6.194]....I've called this ...as something special

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The sample clause configurations below embody more dynamic experiential process features that are reflected in the varied transitivity processes. As is evident from the illustrations, the verbs and the processes they express in transitivity terms are: in the first we have *is* (attributive relational) and *are talking* (behavioural), in the second *look at* (behavioural) and *is* (attributive relational) and *carries* (material). These transitivity processes sub-phasally realise an Explanation (EP) micro-function in which the speaker explains and elaborates the concepts, facts or terms. This occurring EP micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 5. In line with the transitivity processes, the relevant clause elements and the participant functions and types they exemplify are: in the first we have *that* (Carrier, NHP), *plural morpheme* (Attribute, NHP), in the second *you* (Behaver, HP), *morph* (Phenomenon, NHP), *it* (Carrier, NHP), *a smallest unit* (Attribute, NHP), *smallest unit* (Actor, NHP), *meaning* (Goal, NHP), and in addition to these participant functions and types there are additional non-participant elements such as in the first we have *about combination of more than one morph* (Circumstance of Matter) and in the second *again* (Circumstance of Temporal Location). Observe the sample text fragments.

[6.195]. Ok, that is plural morpheme, you are talking about combination of more than one morph.
[6.196]. Now, if you look at morph again, it is a smallest unit and smallest unit carries meaning

The sample clause configurations below embody the experiential process feature of being (identifying) that is encoded in the relational transitivity processes. In transitivity terms, the verbs and the processes they express are: in the first we have *refers to* (identifying relational), in the second *mean* (identifying relational), in the third *refers to* (identifying relational), in the fourth *is* (identifying relational) and *are* (identifying relational). These transitivity processes sub-phasally realise a Definition (DE) micro-function in which the concepts or terms are defined and/or elaborated. This occurring DE micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 5. In line with the transitivity processes, the relevant clause elements and the participant functions and types they represent are: in the first we have *An allomorph* (Identified, NHP) and *morphs that have been...* (Identifier, NHP), in the second *Affixes* (Identified, NHP) and *[...] that are used to build words* (Identifier, NHP), in the third *Bound morph* (Identified, NHP) and *to morphs that cannot stand alone as free element* (Identifier, NHP), in the fourth *A vowel* (Identified, NHP), *e, a, i, o, u* (Identifier, NHP). Observe the sample text fragments.

[6.197]. An allomorph refers to morphs that have been identified as a meaning.
[6.198]. Affixes simply mean that are used to build words.
[6.199]. Bound morph refers to morphs that cannot stand alone as free element.

The experiential process features of being (attributive), existing and doing are identifiable in the sample clause configurations below. In this, the verbs and the transitivity processes they express occur in the following way: firstly we have *are* (existential) and then *am not* (attributive relational). These transitivity processes sub-phasally realise an Interchange (IC) micro-function in which the speaker

(student) argues about a certain concept being transferred in the given lecture. This occurring IC micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 5. In line with the transitivity processes, the relevant clause elements and the participant functions and types they fulfil are: firstly we have *eight IBM* (Existent, NHP), *IBM* (Existent, NHP), *I* (Carrier, HP) and then *clear* (Attribute, NHP). As has been pointed out previously, an expression such as *I think* found in this context is a kind of metaphorical realisation of subjective probability which is equivalent to non-metaphorical expressions such as *in my opinion*. Observe the sample text fragment.

[6.200].   S: I think there are eight IBM.
                 L: eight IBM??
                 S: I am not clear the dividing division.

The experiential process features of doing, being (attributive), sensing and saying are exemplified by the sample clause configurations below, in which the verbs and the transitivity processes they express occur in the following way: firstly we have *came across* (perceptive mental), then *is not* (attributive relational), *is* (attributive relational), *does not fall to* (attributive relational), *want* (perceptive mental) and *to elicit* (verbal). In the present context these transitivity processes sub-phasally realise an Interchange (IC) micro-function in which the speaker gives clarification in relation to the student's argument about the concept in question. This occurring IC micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 5. Furthermore, the participant functions and types which are associated with the processes and expressed by the relevant clause elements are: firstly we have *–ic* (Carrier, NHP), then *is not* (Attribute, NHP),

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melodic (Attribute, NHP), *heroic* (Attribute, NHP), *hero* (Attribute, NHP), *a bound base* (Attribute, NHP), *not suffix -ic* (Attribute, NHP), *Lots of -ic* (Carrier/Possessed, NHP), *any of IBM* (Attribute/Possessor, NHP), *we* (Senser, HP) and *example that fall within that* (Verbiage, NHP), and in addition to these participant functions or roles and types we have the non-participant element *For the purpose of this class* (Circumstance of Purpose Cause). Observe the sample text fragment.

[6.201].   S: Madame, I came across -ic is not a suffix
            L: melodic
            S: ya, or heroic
            L: hero it is a bound base
            S: not suffix -ic
            L: Lots of -ic does not fall to any of IBM. For the purpose of this class, we want to elicit example that fall within that.

The sample instances below illustrate the experiential process features of being (identifying and attributive respectively). The transitivity interpretation of the processes is that the verbal group *would be* in the first expresses an identifying relational process, whereas the verb *have* in the second expresses an attributive relational process. These transitivity processes sub-phasally realise an Example (EX) micro-function. This occurring EX micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 5. In transitivity terms, the participant functions and types and the clause elements that are associated with them are describable as follows: in the first we have *Examples of those* (Identified, NHP) and *-en, -est, -ed, -ing, ect.* (Identifier, NHP) and in the second *we* (Carrier/Possessor, HP) and *free morph give-given* (Attribute/Possessed, NHP). Observe the sample text fragments.

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[6..202]. OK. Examples of those would be –en,-est,-ed,-er,-ing, etc.
[6..203]. For example, we have free morph 'give-given'

6.2.3.5.3 Experiential Realisations of CO Phase of the LD-in-text 5

The experiential process features that are characteristic of the Conclusion (CO) phase of the LD-in-text 5 are the being (attributive and identifying), doing and sensing processes. In transitivity terms, there are three dominant process types that realise and characterise the CO phase of the LD-in-text 5: the relational, the material and the mental. The relational processes occur predominantly. On the whole, all the six process types occur in this CO phase (i.e. the relational, the material, the mental, the behavioural, the verbal and the existential) and they are expressed by verbs such as *is, are, have, summarise, come, etc.*

The sample instance below exemplifies the experiential process features of saying, doing and being (identifying). In transitivity terms, the relevant verbs and the transitivity processes they express can be described as follows: firstly we have *to summarise* (verbal), then *to refresh* (verbal), *can stand* (material), *cannot stand* (material) and *are known* (identifying relational). As realisers of the higher semiotic values, in the present context these transitivity processes sub-phasally realise a Summary (SM) micro-function in which the speaker (lecturer) summarises the concepts as knowledge transferred through the lecture. To move to the higher level of description, this occurring SM micro-function in its turn phasally realises a Conclusion (CO) macro-function in the LD-in-text 5. To complete the transitivity interpretation, the clause elements and the participant functions and types they perform are: firstly we have *what we have said a while*

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ago... (Verbiage, NHP), then *free morph* (Actor, NHP), *bound morph* (Actor, NHP), *all free morphs* (Identified, NHP) and *as bases* (Identified/Circumstance, NHP), and in addition we have non-participant elements such as *alone* that occurs twice in the instance each occurrence of which represents a Circumstance of Comitative Accompaniment. Observe the sample text fragment.

[6..204]. To summarise, just to refresh what we have said a while ago about family of morph; free morph can stand alone, bound morph cannot stand alone, and all free morphs are known as bases.

The sample illustration below represents the experiential process features of saying, sensing and being (attributive). The transitivity processes and the verbs that express them are: firstly we have *come up* (verbal), then *know* (cognitive mental), *'s* (attributive relational), *'s* (attributive relational) and *are* (attributive relational). These transitivity processes sub-phasally realise an Emphases (EM) micro-function in which the speaker puts emphasis on the concepts being transferred by employing a summary technique. This occurring EM micro-function in its turn phasally realises a Conclusion (CO) macro-function in the LD-in-text 5. In transitivity terms, the clause elements and the participant functions and types they exemplify are: firstly we have *you* (Sayer, HP), then *you* (Senser, HP), *what* (Attribute, NHP), *a free morph* (Carrier, NHP), *what* (Attribute, NHP), *a bound morph* (Carrier, NHP), *all free morphs* (Carrier, NHP) and *bases* (Attribute, NHP), and in addition we have the non-participant element *with other words* (Circumstance of Comitative Accompaniment).

[6..205]...As you come up with other words, you know what's a free morph and what's a bound morph and all free morphs are bases.

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The sample clause configuration below represents the experiential process features of being (attributive) and doing. In transitivity terms, the paratactic clause complex configuration displays the verbs and their related transitivity processes that occur in the following way: in the first clause we have *are* (identifying relational) and in the second we have *remains* (material). In the present context these transitivity processes sub-phasally realise a Summary (SM) micro-function in which the speaker (lecturer) summarises the concepts being transferred through the lecture. This occurring SM micro-function in its turn phasally realises a Conclusion (CO) macro-function in the LD-in-text 5. In transitivity terms, the clause elements and their related participant functions and types are: in the first clause we have *these* (Identified, NHP) and *the seven prefixes that...* (Identifier, NHP), in the second we have *five Anglo-Saxon prefixes which....* (Actor, NHP) and in addition we have the non-participant elements such as *now* (Circumstance of Temporal Location) and *on Modern English words* (Circumstance of Spatial Location). Observe the sample text fragment.

[6..206]. So these are the seven prefixes that we are still using now and five Anglo-Saxon prefixes which are not preserved remains on Modern English words.

6.2.3.5.4 Experiential Realisations of EV Phase of the LD-in-text 5

The experiential process features that are characteristic of the Evaluation (EV) phase of the LD-in-text 5 are the being (attributive and identifying), doing and sensing processes. In transitivity terms, there are three dominant process types that realise and characterise the EV phase of the LD-in-text 5: the relational, the

material and the mental. The relational processes occur predominantly. On the whole, there are only five process types that occur in this EV phase (i.e. the relational, the material, the mental, the verbal and the existential) and they are expressed by verbs such as *is, are, consider, get, etc*. The behavioural process type does not occur in this EV phase.

The sample clause configurations below represent the experiential process features of sensing, being (attributive and identifying) and doing. In transitivity terms, the clause configurations exemplify the verbs and their related transitivity processes that occur in the following way: in the first instance we have *considered* (cognitive mental) and *'re used* (material) and in the second *gets* (attributive relational). In the given context these transitivity processes sub-phasally realise a Judgement (JU) micro-function. This occurring JU micro-function in its turn phasally realises an Evaluation (EV) macro-function in the LD-in-text 5. Moreover, in transitivity terms the clause elements and the participant functions and types they exemplify are: in the first we have *We* (Senser, HP), *these* (Phenomenon, NHP) and *they* (Goal, NHP), in the second *it* (Carrier, NHP) and *complicated* (Attribute, NHP), and in addition we have the non-participant element *as something* (Circumstance of Disguise Role). Observe the sample text fragments.

[6..207]. We considered these as something obsolete because they're seldom used..
[6..208]. It gets complicated.

6.2.3.5.5 Experiential realisations of CT phase of the LD-in-text 5

The experiential process features that are characteristic of the Consent (CT) phase of the LD-in-text 5 are the being (attributive and identifying), doing and sensing processes. In transitivity terms, there are three dominant process types that realise and characterise the CT phase of the LD-in-text 5: the relational, the material and the mental. The relational processes occur predominantly. On the whole, all the six process types occur in this CT phase (i.e. the relational, the material, the mental, the behavioural, the verbal and the existential) and they are expressed by verbs such as *is, are, make, see, confuse, etc.*

The sample clause configurations below represent the experiential process features of behaving and sensing. In transitivity terms, the clause configurations exemplify the verbs and their related transitivity processes that occur in the following way: in the first we have *'d made* (behavioural), *shouldn't make* (behavioural) and *confuses* (cognitive mental) and in the second we have *See* (perceptive mental). Note that – as with any other verbs occurring in clauses - each one of *'d made* and *shouldn't make* in the present context is seen in its relation to the clause as a whole, not as something standing alone and expressing a particular process as such. (These *'d made* and *shouldn't make* are in semantic terms lexically empty in the clause configurations, in which the processes are intrinsically expressed by the noun *a mistake* and the pronoun *it* as Ranges: processes. For practical reasons, however, these lexically empty verbs are described as clause elements that express the processes in question. See Halliday

1994:147). From the perspective of micro-functionality, these transitivity processes as a sequence sub-phasally realise an Apology (AP) and a Greeting (GR) micro-function. From the perspective of macro-functionality, these occurring AP and GR micro-functions in their turn phasally realise a Consent (CT) macro-function in the LD-in-text 5. In transitivity terms the clause elements and the participant functions and types they represent are: in the first we have *I* (Behaver, HP), *a mistake* (Range, NHP), *I* (Behaver, HP), *it* (Range, NHP), *it* (Phenomenon, NHP) and *you* (Senser, HP), in the second *you* (Phenomenon, HP), and in addition we have the non-participant elements *a while ago* (Circumstance of Temporal Location) and *about putting fastest here* (Circumstance of Matter). Observe the sample text fragments.

[6.209]. I'd made a mistake a while ago about putting fastest here. I shouldn't make it. It confuses you.
[6.210]. See you.

6.2.3.5.6   Summary of the LD-in-text 5

The description of the LD-in-text 5 has been provided. The experiential, transitivity, micro-functional and macro-functional features of this LD are briefly presented below.

(1). The behavioural processes predominantly realise and characterise the Discourse Structuring (DS) phase, subsequently followed by the mental, the material, the relational, the verbal and the existential.

(2). The relational processes predominantly realise and characterise the Substantiation (SU) phase, subsequently followed by the material (160), the behavioural , the verbal , the mental and the existential.

(3). The relational processes predominantly realise and characterise the Conclusion (CO) phase, subsequently followed by the mental , the material , the behavioural and the existential .

(4). The relational processes predominantly realise and characterise the Evaluation (EV) phase, subsequently followed by the mental , the material , the verbal, and the existential .

(5). The relational processes predominantly realise and characterise the Consent (CT) phase, subsequently followed by the material and the mental .

(6). The participant type *Human* predominantly realises and characterises the LD-in-text 1 with the predominant participant functions running in the following order: Actor, Behaver, Sayer, Senser, Carrier, Beneficiary, Attribute, Assigner, Goal, Receiver, Phenomenon, Attributor, Identified, Identifier, Target. *Non-human* carries out the predominant participant functions in the following order:: Carrier, Identified, Identifier, Attribute, Goal, Actor, Phenomenon, Verbiage, Range, Existent, Sayer, Senser,

(7). The circumstantial type *Location* predominantly realises and characterises the LD-in-text 5 in the order of the following: Location, Manner, Accompaniment, Extent, Matter, Role, Cause, Angle, Contigency

The figure and tables below are presented in complement to the enumerated points above and a summary of frequency distribution of process types in the LD-in-text 5 is observable in the following table and figure.

The table below provides a summary of frequency distribution of process types in the phase types of the LD-in-text 5.

Table 6.20: Summary of frequency distribution of process types in the phase types of the LD-in-text 5

Process types Phase types	Rel	Mat	Men	Verb	Beh	Exist	Overall
Su	329	159	8	31	32	17	576
Ds	13	24	24	3	25	1	90
Co	42	13	14	0	3	1	73
Ev	10	2	2	1	0	1	16
Ct	3	2	1	0	0	0	6
Overall	397	200	49	35	60	20	761
Percentage	52.16	26.28	6.43	4.59	7.88	2.62	100

Figure 6.5: Summary of frequency distribution of process types in the LD-in-text 5
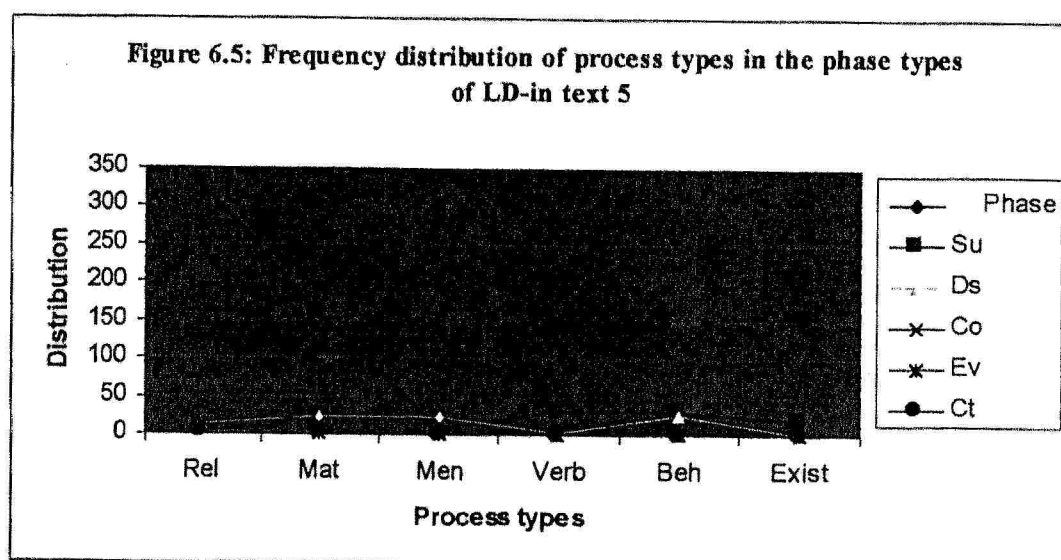
Figure 6.5: Frequency distribution of process types in the phase types of LD-in text 5

The table below displays a summary of frequency distribution of participant functions and types in the LD-in-text 5.

Table 6.21: Summary of frequency distribution of participant functions and types in the LD-in-text 5

Participant types Participant functions	Human	Non-human	Overall	Percentage
Carrier	24	200	224	16.37
Attribute	11	142	153	11.18
Identified	1	175	176	12.86
Identifier	1	167	168	12.28
Actor	90	65	155	11.33
Goal	114	8	122	8.91
Senser	30	2	32	2.33
Phenomenon	5	55	60	4.38
Sayer	32	3	35	2.55
Verbiage	0	36	36	2.63
Behaver	50	0	50	3.65
Existent	0	22	22	1.60
Attributor	2	0	2	0.14
Assigner	10	0	10	0.73
Initiator	2	0	2	0.14
Inducer	0	0	0	0
Range	0	22	22	1.60
Beneficiary	20	0	20	1.46
Receiver	6	0	6	0.43
Target	1	0	1	0.07
Overall	399	969	1368	100

The table below presents a summary of frequency distribution of circumstantial types in the LD-in-text 5.

Table 6.22: Summary of frequency distribution of circumstantial types in the LD-in-text 5

Circumstantial types	Overall
Extent	20
Location	72
Manner	27
Cause	5
Contigency	2
Accompaniment	26
Role	7
Matter	15
Angle	5
Overall	179
Percentage	17.29

6.2.3.6   Experiential realisations of phases of the LD-in-text 6

The lecture discourse-in-text six (the LD-in-text 6) is represented by the Methodology of Teaching English course. The topic of the given lecture (text) is Techniques in Teaching Grammar. Globally, the speaker (lecturer) begins the activity by greetings followed by delivering a message to the students in an announcement, and she then gives an orientation to the course and subsequently reminds the students of what has been given previously. The speaker then gives directions, explains several stages used in teaching grammar (e.g. the preparatory stage, the presentation stage, the practice stage, etc.), provides examples, asks and answers questions and finally makes conclusions. The table below presents illustrations of transitivity process types, micro-functions or sub-phases and macro-functions or phases that emerge in the LD-in-text 6.

Table 6.23: Sample transitivity process types, micro-functions and macro-functions in the LD-in-text 6

Process types	Micro-functions	Macro-functions	Instances
Attr, attr Iden	SU	ST	Next we have kernel writing. What is kernel writing?
		DE	Kernel writing is a kind of activity where you have given the student an example of a complete piece of word and you ask a student to write based on what you've given here but to make changes.
Cog, ver Mat, ver	DS	RE	Remember I've said about transformation just now
		FO	Now, you give let's say a post card
Exi Mat Ver, behv Mat, mat Attr Ver mat	SU	EP	On it there's a person who writes all in past tense "I went , I visited" and you can use it as an input. You ask them to write the postcard in future tense "I will go to the museum, I will visit my aunty Gladys" . So it's parallel in the sense that students do not worry about the content which is already there in the original postcard. All the students are asked transforming the text from the past tense to simple future tense

6.2.3.6.1 Experiential realisations of DS phase of the LD-in-text 6

The experiential process features that are characteristic of the Discourse Structuring (DS) phase of the LD-in-text 6 are the being (attributive and identifying), behaving and sensing processes. In transitivity terms, there are three dominant process types that realise and characterise the DS phase of the LD-in-text 6: the relational, the behavioural and the mental. The relational processes occur predominantly. On the whole, there are only five process types that occur in this DS phase (i.e. the relational, the behavioural, the mental, the material and the verbal) and they are expressed by verbs such as *is, are, recapitulate, give, take, select, influence, remember, etc.* The existential process type does not occur in this DS phase.

In the sample clause configurations below the verbal group *am going to continue* in the primary clause of the first instance, *is going* in the secondary clause of the same instance and the verb *run* in the second instance in transitivity terms express material processes. These transitivity processes sub-phasally realise an Orientation (OR) micro-function whose functional goal is to introduce the topic to the students in the given lecture. This occurring OR micro-function in its turn phasally realises a Discourse Structuring (DS) phase in the LD-in-text 6.

The sample clause configuration below provides an illustration of how the speaker (lecturer) uses the verb *recapitulate* and *did* in transitivity terms to express a verbal and a material process. These transitivity processes sub-phasally realise an Orientation (OR) micro-function. This occurring OR micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 6. The *let*-expression in the clause is utilised by the speaker to indicate the plan of how the speaker (lecturer) will proceed with the lecture. In transitivity terms, the clause elements and the participant functions and types they express are: firstly we have *me* (Sayer, HP), then *what* (Goal, NHP) and *we* (Actor, HP), and in addition we have the non-participant elements *today* (Circumstance of Temporal Location) and *yesterday* (Circumstance of Temporal Location). Observe the sample text fragment.

[6..211].   All right, now, let me just recapitulate today what we did yesterday

The sample clause configurations below exemplify how the verbs are employed in transitivity terms to construe the processes: in the first we have *Remember*

(cognitive mental) and *said* (verbal) and in the second *Remember* (cognitive mental), *said* (verbal), *look[ed] at* (behavioural) and *change[d]* (material). (Note that there is a problem with the grammaticality here particularly in respect of the second instance, but this is one possible interpretation). In the present context these sequential transitivity processes sub-phasally realise a Reminder (RE) micro-function. This RE micro-function in its turn realises a Discourse Structuring (DS) macro-function in the LD-in-text 6. In transitivity terms, the clause elements and the relevant inherent participant functions and types they express are identifiable as follows: in the first we have *I* (Sayer, HP) and *about transformation* (Verbiage/Circumstance, NHP and in the second *we* (Sayer, HP), *that grammar* (Verbiage, NHP) and *word[s]* (Actor, NHP). Observe the sample text fragments.

[6.212]. Remember I said about transformation.
[6.213]. Remember we said that grammar also look at how word change.

Another sequence of transitivity processes is demonstrated by the clause configurations below, in which the verbs are employed in transitivity terms to construe the following processes: in the first we have *look at* (verbal) and in the second *take* (material). These transitivity processes sub-phasally realise a Focus (FO) micro-function. This FO micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 6. In the present context the optative imperatives *let*-expressions) are utilised by the speaker to indicate the plan of how the speaker (lecturer) will proceed with the lecture. In another respect as a sociocultural event the use of the *let*-expressions reflects an attempt to build an inclusive social relationship between the speaker (lecturer) and

listeners (students) in which the speaker places herself as 'one' of the students. Furthermore, from the transitivity perspective, the clause elements and the relevant participant functions and types they represent are identifiable in the following: in the first we have *'s* (Behaver, HP) and *the last two sentences* (Phenomenon) and in the second *'s* (Actor, HP) and *this* (Goal, NHP), and in addition we have the non-participant element *as an example* (Circumstance of Disguise Role). Observe the sample text fragments.

[6..214]. Let's look at the last two sentences
[6..215]. Let's take this as an example

The sample clause configuration below illustrates how the verb *have* in transitivity terms expresses an attributive relational process. This verbally expressed transitivity process sub-phasally realises a Message (ME) micro-function. This ME micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 6. In transitivity terms, the clause elements and the participant functions and types they represent are: firstly we have *we* (Carrier/Possessor, HP) and then *someone [who is] going to tape the whole lesson* (Attribute/Possessed, HP). Observe the sample text fragment.

[6..216]. Today we have someone going to tape the whole lesson.

6.2.3.6.2 Experiential realisations of SU phase of the LD-in-text 6

The experiential process features that are characteristic of the Substantiation (SU) phase of the LD-in-text 6 are the doing, being (attributive and identifying) and saying processes. In transitivity terms, there are three dominant process types that

realise and characterise the SU phase of the LD-in-text 6: the material, the relational and the verbal. The material processes occur predominantly. On the whole, all the six process types occur in this SU phase (i.e. the material, the relational, the verbal, the mental, the behavioural and the existential) and they are expressed by verbs such as *is, are, have, mean, put, pass, use, ask, talk, look, see, think, etc.*

Viewed from the transitivity angle, each verb of *is* in the sample clause configurations below is employed by the speaker (lecturer) to express an identifying relational process. In micro-functional terms, in the given context the transitivity processes sub-phasally realises Statement (ST) micro-functions in which the speaker (lecturer) produces the topic clauses whose functional goal is to pinpoint the topical contents of the lecture. In macro-functional terms, these occurring ST micro-functions in their turn realise a Substantiation (SU) macro-function in the LD-in-text 6. Furthermore, in transitivity terms, the clause elements and their participant functions and types come to the surface in the following: in the first we have *The next stage* (Identified, NHP) and *[the] practice stage* (Identifier, NHP) and in the second *Another kind of drill* (Identified, NHP) and *[the] transformation* (Identifier, NHP). Observe the sample text fragments. Observe the sample text fragments.

[6..217].   The next stage is practice stage.
[6..218].   Another kind of drill is transformation.

From the transitivity standpoint, the sample clause configurations below exemplify how the verb *are* is employed by the speaker (lecturer) to take place twice in the configurations from which existential processes emerge. These transitivity processes sub-phasally realise a Statement (ST) micro-function in which the speaker (lecturer) puts forward the topic clauses for the purpose of pinpointing the topical contents of the lecture. This occurring ST micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 6. Moreover, from the point of view of transitivity, the inherent participant and types and the clause elements that represent them are identifiable in the following: in the first we have *a lots of prefixes which...days* (Existent, NHP) and in the second *five Anglo-Saxon prefixes...words* (Existent, NHP). Observe the sample text fragments.

[6.219]. Now. Actually there are a lots of prefixes which originated during those days in the Anglo Saxon days.
[6.220]. There're five Anglo-Saxon prefixes which are not preserved remain on modern English words.

The sample clause configurations below in transitivity terms exemplify the occurrences of relational (identifying and attributive) and material processes: in the first we have *are* (identifying relational), *is* (identifying relational), *use* (material) and *should be* (attributive relational) and in the second *can have* (attributive relational), *can be* (attributive relational), *can have* (attributive relational), *is* (identifying relational) and *can put* (material). In the given lecture context these transitivity processes in technical terms sub-phasally realise an Explanation (EP) micro-function in which the speaker (lecturer) applies the

explaining, elaborating and exemplifying techniques in teaching grammar. This occurring EP micro-function in its turn realises a Substantiation (SU) macro-function in the LD-in-text 6. Moreover, in transitivity terms the clause elements and the relevant participant functions and types they perform are analysable in the following: in the first we have *the handouts that just been passed right now* (Identified, (NHP), *the examples of the different material* (Identifier, NHP), *the different techniques that one...stage* (Identifier, NHP), *the target structure* (Identified, NHP), *What is Tan's hobby* (Identifier, NHP), *the students' name* (Goal, NHP), *the task* (Carrier, NHP) and *meaningful* (Attribute, NHP) and in the second *you* (Carrier, HP), *a very simple picture* (Attribute, NHP), *it* (Carrier, NHP), *a stick figure of a car mechanic* (Attribute, NHP), *you* (Carrier, HP), *another one...scissors* (Attribute, NHP), *The target structure* (Identified, NHP), *why do you go to the hairdresser* (Identifier, NHP), *you* (Actor, HP) and *it* (Goal, NHP), and in addition we have the non-participant elements such as in the first we have *here* (Circumstance of Spatial Location) and in the second *In mini situations* (Circumstance of Spatial Location), *With this input* (Circumstance of Means Manner) and *on the OHP* (Circumstance of Spatial Location).

[6..221]. Now, the handouts that just been passed right now are the examples of the different material, the different techniques that one can use during the presentation stage.... Here the target structure is *What is Tan's hobby....* Right, please use the student's name and the task should be meaningful...

[6.222]. In mini situations, you can have a very simple picture, it can be a stick figure of a car mechanic, then you can have another one, vehicle, pair of scissors. The target structure is why do you go to the hairdresser. With this input you can put it on the OHP.

In transitivity terms, other relational processes are also found in the sample clause configurations below, with these verbs expressing them: in the first we have *is* (identifying relational) and in the second *means* (identifying relational). These transitivity processes sub-phasally realise a Definition (DE) micro-function in which the speaker (lecturer) defines the concepts, facts, ideas and terms as information or knowledge being transferred to or negotiated with the listeners (students). This occurring DE micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 6. Moreover, with respect to the clause elements and the participant functions and types they represent that are involved in the processes, in transitivity terms they can be described in the following: in the first we have *Kernel writing* (Identified, NHP) and *a kind of activity where you...word* (Identifier, NHP) and in the second we have *information gap activity* (Identified, NHP) and *the activity requires...not have* (Identifier, NHP). Note that by defining and describing, the speaker (lecturer) builds up a pattern of constructing classification (see Martin (1993:148). Grammaticalising it in transitivity terms, this can be done by way of identifying relational process clauses in particular. Observe the sample text fragments.

[6..224]. Kernel writing is a kind of activity where you have given the students an example of a complete piece of word.

[6..225]. Ok, information gap activity means the activity requires two students to work together and these two students have information which the other do not have.

Other sample clause configurations that exemplify identifying relational processes are also observable in the instances below, in which an additional participant plays its role in each clause instance. The verbs and their related processes are: in the

first we have *called* (identifying relational) and in the second *call* (identifying relational). These transitivity processes sub-phasally realise a Definition (DE) micro-function in which technical linguistic terms are named. This relationally realised DE micro-function in its turn realises a Substantiation (SU) macro-function in the LD-in-text 6. In line with the transitivity processes, the clause elements and their related participant functions and types that are involved are: in the first we have the additional participant *We* (Assigner, HP) and the inherent participant *it* (Identified, NHP) and *information gap activity* (Identifier, NHP), and in the third we have the additional participant *We* (Assigner, HP) and the inherent participant *it* (Identified, NHP) and *regular close where...ninth word* (Identifier, NHP). (For discussion of additional participant functions or roles in transitivity process clauses, see for example Halliday (1994:171). Observe the sample text fragments.

[6..225]. We called it information gap activity.
[6.226].   We call it the regular close where you delete nth word – delete the seventh or ninth word.

The sample instance below presents clause configurations that illustrate how certain concepts are transferred or negotiated and construed in the transitivity grammar representation in which certain verbs are employed to play their parts in the inherent transitivity process clauses. The verbs and the transitivity processes they inherently express are: firstly we have *are* (attributive relational), then *do-think* (mental) and *are* (attributive relational). These sequential transitivity processes sub-phasally realise an Interchange (IC) micro-function in which the speaker answers the student's questions about a certain topic (i.e. suitable

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activities for students) for the purpose of ensuring that the concept or idea is transferred or understood. This occurring IC micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 6. Returning to the transitivity processes, the clause elements and their related participant functions and types that are involved are: firstly we have *this set of activities* (Carrier, NHP), then *suitable for all students* (Attribute, NHP), *what* (Phenomenon, NHP), *you* (Senser, HP), *they* (Carrier, NHP) and *suitable for new and young students* (Attribute, NHP). Note that again here there is the expression of *I think* interpreted as a kind of metaphorical expression of subjective probability which is equivalent to non-metaphorical expressions such as *in my opinion*. (This *I-think*-expression occurs here and there across the LD-in-texts. For discussion of metaphorical/non-metaphorical expressions of subjective/objective probability, see for example Halliday 1984:333, 1994:355 and Martin et all 1997:70). Observe the sample text fragment.

[6..227]. S: Are this set of activities suitable for all students?
L: Ok, what do you think?
S: I'd think they are suitable for new and young students.

The sample instances below provide illustrations of how the verbs operate to realise the processes in this way: in the first we have *put* (material), *ask* (verbal) and *to give* (material), in the second *plan* (material), *will describe* (verbal), *is* (attributive relational) and *are-going to do* (material). In the present context these transitivity processes sub-phasally realise a Direction (DR) micro-function in which the speaker (lecturer) gives tasks to the listeners (students). This occurring DR micro-function in its turn phasally realises a Substantiation (SU) macro-

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function in the LD-in-text 6. Returning to the transitivity interpretation, the clause elements and their related participant functions and types can be glossed as follows: in the first we have *You* (Actor, HP), *this chart* (Goal, NHP), *the students* (Actor, HP), *their response* (Goal, NHP), in the second *You* (Actor, HP), *a lesson...practice stage* (Goal, NHP), *you* (Sayer, HP), *your lesson* (Verbiage, NHP), *who-for* (Attribute/Circumstance, HP), *it* (Carrier, NHP), *the focus of your grammar* (Goal, NHP), *your presentation stage* (Goal, NHP), *you* (Actor, HP), *that* (Goal, NHP) and *the practice stage* (Goal, NHP), and in addition we have the non-participant elements *here* (Circumstance of Spatial Location) and *on the board* (Circumstance of Spatial Location). Observe the sample text fragments.

[6.228]. You put this chart here on the board and ask the students to give their response.
[6.229]. You plan a lesson starting at presentation stage until practice stage, then you will describe your lesson who is it for, the focus of your grammar, your presentation stage, why are you going to do that and the practice stage.

The sample instances below how the verbs *take, take out, jumble down, give* and *can form* are put in place to construe material processes. At the higher level of interpretation, these transitivity processes sub-phasally realise an Exemplification (EX) micro-function in which the speaker (lecturer) provides examples of what is being talked about in support of the higher functional goal. That is to say, in technical terms this occurring EX micro-function in its turn realises a Substantiation (SU) macro-function in the LD-in-text 6. Note that in general and across the LD-in-texts exemplification has often been one way of substantiating a fact, claim, statement, charge, etc. Coming back to the transitivity interpretation, the clause elements and their related participant functions and types that occur can

be described as follows: in the first we have *a text with lots lots of prepositions* (Goal, NHP), *the prepositions* (Goal, NHP), *they* (Actor, NHP), *a close text testing for preposition* (Goal, NHP), in the second *word order* (Goal, NHP), *You* (Actor, HP), *them* (Receiver, HP), *these words* (Goal, NHP), *they* (Actor, HP) and *the complete sentence* (Goal, NHP). Observe the sample text fragments.

[6..230]. For example take a text with lots lots of prepositions and take out the
   prepositions and they can form a close text testing for preposition.
[6..231]. For example, ok, jumble down word order. You give them these words, they can
   form the complete sentence.

6.2.3.6.3   Experiential realisations of CO phase of the LD-in-text 6

As with the experiential realisations of Substantiation (SU) phase of the LD-in-text 6, the experiential process features that are characteristic of the Conclusion (CO) phase of the LD-in-text 6 are also the doing, being (attributive and identifying) and saying processes. In transitivity terms, there are three dominant process types that realise and characterise the CO phase of the LD-in-text 6: the material, the relational and the verbal. The material processes occur predominantly. On the whole, all the six process types occur in this CO phase (i.e. the material, the relational, the verbal, the mental, the behavioural and the existential) and they are expressed by verbs such as *is, are, refer, select, use, talk, remember, etc.*

The sample instances below illustrate how in transitivity terms the verbs that are involved express the processes: in the first we have *are* (identifying relational) and in the second *is* (identifying relational) and *let-go* (attributive relational). These

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transitivity processes are put in place sub-phasally for the realisation of a Summary (SM) micro-function in which the speaker summarises the defined concepts as knowledge being transferred in the given lecture. This occurring SM micro-function in its turn realises a Conclusion (CO) macro-function in the LD-in-text 6. Coming back to the transitivity interpretation, the clause elements and their related participant functions and types that occur in the clause configurations are: in the first we have *these* (Identified, NHP) and *the seven prefixes...using now* (Identifier, NHP), in the second *this* (Identified, NHP), *the way of asking* (Identifier, NHP), *the student's imagination* (Carrier, NHP) and *free* (Attribute, NHP), and in addition we have the non-participant elements *still* (Circumstance of Temporal Extent) and *now* (Circumstance of Temporal Location). Observe the sample text fragments.

[6..232]. So these are the seven prefixes that we are still using now....
[6..233]. This is the way of asking or let the student's imagination go free.

As far as the transitivity interpretation goes, the verbs in the clause configurations below also express the same process type (i.e. relational): in the first we have *is* (identifying relational) and in the second *'s* (attributive relational). Relating the processes to the higher semiotic constructs, these transitivity processes sub-phasally realise an Emphasis (EM) micro-function in which the speaker (lecturer) highlights the significant concepts as knowledge being transferred in the lecture. This occurring EM micro-function in its turn phasally realises a Conclusion (CO) micro-function in the LD-in-text 6. As to the clause elements and their related participant functions and types, they are in transitivity terms describable in the following: in the first we have *That* (Identified, NHP) and *the aim of the game*

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(Identifier, NHP), in the second *That* (Carrier, NHP) and *all* (Attribute, NHP), and in addition we have the non-participant element *at this stage* (Circumstance of Spatial Location). Observe the sample text fragments.

[6..234].   That is the aim of the game.
[6..235].   That's all at this stage.

Another verb that construes an identifying relational process is also observable in the sample clause configuration below: here we have *can be* that is inherently central to the realisation of an attributive relational process. In the present context the micro-functional analysis is that this transitivity process sub-phasally realises a Recommendation (RM) micro-function in which the speaker (lecturer) recommends a particular conceptual model for use as a technique in teaching grammar. This occurring RM micro-function in its turn phasally realises a Conclusion (CO) macro-function in the LD-in-text 6. A further transitivity interpretation reveals that the clause elements and their related participant functions run as follows: firstly we have *This activity* (Carrier, NHP) and secondly *a nice game for your students* (Attribute, NHP). Observe the sample text fragment.

[6.236].   This activity can be a nice game for your students.

6.2.3.6.4   Experiential realisations of EV phase of the LD-in-text 6

The experiential process features that are characteristic of the Evaluation (EV) phase of the LD-in-text 6 are the doing, being (attributive and identifying) and sensing processes. In transitivity terms, there are three dominant process types that

realise and characterise the EV phase of the LD-in-text 6: the material, the relational and the mental. Of these three process types, the material processes occur predominantly. On the whole, all the six process types occur in this EV phase (i.e. the material, the relational, the mental, the behavioural, the verbal and the existential) and they are expressed by verbs such as, *etc. is, are, depend, feel, etc.*

The sample instance below exemplify clause configurations whose verbs and their inherently related processes are analysable in the following: firstly we have *is* (attributive relational), then *can capture* (behavioural), *are* (attributive relational), *doesn't guarantee* (verbal), *have* (attributive relational), *'s* (attributive relational) and finally another *'s* (attributive relational). To relate them to the higher-level analysis, it can be inferred from the given context that these transitivity processes that occur in a sequence sub-phasally realise a Judgement (JU) micro-function in which the speaker (lecturer) makes a judgement on the value of information or technique used in teaching grammar. The speaker's judgement is related to a higher semiotic function, i.e. that of an evaluative function. In technical terms, this occurring JU micro-function confines itself to a phasal realisation of an Evaluation (EV) macro-function in the LD-in-text 6. To return to the transitivity interpretation, the clause elements and their related participant functions and types that come to the surface are: firstly we have *The first stage* (Carrier, NHP), then *very important* (Attribute, NHP), *you* (Behaver, HP), *the interest* (Range, NHP), *you* (Carrier, HP), *on your way to successful lesson* (Attribute/Circumstance, NHP), *It* (Sayer, NHP), *you* (Carrier/Possessor, HP), *a good presentation*

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(Attribute/Possessed, NHP), *it* (Carrier, NHP), *a good start* (Attribute, NHP), *It* (Carrier, NHP) and finally *a good indication* (Attribute, NHP). Observe the sample text fragment.

[6..237]. The first stage is very important because if you can capture the interest in the first stage, you are on your way to successful lesson. It doesn't guarantee that if you have a good presentation, but at least it's a good start. It's a good indication.

6.2.3.6.5   Experiential realisations of CT phase of the LD-in-text 6

The experiential process features that are characteristic of the Consent (CT) phase of the LD-in-text 6 are the being (attributive and identifying), doing and sensing processes. In transitivity terms, there are three dominant process types that realise and characterise the CT phase of the LD-in-text 6: the material, the relational and the mental. Of these three process types, the being processes occur predominantly. On the whole, all the six process types occur in this CT phase (i.e. the relational, the material, the mental, the behavioural, the verbal and the existential) and they are expressed by verbs such as *is, are, end, see, etc.*

In transitivity terms, in the clause configurations of the sample instances below the relevant verbs and their inherently related processes are: in the first we have *are* (attributive relational) and in the second *Shall-end up* (material), *is* (attributive relational) and *'ll see* (perceptive mental). Given the context, the micro-functional analysis is that these transitivity processes sub-phasally realise a Greeting (GR) and a Leave-taking (LT) micro-function in which the participants are reciprocally involved in greetings and leave-takings. At the higher-level of analysis, in

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technical terms these GR and LT micro-functions in their turn phasally realise a Consent (CT) macro-function in the LD-in-text 6. Returning to the transitivity level of analysis as regards the clause elements and their related participant functions and types, my interpretation is: in the first we have *you all* (Carrier, HP), *how* (Attribute, NHP), *Ok?* (Attribute, NHP), in the second *we* (Actor, HP), *It* (Carrier, NHP), *ten forty five* (Attribute/Circumstance, NHP), *I* (Senser, HP) and *you* (Phenomenon, HP), and in addition we have the non-participant elements such as *today* (Circumstance of Temporal Location), *today* (Circumstance of Temporal Location), *now* (Circumstance of Temporal Location), *now* (Circumstance of Temporal Location), *again* (Circumstance of Temporal Extent) and *later* (Circumstance of Temporal Location).

[6..238]. L: All right, how are you all today? Ok?
            Ss: Fine
[6..239]. L: Ok. Shall we end up now? It is ten forty five now. I'll see you again later.

6.2.3.6.6 Summary of the LD-in-text 6

The LD-in-text 6 has been described particularly with respect to its experiential, transitivity, micro-functional and macro-functional features and realisations. On the whole, the main points of this LD are briefly enumerated below.

(1). The mental processes predominantly realise and characterise the Discourse Structuring (DS) phase, subsequently followed by the relational, the behavioural, the material, the verbal and the existential.

(2). The relational processes predominantly realise and characterise the Substantiation (SU) phase, subsequently followed by the material, the mental, the verbal, the existential and the behavioural.

(3). The relational processes predominantly realise and characterise the Conclusion (CO) phase, subsequently followed by the material, the verbal, the mental, the behavioural and the existential.

(4). The relational processes predominantly realise and characterise the Evaluation (EV) phase, subsequently followed by the mental, the behavioural, the material and the verbal, with the existential process type being absent from occurrence in this LD.

(5). The relational processes predominantly realise and characterise the Consent (CT) phase, subsequently followed by the mental and the behavioural.

(6). The participant type *Human* predominantly realises and characterises the LD-in-text 6 with the predominant participant functions running in the following order: Actor, Senser, Carrier, Sayer, Behaver, Receiver, Beneficiary, Attribute, Attributor, Goal, Assigner, Identified, Identifier, Phenomenon, Verbiage, Range and Initiator. Non-human: Goal, Attribute, Carrier, Identifier, Identified, Phenomenon, Range, Verbiage, Actor, Existent , Behaver.

(7). The circumstantial type *Location* predominantly realises and characterises the LD-in-text 4 in the order of the following: Location, Manner, Accompaniment, Cause, Matter, Extent, Role, Contigency.

The enumerated points above are complemented with summaries of the LD in the form of a figure and tables below and the following figure contains a summary of frequency distribution of process types in the LD-in-text 6.

Table 6.24: Summary of frequency distribution of process types in the phase types of the LD-in-text 6

Process types Phase types	Rel	Mat	Men	Verb	Beh	Exist	Overall
Su	155	221	25	36	25	3	465
Ds	32	42	46	14	20	9	163
Co	23	26	8	3	2	0	62
Ev	9	7	4	2	3	0	25
Ct	7	2	2	0	0	0	11
Overall	226	298	85	55	50	12	726
Percentage	31.129	41.047	11.708	7.5758	6.8871	1.6529	100

The figure below has a summary of frequency distribution of process types in the phase types of the LD-in-text 6.

Figure 6.6: Summary of frequency distribution of process types in the LD-in-text 6
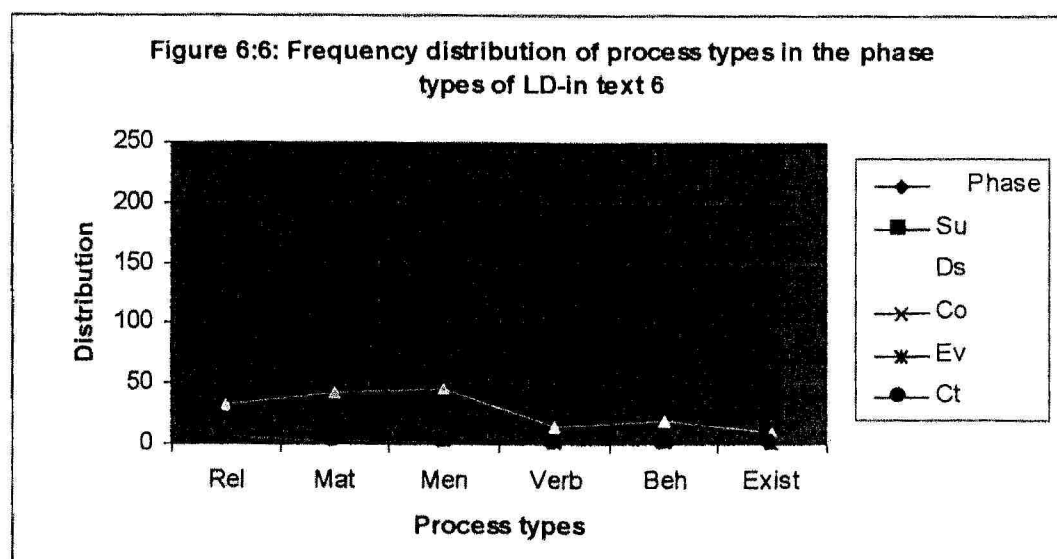
Figure 6:6: Frequency distribution of process types in the phase types of LD-in text 6

The table below contains a summary of frequency distribution of participant functions and types in the LD-in-text 6.

Table 6.25: Summary of frequency distribution of participant functions and types in the LD-in-text 6

Participant types Participant functions	Human	Non-human	Overall	Percentage
Carrier	50	86	136	10.64
Attribute	25	114	239	18.71
Identified	3	82	85	6.65
Identifier	3	85	88	6.89
Actor	208	11	218	17.07
Goal	4	192	196	15.34
Senser	63	0	63	4.93
Phenomenon	2	66	68	5.32
Sayer	49	0	49	3.83
Verbiage	2	41	43	3.36
Behaver	43	3	46	3.60
Existent	0	10	10	0.78
Attributor	6	0	6	0.46
Assigner	4	0	4	0.31
Initiator	1	0	1	0.07
Inducer	0	0	0	0
Range	1	44	45	3.52
Beneficiary	39	0	39	3.05
Receiver	40	0	40	3.13
Target	0	0	0	0
Overall	542	735	1277	100

The table below presents a summary of frequency distribution of circumstantial types in the LD-in-text 6.

Table 6.26: Summary of frequency distribution of circumstantial types in the LD-in-text 6

Circumstantial types	Overall
Extent	10
Location	101
Manner	30
Cause	19
Contigency	2
Accompaniment	25
Role	4
Matter	10
Angle	0
Overall	201
Percentage	19.42

6.2.3.7 Experiential realisations of phases of the LD-in-text 7

The lecture discourse-in-text seven (the LD-in-text 7) is represented by the English for Specific Purposes course. The topic of the given lecture (text) is Functional and Notional Concepts of Language Description. Globally, the speaker (lecturer) begins the activity by introducing and giving statements, and explaining and defining relevant concepts and notions. The speaker then exemplifies the defined concepts and notions, gives tasks followed by questions and answers, and then summarises the points of explanation and exemplification. The table below exemplifies the occurrences of transitivity process types, micro-functions or sub-phases and macro-functions or phases in the LD-in-text 7.

Table 6.27: Sample transitivity process types, micro-functions and macro-functions in the LD-in-text 7

Process types	Micro-functions	Macro-functions	Instances
Mat	OR	DS	Now Let's do the functional and notional concept of language description
Mat Iden Iden	ST	SU	Now. Here, we get two terms. The first term is functions and the the next one is the term notions.
Mat	FO	DS	Ok.I would give you definitions of functions
Beh Attr/ Matter Iden Beh Beh	EP/DE	SU	Ok. Right. So, when we talk about function, we are concerned with social behaviour, and represent the intention of speaker or writer. When we talk about function, we are talking about language that is related to social behaviour
Iden	EX	SU	Allright. So. The examples of functions will be examples like advising, to advise anybody and so on.

6.2.3.7.1 Experiential realisations of DS phase of the LD-in-text 7

The experiential process features that are characteristic of the Discourse Structuring (DS) phase of the LD-in-text 7 are the sensing, being (attributive and identifying) and doing processes. In transitivity terms, there are three dominant process types that realise and characterise the DS phase of the LD-in-text 7: the mental, the relational and the material. The mental processes occur predominantly. On the whole, the process types that occur in this DS phase are all the six process types (i.e. the mental, the relational, the material, the behavioural, the verbal and the existential) and they are expressed by verbs such as *is, are, do, give, label, think, understand, look, say, see*, etc.

From the transitivity viewpoint, the sample instance below illustrates how the verb *let-do* inherently expresses a material process in the clause configuration.

Interpreted micro-functionally in the given context, this transitivity process sub-phasally realises an Orientation (OR) micro-function in which the speaker (lecturer) inclusively orients the listeners (students) to the course, introducing and focusing the students' attention on to the lecture topic. Macro-functionally, in technical terms this emerging OR micro-function in its turn phasally realises a Discourse Structuring (DS) macro-function in the LD-in-text 7. At the transitivity level of analysis, the relevant clause elements and their related participant functions and types are analysable as follows: firstly we have 's (Actor, HP) and secondly *the functional and notional...description* (Goal, NHP), and in addition we have the non-participant element *now* (Circumstance of Temporal Location). Observe the sample text fragment.

[6..240]. ·Now, let's do the functional and notional concept of language description now.

As with the instance above and other instances elsewhere, the instances below provide another set of transitivity processes in which the typical *let*-expressions are exercised from which the processes come into being. In this, the verbs that are honoured to carry out the job are: in the first we have *let-talk* (behavioural) and in the second *let-go on* (material). Micro-functionally, these transitivity processes are utilised by the speaker (lecturer) to draw the students' attention to what is going to be talked about or carried out. In technical terms these transitivity processes sub-phasally realise a Focus (FO) micro-function. This occurring FO micro-function in its turn realises a Discourse Structuring (DS) macro-function in the LD-in-text 7. As regards the participant functions and types and the clause elements that represent them, the transitivity analysis tells the following: in the first we have 's

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(Behaver, HP) and in the second 's (Actor, HP), and in addition to these inherent participant functions and types we have the non-participant elements *about a certain product* (Circumstance of Matter) in the first and *to reporting information* (Circumstance of Spatial Location). Observe the sample text fragments.

[6..241]. Let's talk about a certain product.
[6..242]. Let's go on to reporting information.

From the perspective of the mood grammar representation, apart from the use of the "optative imperatives" (i.e. *let*-expressions) "jussive imperatives" may also be exercised in a number of clause configurations. The first and second sample instances below exemplify these so-called jussive imperatives, with the first instance being in the declarative form. (Note that in the second instance the Subject is made explicit whereas in the third it is made implicit). From the transitivity standpoint, the clause configurations in the sample instances below employ the following verbs to express the processes in question: in the first we have *look at* (behavioural) and in the second *look at* (behavioural). Furthermore, the clause elements and their related participant functions and types are: in the first we have *discourse of the exchange* (Phenomenon, NHP) and in the second *the words that are the same... different* (Phenomenon, NHP), and in addition we have the non-participant element *here* (Circumstance of Spatial Location). At the micro-functional level of analysis, in the given context these transitivity processes sub-phasally realise a Focus (FO) micro-function in which the speaker proceeds to the students' understanding of the lecture points under consideration. Observe the sample text fragments.

[6..243]. You look at discourse of the exchange here.
[6..244]. Look at the words that are the same but the meaning and intention is different.

6.2.3.7.2   Experiential realisations of SU phase of the LD-in-text 7

The experiential process features that are characteristic of the Substantiation (SU) phase of the LD-in-text 7 are the being (attributive and identifying), doing and sensing processes. Following this, in transitivity terms there are three dominant process types that realise and characterise the SU phase of the LD-in-text 7: the relational, the material and the mental. The relational processes occur predominantly. On the whole, the process types that occur in this SU phase are all the six process types (i.e. the relational, the material, the mental, the behavioural, the verbal and the existential) and they are expressed by verbs such as is, *have, imbibe, expose, occur, play, mean, think, see, talk, look, say, reply, agree, recommend, etc.*

From the point of view of transitivity, the sample instances below present clause configurations that construe existential and identifying relational processes: in the first we have the verb *was* that inherently expresses an existential process and another *was* that expresses an identifying relational process and in the second we have the verb *was* that expresses an existential process. The relevant clause elements and their related participant functions and types run as follows: in the first we have *a move from syllabus... notional criteria* (Existent, NHP), *the most influential of the syllabus* (Identified, NHP) and *the Council of Europe* (Identifier, NHP) and in the second we have *another document based on Van Ek* (Existent, NHP), and in addition we have the non-participant elements *In the 1970s*

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(Circumstance of Temporal Location) and *In the threshold level by 1975* (Circumstance of Temporal Location). Micro-functionally, these transitivity processes sub-phasally realise a Statement (ST) micro-function in which the speaker (lecturer) puts forward statements about syllabuses that are seen in a historical perspective. This occurring ST micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 7. Observe the sample text fragments.

[6..245]. Now. In the 1970s there was a move from syllabus organised on structural grounds to one based on functional-notional criteria and the most influential of the syllabus was the Council of Europe.
[6..246]. In the threshold level by 1975 there was another document based on Van Ek.

From the transitivity perspective, the sample instance below exhibits clause configurations in which behavioural, attributive and identifying relational processes are construed: firstly we have the verb *talk* that inherently expresses a behavioural process, then *are concerned* that expresses an attributive relational process and finally *represent* that expresses an identifying relational process. With respect to the participant functions and types and the clause elements that express them, firstly we have *we* as a HP Behaver, then another *we* as a HP Carrier, *with social behaviour* as a NHP Attribute/Circumstance and *the intention of speaker and writer* as a NHP Identifier, and in addition we have the non-participant element *about function* as a Circumstance of Matter. At the micro-functional level of analysis, in the present context these transitivity processes sub-phasally realise an Explanation (EP) micro-function in which the speaker (lecturer) explains the notion of "function" to the listeners (students) as information or knowledge. At

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the macro-level of analysis, this occurring EP micro-function in its turn phasally realise a Substantiation (SU) macro-function in the LD-in-text 7.

[6..247]. When we talk about function, we are concerned with social behaviour, and represent the intention of speaker and writer.

The sample illustration below provides another example of how participating verbs inherently construe the different transitivity processes: firstly we have *have* (attributive relational), then *have got* (attributive relational), *can't use* (material), *bringing* (material), *see* (cognitive mental), *use* (material) and *need* (affective mental). These transitivity processes, the participant functions and types and the relevant clause elements that express them, are inherently related to in the following: firstly we have *We* as a HP Carrier/Possessor, then *a situation* as a NHP Attribute/Possessed, *people* as a HP Carrier/Possessor, *some structures* as a NHP Attribute/Possessed, *they* as a HP Actor, *these structures* as a NHP Goal, *the concept of functions and notions* as a NHP Goal, *they* as a HP Senser, *these structures that they have... in everyday situation* as a NHP Actor and *they* as a HP Senser, and in addition to these participant functions and types we have the non-participant elements such as *where* as a Circumstance of Spatial Location, *in the English language* as a Circumstance of Spatial Location, *effectively* as a Circumstance of Quality Manner, *when* as a Circumstance of Temporal Location, *how* as a Circumstance of Means Manner, *in everyday situation* as a Circumstance of Spatial Location, *functionally* as a Circumstance of Quality Manner and *at their disposal* as a Circumstance of Quality Manner. At the micro-functional level of analysis, these transitivity processes sub-phasally realise an Explanation (EP) micro-function in which the speaker (lecturer) explains the particular concepts or

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notions under consideration. This occurring EP in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 7. Observe the sample text fragment.

[6..248]. We have a situation like where people have already got some structures in the English language and they can't use these structure effectively. So when bringing the concept of functions and notions, they see how these structures that they have supposedly imbibed in everyday situation use functionally when they need at their disposal.

In the sample instance below the speaker initially produces an identifying relational process which is subsequently followed by varied processes, in which case we firstly have *is* (identifying relational), *can read* (behavioural), *establish* (material), *find out* (cognitive mental), *want* (affective mental), *give* (material), *argue* (verbal), *take down* (material), *conclude* (verbal), *say* (verbal) and *thank* (verbal). As regards the participant functions and types and the clause elements that express them, here we have the following: firstly *The form of consultation at here* (Identified, NHP), then *the conversation between two people* (Identifier, NHP), *You* (Behaver, HP), *the details* (Phenomenon, NHP), *you* (Actor, HP), *a context* (Goal, NHP), *you* (Senser, HP), *what* (Phenomenon, NHP), *the person* (Senser, HP), *you* (Actor, HP), *information* (Goal, NHP), *you* (Sayer, HP), *you* (Actor, HP), *the details* (Goal, NHP), *you* (Sayer, HP) and *you* (Verbiage, NHP). To set this to the relevant context, this sequence of transitivity processes reflects an attempt by the speaker (lecturer) to explain to the listeners (students) about what to do with a form of consultation. At the higher level of semiotic analysis these transitivity processes sub-phasally realise an Explanation (EP) micro-function, indicating that the sequential transitivity processes come into existence

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to serve an explanatory functional goal. At the macro-functional level of analysis this occurring EP in its turn realises a Substantiation (SU) macro-function in the LD-in-text 7. Observe the sample text fragment.

[6..249]. The form of consultation at here is the conversation between two people.... You can read the details, you establish a context, you find out what the person want, you give information, you argue, you take down the details and then you conclude and say, "thank you".

In the sample instance below in transitivity terms the verb *had proposed* in the primary clause expresses a verbal process. Despite its lexical emptiness, the verb *call* as an element in the secondary (projected) clause generates the occurrence of the process type of the secondary clause as a whole, and in this sense it therefore can be regarded as an element that expresses the process, with the process being an identifying relational one. (Note that the *'s* is left unanalysed for the reason that its appearance in the clause is grammatically unexpected or unacceptable. Its existence is maintained because it is simply a visually channelled language element that is derived from the actual or natural (non-visual) language processing). Moreover, the participant functions and types and the clause elements that express them are: firstly we have *Widdowson* that inherently functions as a HP Sayer in the primary clause, then in the secondary clause we have *what* as a NHP Identified, *we* as a HP Assigner and *a text diagram exercise* as a NHP Indentifier. Micro-functionally, in the given context these transitivity processes are exercised by the speaker to establish proof or justification by referring to an expert's view or proposal. In technical terms these transitivity processes sub-phasally realise a Quotation (QU) micro-function. This occurring QU micro-

function in its turn phasally realise a Substantiation (SU) macro-function in the LD-in-text 7. Observe the sample text fragment.

[6..250]. Now. Widdowson had proposed what are we calling a text diagram exercise.

The following sample instance again illustrates one example of the various frequently occurring identifying processes. Here the verb *would be* inherently expresses an identifying relational process, with the participant functions and types and the clause elements that express them being firstly *lexical* as a NHP Identified and then *words that can be repeated...are used* as a NHP Identifier. In the micro-functional context this transitivity process sub-phasally realises a Definition (DE) micro-function in which the speaker (lecturer) serves to define a concept or notion. In the macro-functional context this occurring DE micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 7.

[6..251]. Now lexical would be words that can be repeated words where synonyms are used.

The sample instances below provide yet other examples of how the frequently occurring identifying relational process type finds its expressions in the clause configurations, with the verbs inherently expressing the processes: in the first we have *is* that expresses an identifying relational process and in the second we have *would be* that expresses another identifying relational process. In line with these processes, the participant functions and types and their related clause elements are: in the first we have *One* as a NHP Identified and *the sociolinguistic context...so on* as a NHP Identifier and in the second we have *the second one* as a

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NHP Identified and *the relative position of the utterance...comes after* as a NHP Identifier. From the micro-functional angle, these transitivity processes serve to sub-phasally realise a Definition (DE) micro-function in which the speaker's purpose is to provide definitions of the concepts or terms under consideration. From the macro-functional standpoint, this occurring DE micro-function as part of the higher semiotic in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 7. Observe the sample text fragments.

[6..252]. One is the sociolinguistic context meaning who is speaking, to whom, why, the reason you speak, the roles of speakers and so on.

[6..253]. And the second one would be the relative position of the utterance within a discourse meaning where does the utterance occur, after the statement, before that, you know what come before, what comes after.

The experiential process features of sensing and behaving are indicated by the sample clause configurations below. In transitivity terms the processes are construed in the following: in the first we have the verbs *want* and *to look at* that express an affective mental process and a behavioural process respectively and in the second we have the verbs *want* and *to identify* that express an affective mental process and a behavioural process respectively. Following this, the participant functions and types and the related clause elements that express them are: in the first we have *I* as a HP Senser, *you* as a HP Behaver and *this* as a NHP Phenomenon and in the second we have *I* as a HP Senser, *you* as a HP Behaver and *the functions and notions* as a NHP Phenomenon. Micro-functionally, in the present context these transitivity processes sub-phasally serve to realise a Direction (DR) micro-function in which the speaker (lecturer) gives directions to the listeners (students) as to what they are supposed to do. To achieve this, as is

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evident from the clause configurations the speaker makes use of *I-want-you* declaratives instead of so-called "optative" or "jussive" imperatives which are frequently exercised for the realisations of Orientation (OR) and Focus (FO) micro-functions in particular. If the declaratives were to be maintained but with a less authoritative social relation, one can use expressions such as *I'd like you to look at...*. If this were the case, the transitivity process type would also remain the same. Or if both declaratives and imperatives were to be avoided one can alternatively use interrogatives like *Would you look at...*, in which interpersonally the degree of inequality in the social relation among the interlocutors is minimised (if this were the concern), and experientially the transitivity process type stays the same (if this were the concern). But a speaker's linguistic choices are in some sense the product of one's ways of meaning and saying that are influenced by various determining factors, one of them relates to the question of one's ability to appropriately analyse the social context in which one's language is embedded. Whatever the case, what really happened in the lecture room, which is referred to in technical terms as the LD-in-text 7, is what is presented and described here. Now moving to the macro-functional analysis, this occurring DR micro-function realised by the transitivity processes mentioned above in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 7. Observe the sample text fragments.

[6..254].   I want you to look at this.
[6..255].   And I want you to identify the functions and notions.

One general feature of the LD-in-texts under study is that there is a tendency of the 'what-can-be-meant' to be actually meant and construed in 'incomplete' grammatical configurations. As is observable in the previous instances, the sample instance below also demonstrates this, in which there is at least one clause that only has one explicitly expressed participant function with no explicitly expressed process to which the participant function is inherently associated (i.e. there is no verb expressing the process but one can still identify the process clause type that is involved). As far as transitivity is concerned, the sample clause configurations in the instance below are analysable in the following. Firstly, in terms of the verbs and the inherent processes they express we have *apologised* (affective mental), *'s* (identifying relational), *'s* (identifying relational) and *isn't* (identifying relational). Secondly, in terms of the participant functions and types and the clause elements that express them we have *we* as a HP Senser, *what* as a NHP Identifier, *that* as a NHP Identified, *function* as a NHP Identifier, *It* as a NHP Identified, *it* as a NHP Identified. Based on the given context, at the micro-functional level of analysis these transitivity processes sub-phasally realise an Interchange (IC) micro-function in which the speaker (lecturer) exchanges meanings with the student(s) to achieve a particular functional goal as part of a more global functional goal. In technical terms, at the macro-functional level of analysis this IC micro-function in its turn phasally realise a Substantiation (SU) macro-function in the LD-in-text 7.

[6..256]. L: OK. When we apologised, what's that?
        S: Function.
        L: It's function, isn't it?

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The clause configurations in the instance below provide another example of how transitivity processes that are construed in the configurations lend themselves to the expression of the higher semiotic processes. Implicitly, the verb in the given context expresses process of the relational process type. Following the process, the participant functions and types and the clause elements that express them are analysable as follows: firstly we have *Describing present activity* (Identified, NHP), *notion* (Identifier, NHP) and then *notion* (Identifier, NHP). Note that again we find here another *I-think* expression as is observable in the clause *I think notion*, whose explicitly revealing configuration would be *I think describing a present activity is a notion*. In either case *I think* is a kind of a metaphorical realisation of subjective probability whose equivalent non-metaphorical expression would be something like *in my opinion*. In this, it embodies no transitivity process. Moving to the higher semiotic region, a micro-functional analysis reveals that these sequential transitivity processes sub-phasally realise an Interchange (IC) micro-function whose functional goal is to transfer certain concepts through exchanges of meaning. Macro-functionally, this emerging IC micro-function in its turn phasally realises a Substantiation (SU) macro-function in the LD-in-text 7 whose functional goal is to substantiate claimed concepts. Observe the sample text fragment.

[6..257]. L: Ok. Describing present activity?
     S: I think notion.

The transitivity processes above, from which an Interchange (IC) micro-function emerges, is further developed in the course of the given LD-in-text 7 as is

identifiable in the sample clause configuration. It occurs to me that in transitivity terms the verb *will be* in the clause inherently expresses an attributive relational process. This relational process involves the first inherent participant *The examples of functions* that plays its role as a NHP Carrier and the second inherent participant *examples like advising, to advise anybody and so on* that fulfils its function as a NHP Attribute/Circumstance. Micro-functionally, this transitivity process sub-phasally realises an Exemplification (EX) micro-function in which the speaker provides practical examples of the concepts or notions under discussion. This occurring EX micro-function in its turn plays its functional part in the realisation of a Substantiation (SU) macro-function in the LD-in-text 7. Observe the sample text fragment.

[6..258]. The examples of functions will be examples like advising, to advise anybody and so on.

The sample instance below exemplifies how the verbs *understand, am saying* and *Following* in transitivity clause configurations inherently express cognitive mental, verbal and material processes that serve to realise a particular micro-functional value. Specifically, the verbs and the processes they express in the configurations are describable as follows: in the first we have *understand* that express a cognitive mental process and *am saying* that expresses a verbal process and in the second we have *Following* that expresses a material process. Moving up to the higher level of semiotic space, in the given context these transitivity processes form a sequence of processes that sub-phasally realise a Check (CH) micro-function in which the speaker (lecturer) makes an attempt to ensure whether or not the listeners (students) understand or are following what is being delivered

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in the given lecture. This CH micro-function that emerges by virtue of the transitivity processes in its turn phasally realises a Substantiation (SU) macro-function whose functional goal is to substantiate the particular claims stated in the given LD-in-text 7.

[6..259]. You understand what I am saying?
[6..260]. Following me so far?

6.2.3.7.3   Experiential realisations of CO phase of the LD-in-text 7

The experiential process features that are characteristic of the Conclusion (CO) phase of the LD-in-text 7 are the being (attributive and identifying), doing and saying processes. Following this, in transitivity terms there are three dominant process types that realise and characterise the SU phase of the LD-in-text 7: the relational, the material and the verbal. The relational processes occur predominantly. On the whole, all the six process types occur in this CO phase (i.e. the relational, the material, the verbal, the mental, the behavioural and the existential) and they are expressed by verbs such as *is, are, have, use, hope, say, show, etc.*

From the transitivity perspective, the sample instances below exemplify how clause configurations utilise certain verbs to express verbal, existential and identifying relational transitivity processes which in the given context turn themselves into a sequence of processes to realise a particular micro-function, and this micro-function in question in its turn realises a particular macro-function. Specifically, the verbs and the related transitivity processes they express can be

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described in the following: in the first we have *will conclude* (verbal) and *cannot exist* (existential), in the second *is* (identifying relational) and in the third *is* (identifying relational). Following this, the participant functions and types and the clause elements that represent them are as follows: in the first we have *we* (Sayer, HP) and *a functional syllabus* (Existent, NHP), in the second *what the students is taught* (Identified, NHP), *to learn transaction* (Identifier, NHP) and *not to identify them* (Identifier, NHP) and in the third *what they are trying... three examples* (Identified, NHP), *an exchange* (Identifier, NHP) and *different exchange in different situation* (Identifier, NHP), and in addition we have the non-participant function *in the end* (Circumstance of Temporal Location). As has been indicated above, these transitivity processes confine themselves to a sequence of processes that sub-phasally realises a micro-function, i.e. a Summary (SU) micro-function in which the speaker (lecturer) summarises the points that refer to particular concepts to be taken as information or knowledge. This transitivity-generated SU micro-function in its turn phasally realises a Conclusion (CO) macro-function in the LD-in-text 7 in which the speaker presents the concluding points. Observe the sample text fragments.

[6..261]. So we will conclude in the end that a functional syllabus cannot exist on its own.
[6.262]. So what the students is taught is to learn transaction, not to identify them.
[6.263]. So what they are trying to show you in these three examples is an exchange, different exchange in different situation.

The sample instances below provides an illustration of how relational and material processes occur in transitivity clause configurations with verbs such as *is*, *find* and *place* serving to express the processes. Thus, in the first instance we have *is*

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(identifying relational), then in the second *may find* (material), *being used* (material) and *place* (material). Furthermore, the participant functions and types and the related clause elements that express them find themselves in the following: in the first we have *that* (Identified, NHP) and *the end of a language description on ESP* (Identifier, NHP), in the second *you* (Actor, HP), *the syllabus* (Goal, NHP) and *it* (Goal, NHP), and in addition we have the non-participant elements such as *today* (Circumstance of Temporal Location), *very loosely* (Circumstance of Quality Manner), *for the purpose of learning it in separate categories* (Circumstance of Purpose Cause) and *as notions and functions* (Circumstance of Guise Role). Given the micro-functional context, these transitivity processes sub-phasally realise an Emphasis (EM) micro-function in which the speaker (lecturer) puts emphasis on the lecture points that have been accounted for, and at the macro-functional level of semiotic space this transitivity-generated EM micro-function in its turn phasally realises a Conclusion (CO) macro-function in the LD-in-text 7 in which the speaker delivers the concluding points. Observe the sample text fragments.

[6..264]. So that's the end of a language description on ESP.
[6..265]. So today, you may find the syllabus being used very loosely, but for the purpose of leaning it in separate categories, place it as notions and functions.

6.2.3.7.4   Experiential realisations of EV phase of the LD-in-text 7

The experiential process features that are characteristic of the Evaluation (EV) phase of the LD-in-text 7 are the being (attributive and identifying), sensing and behaving processes. Following this, in transitivity terms there are three dominant

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process types that realise and characterise the EV phase of the LD-in-text 7: the relational, the mental and the behavioural. The relational processes occur predominantly. On the whole, there are only five process types that occur in this EV phase (i.e. the relational, the mental, the behavioural, the material and the verbal) and they are expressed by verbs such as *is, are, show, etc.* The existential processes do not occur in this EV phase.

The sample instances below exemplify how the transitivity processes are inherently expressed by the verbs in the clause configurations as can be observed here: in the first we have the verb *was* (attributive relational) and *was based* (attributive relational) and in the second *should be seen* (perceptive mental). In this respect the participant functions and types and the related clause elements that express them can be described as follows: in the first we have *the syllabus* (Carrier, NHP), *attractive* (Attribute, NHP), *it* (Carrier, NHP) and *on language in use* (Attribute/Circumstance, NHP), in the second *Functional syllabus* (Identified, NHP), *not as a replacement of the structural syllabus* (Identifier/Circumstance, NHP), *as complimentary to a structural syllabus* (Identifier/Circumstance, NHP). Given the context, at the higher semiotic level these transitivity processes are exercised as a sequence of processes that sub-phasally realises a Judgement (JU) micro-function in which the speaker (lecturer) makes judgements on the notions and functions of syllabuses. This transitivity-generated JU micro-function in its turn phasally serves to realise an Evaluation (EV) macro-function in the LD-in-text 7 in which the speaker treats the existing notions and functions under consideration in evaluative terms. Observe the sample text fragments.

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[6..266]. So the syllabus was attractive because it was based on language in use.

[6..267]. Functional syllabus should be seen not as a replacement of the structural syllabus but as complimentary to a structural syllabus.

6.2.3.7.5   Experiential realisations of CT phase of the LD-in-text 7

The experiential process features that are characteristic of the Consent (CT) phase of the LD-in-text 7 are the being (attributive and identifying), sensing and behaving processes. Following this, in transitivity terms there are three dominant process types that realise and characterise the CT phase of the LD-in-text 7: the relational, the mental and the behavioural. The relational processes occur predominantly. As a matter of fact, on the whole these three process types are the only process types that occur in this CT phase (i.e. the relational, the mental and the behavioural) and they are expressed by verbs such as *is, are, see, want, was born.* The verbal and existential processes do not occur in this CT phase.

The sample instance below illustrates how the verb *'ll see* in the clause configuration serves to express the inherent transitivity process of a perceptive mental type. In line with the inherent transitivity process, here there are two inherent participant functions which are involved and one participant type which is associated with them. They are expressed by *I* that functions as a Senser which is a human participant (HP) and *you* that plays its role as a Phenomenon which is also a human participant (HP). In addition to these inherent participant functions we have the non-participant elements *again* as a Circumstance of Temporal Extent and *next week* as a Circumstance of Temporal Location. It should be noted here that the appearance of *I* in the configuration as a singular speaker-only pronoun on

the one hand and *you* as a plural listener-only pronoun on the other implies that there are two different parties taking part in the lecture as a semiotic event, in that the speaker is taking an exclusive position, in the sense that she is seeing herself as "I am a member of the class of lecturers but the other participants are members of another class" (I versus you). So, in this respect the *I-you*-expression differs from other possible linguistic expressions such as *We 'll see each other again next week.* (Note that the first inherent participant in the instance below, which is typically expressed by the subjective pronoun *I*, would generally be absent from such a clause configuration, but this is not what happens in the sample clause instance here). Let me proceed with the analysis of the given transitivity process in its relation to the higher semiotic configurations. In this respect I would say that this transitivity clause configuration that embodies a perceptive mental process with the verb *see* is one example of a clause configuration variant that is characteristic of a Leave-taking (LT) micro-function in support of a Consent (CT) phase in any lecture discourse in general and in this given LD-in-text 7 in particular. Thus, to use a brief and common statement, in the given context this transitivity process sub-phasally realises a Leave-taking (LT) micro-function, and this transitivity-generated LT micro-function in its turn phasally realises a Consent (CT) macro-function in the LD-in-text 7. Observe the sample text fragment.

[6..268]. I'll see you again next week.

The last but never the least relevant sample clause configurations to be presented here are observable below. As the instance shows, there are two transitivity process types that occur in the clause configurations and they are inherently

expressed by two different verbs: in the first line (clause) we have the verb *was* that inherently expresses an identifying relational process and in the second we have the verb *was born* with the negative *not* that expresses a material process. To make it clear, based on the given context the first clause can simply be reworded as something like *Last time, in the 70s, in the teaching the syllabus used was the structural syllabus* and the second clause, which represents a student's utterance in response to the first, can be reworded as *I was not born yet*. Taking this as a base, I would interpret that the verb *was* in the first clause of the sample instance below inherently expresses an identifying relational process whereas the verb *was not born* in the second inherently expresses a material process. Following this, the inherent participant functions and types and the related clause elements that express them are: in the first we have *it* as a NHP Identified and *straight structural* as a NHP Identifier and in the second there is no explicit participant function or type expressed in the clause configuration, and in addition to the processes and participant functions and types we have the non-participant elements *Last time* as a Circumstance of Temporal Location, *in the teaching* as a Circumstance of Spatial Location, *the 70s* as a Circumstance of Temporal Location and *yet* as a Circumstance of Temporal Extent. At the higher semiotic level of analysis, this two-clause sequence of transitivity processes sub-phasally realises a Humour (HM) micro-function in which the speaker (lecturer) expresses something intentionally or supposedly humorous. The first clause expression is intentionally humorous if at least one of these senses applies: the speaker (lecturer) produced the utterance that was deliberately intended to be humorous in itself (others might or might not see it as something homorous) irrespective of

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whatever response to it would be, or else the speaker did not mean it to be humourous in itself but she expected that it would motivate one, some, many, most or all of the students to produce a humorous response to it (as is implied in the student's response *was not born yet* that invites the non-linguistic form of 'utterance' (i.e. 'laugh'). If neither of these applies to the first clause expression, as a sequence of processes these transitivity processes still bear the sense of humour in them and in this respect these processes locate themselves within the sub-phasal confines of a Humour (HM) micro-function. At the higher semiotic level of analysis this HM micro-function in its turn phasally realises a Consent (CT) macro-function in the LD-in-text 7. Observe the sample text fragment.

[6..269].   L: Last time it was straight structural in the teaching, the 70s,
             S: was not born yet.
             (students laugh)

6.2.3.7.6   Summary of the LD-in-text 7

The LD-in-text 7 has been described particularly in experiential, transitive, micro-functional and macro-functional terms. The main points of this LD are summarised below.

(1). The Mental process type most prominently realises and characterises the Discourse Structuring (DS) phase, subsequently the Material, the Relational, the Behavioural and least prominently the Verbal.

(2). The Material process type most prominently realises and characterises the Substantiation (SU) phase, subsequently the Relational, the Verbal, the Mental, the Behavioural and least prominently the Existential.

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(3). The Material process type most prominently realises and characterises the Conclusion (CO) phase, subsequently the Relational, the Mental, the Verbal and least prominently the Behavioural.

(4). The Relational process type most prominently realises and characterises the Evaluation (EV) phase, subsequently the Material, the Mental, the Behavioural and least prominently the Verbal.

(5). The Relational process type most prominently realises and characterises the Consent (CT) phase, subsequently the Verbal and least prominently the Mental.

(6). The Human participant type realises and characterises the LD-in-text 7 more prominently than the Non-human participant type.

(7). The participant function of Human Actor most prominently realises and characterises the LD-in-text 7, subsequently that of the Sayer, the Senser, the Verbiage, the Behaver, the Existent, the Carrier, the Receiver, the Beneficiary, the Attribute, the Attributor, the Phenomenon, the Identifier, the Identified, the Initiator, the Inducer and least prominently the Assigner

(8). The participant function of Non-human Attribute most prominently realises and characterises the LD-in-text 7, subsequently that of the Identified, Identifier , Phenomenon, Goal, Range, Actor, Senser, Behaver and least prominently the Verbiage.

(9). The Location circumstantial type most prominently realises and characterises the LD-in-text 7, subsequently the Matter, the Manner, the Role, the Cause, the Extent, the Accompaniment, the Angle and least prominently the Contigency.

To complement the enumerated points above, summaries of the LD-in-text 7 are also presented in the figure and tables below. Firstly, the following figure and table contain summaries of frequency distribution of process types in the phase types of the LD-in-text 7.

Table 6.28: Summary of frequency distribution of process types in the phase types of the LD-in-text 7.

Process types Phase types	Rel	Mat	Men	Verb	Beh	Exist	Overall
Su	190	70	39	38	10	14	361
Ds	35	20	37	13	27	5	137
Co	23	12	8	10	7	1	61
Ev	8	2	6	2	5	0	23
Ct	4	0	3	0	2	0	9
Overall	260	104	93	63	51	20	591
Percentage	43.993	17.597	15.736	10.66	8.629	3.384	100

The following figure contains a summary of frequency distribution of process types in the LD-in-text 7.

Figure 6.7: Summary of frequency distribution of process types in the LD-in-text 7

Figure 6.7: Frequency distribution of process types in the phase types of LD-in text 7

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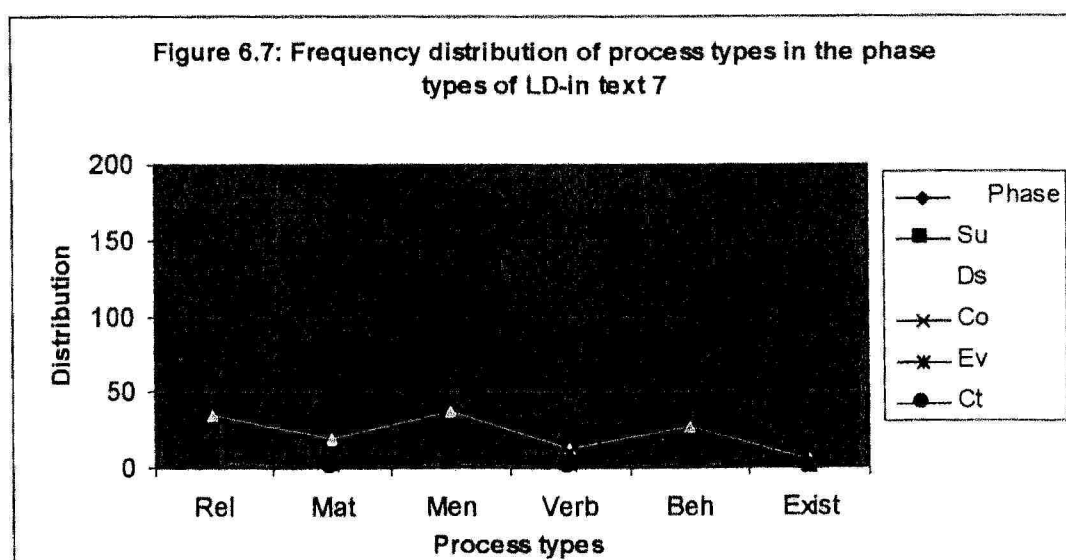
The table below represents a summary of frequency distribution of participant functions and types in the LD-in-text 7.

Table 6.29: Summary of frequency distribution of participant functions and types in the LD-in-text 7.

Participant types / Participant functions	Human	Non-human	Overall	Percentage
Carrier	20	100	120	15.27
Attribute	5	131	136	15.36
Identified	2	130	132	9.55
Identifier	2	122	124	11.23
Actor	80	5	85	8.37
Goal	0	64	64	6.30
Senser	51	3	54	5.32
Phenomenon	4	65	69	6.79
Sayer	63	2	65	6.40
Verbiage	40	1	41	4.03
Behaver	40	2	42	4.13
Existent	22	0	22	2.16
Attributor	5	0	5	0.49
Assigner	1	0	1	0.09
Initiator	2	0	2	0.19
Inducer	2	0	2	0.19
Range	0	13	13	1.28
Beneficiary	9	0	9	0.88
Receiver	19	0	19	1.87
Target	0	0	0	0
Overall	345	670	1015	100

The table below presents a summary of frequency distribution of circumstantial types in the LD-in-text 7.

Table 6.30: Summary of frequency distribution of circumstantial types in the LD-in-text 7.

Circumstantial types	Overall
Extent	3
Location	55
Manner	24
Cause	5
Contigency	0
Accompaniment	2
Role	11
Matter	27
Angle	1
Overall	128
Percentage	12.36

6.3 Overall summary of the LD-in-texts

With respect to the degree of LD potentiality realisation measured in terms of frequency of experiential transitivity process type occurrences, as is indicated in the table below, the revealing evidence is that the LD-in-text 5 demonstrates the highest degree of potentiality realisation as regards the experiential transitivity processes in the overall production of the LD-in-texts as a whole, subsequently the LD-in-text 6, the LD-in-text 7, the LD-in-text 3, the LD-in-text 1, the LD-in-text 2 and finally the LD-in-text 4 as the lowest.

With respect to the degree of prominence measured in terms of frequency of occurrence of each experiential transitivity process type, the table below demonstrates the revealing evidence as follows:

(1). The Relational process type occurs most prominently in the overall production of the LD-in-text as a whole, subsequently the Material, the Mental, the Behavioural, the Verbal and least prominently the Existential.

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(2). The Relational process type occurs most prominently in the LD-in-text 5, subsequently in the LD-in-text 7, the LD-in-text 6, the LD-in-text 1, the LD-in-text 3, the LD-in-text 4 and least prominently in the LD-in-text 2.

(3). The Material process type occurs most prominently in the LD-in-text 6, subsequently in the LD-in-text 5, the LD-in-text 3, the LD-in-text 1, the LD-in-text 4, the LD-in-text 2 and least prominently in the LD-in-text 7.

(4). The Mental process type occurs most prominently in the LD-in-text 6, subsequently in the LD-in-text 7, the LD-in-text 2, the LD-in-text 3, the LD-in-text 4, the LD-in-text 1 and least prominently in the LD-in-text 5.

(5). The Behavioural process type occurs most prominently in the LD-in-text 7, subsequently in the LD-in-text 5, the LD-in-text 6, the LD-in-text 3, the LD-in-text 4, the LD-in-text 1 and least prominently in the LD-in-text 2.

(6). The Verbal process type occurs most prominently in the LD-in-text 4, subsequently in the LD-in-text 5, the LD-in-text 3, the LD-in-text 1, the LD-in-text 7, the LD-in-text 2 and least prominently in the LD-in-text 6.

(7). The Existential process type occurs most prominently in the LD-in-text 4, subsequently in the LD-in-text 7 and LD-in-text 5, the LD-in-text 1 and the LD-in-text 3, the LD-in-text 2 and least prominently in the LD-in-text 6.

Categorically, the transitivity processes may be classified into three groups of prominence in occurrence, in which the first group is the most prominent occurring group of transitivity processes, the second is the fairly prominent and the third is the least prominent occurring group of transitivity processes.

Table 6.31: Overall summary of frequency distribution of process types in the LD-in-texts.

Process types LD-in-texts	Rel	Mat	Men	Beh	Ver	Exist	Overall	Percentage
LD-in-text 1	202	132	70	26	23	16	469	11.8
LD-in-text 2	167	129	83	20	52	14	465	11.7
LD-in-text 3	187	159	82	39	14	16	497	12.5
LD-in-text 4	165	133	75	30	32	21	456	11.4
LD-in-text 5	397	200	49	60	35	20	761	19.3
LD-in-text 6	226	298	85	50	55	12	726	18.4
LD-in-text 7	260	104	93	51	63	20	591	14.9
Overall	1597	1159	527	294	272	114	3963	100
Percentage	40.3	29.2	13.3	7.4	6.9	2.9	100	

The table below indicates the relative frequencies of the different options in the process types. As the figures in the table indicate, various experiential transitivity processes of the six types occur most prominently (frequently) in the Substantiation (SU) phase, realising and characterising this phase as such that this phase in its turn appears most prominent in the overall production of the LD-in-text as a whole. This most prominently occurring phase that is realised and characterised by the highest frequency of the overall experiential transitivity process occurrence is subsequently followed by the less prominently occurring phases in the order of the following: the Discourse Structuring (DS) phase, the Conclusion (CO), the Evaluation (EV) and finally the Consent (CT) phase as the least prominent phase. Furthermore, it should be noted that almost three quarters of all the transitivity processes occur in the Substantiation (SU) phase, with only about one quarter occurring in the other phases. This being the case, there is a high degree of difference between the Substantiation (SU) phase on the one hand and the other phases by virtue of the differently occurring experiential transitivity

Table 6.32: Overall summary of frequency distribution of process types in the phase types of the LD-in-texts.

Process types / Phase types	Rel	Mat	Men	Verb	Beh	Exi	Overall	Percen-tage
Su	1072	830	193	192	112	82	2481	62.2
Ds	244	192	279	57	128	30	930	23.2
Co	198	109	44	20	23	6	400	10,0
Ev	82	34	18	5	12	0	153	3.8
Ct	23	4	8	0	2	0	37	0.9
Overall	1619	1169	542	274	277	120	4001	100
Percentage	40.4	29.2	13.5	6.8	6.9	3.0	100	

In respect of the degree of prominence measured in terms of frequency of occurrence of each experiential transitivity participant function, Table 6.33 below demonstrates the revealing evidence as follows:

(1). The Carrier as one transitivity participant function of the Attributive Relational process type occurs most prominently in the overall production of the LD-in-text as a whole, subsequently the Attribute, the Actor, the Goal, the Identifier, the Identified, the Phenomenon, the Senser, the Sayer, the Behaver, the Verbiage, the Range, the Existent, the Receiver, the Beneficiary, the Attributor, the Assigner, the Initiator, the Inducer, and least prominently the Target.

(2). The Carrier as the first inherent transitivity participant function of the Attributive Relational process type occurs most prominently in the LD-in-text 5, subsequently in the LD-in-text 7, the LD-in-text 6, the LD-in-text 1, the LD-in-text 2, the LD-in-text 3 and least prominently in the LD-in-text 4.

(3). The Identified as the first inherent transitivity participant function of the Identifying Relational process type occurs most prominently in the LD-in-

text 5, subsequently in the LD-in-text 7, the LD-in-text 6, the LD-in-text 3, the LD-in-text 1, the LD-in-text 2 and least prominently in the LD-in-text 4.

(4). The Actor as the first inherent transitivity participant function of the Material process type occurs most prominently in the LD-in-text 6, subsequently in the LD-in-text 5, the LD-in-text 3, the LD-in-text 2, the LD-in-text 4, the LD-in-text 7 and least prominently in the LD-in-text 1.

(5). The Senser as the first inherent transitivity participant function of the Mental process type occurs most prominently in the LD-in-text 4, subsequently in the LD-in-text 2, the LD-in-text 6, the LD-in-text 7, the LD-in-text 3, the LD-in-text 5 and least prominently in the LD-in-text 1.

(6). The Sayer the first inherent transitivity participant function of the Verbal process type occurs most prominently in the LD-in-text 7, subsequently in the LD-in-text 2, the LD-in-text 6, the LD-in-text 5, the LD-in-text 4, the LD-in-text 3 and least prominently in the LD-in-text 1.

(7). The Behaver as the first inherent transitivity participant function of the Behavioural process type occurs most prominently in the LD-in-text 5, subsequently in the LD-in-text 6, the LD-in-text 7, the LD-in-text 4, the LD-in-text 2, the LD-in-text 3 and least prominently in the LD-in-text 1.

(8). The Existent as the inherent transitivity participant function of the Existential process type occurs most prominently in the LD-in-text 5, subsequently in the LD-in-text 7, the LD-in-text 3, the LD-in-text 1, the LD-in-text 2, the LD-in-text 4 and least prominently in the LD-in-text 6.

The degree of prominence (frequency) of the other transitivity participant functions in the LD-in-texts is also observable in the table.

Table 6.33: Overall summary of frequency distribution of participant functions in the LD-in-texts.

LD-in-texts Participant functions	LD1	LD2	LD3	LD4	LD5	LD6	LD7	Overall	Perce ntage
Carrier	121	112	97	85	224	136	155	930	13.80
Attribute	121	119	104	84	203	139	156	926	13.73
Identified	70	56	76	54	176	85	97	614	9.10
Identifier	83	64	74	55	168	88	114	646	9.60
Actor	75	113	122	105	155	219	85	874	12.97
Goal	60	42	106	70	122	196	64	660	9.80
Senser	30	64	49	68	32	63	54	360	5.34
Phenomenon	38	64	60	85	60	68	69	444	6.60
Sayer	13	51	14	27	35	49	65	254	3.77
Verbiage	11	48	11	30	36	43	41	220	3.26
Behaver	10	30	30	32	50	46	42	240	3.56
Existent	17	16	18	16	22	10	22	121	1.80
Attributor	1	1	2	8	2	6	5	25	0.38
Assigner	0	1	1	8	10	4	1	25	0.38
Initiator	0	0	0	2	2	1	2	7	0.10
Inducer	0	0	0	1	0	0	2	3	0.04
Range	26	25	30	25	22	45	13	186	2.75
Beneficiary	6	8	7	6	20	39	9	95	1.40
Receiver	0	5	4	12	28	40	19	108	1.60
Target	0	0	0	1	1	0	0	2	0.02
Overall	682	819	805	774	1368	1277	1015	6740	100

The participant profile concerning the experiential transitivity participant types is summarised in the table below. In this respect the participant types fall into two categories: the Human (HP) and the Non-human participants (NHP). As is observable in the table below, comparatively the NHP type occurs much more prominently (frequently) than the HP. As to the degree of experiential transitivity participant type potentiality realisation measured in terms of frequency of experiential transitivity participant type occurrences, the table below indicates that the LD-in-text 5 demonstrates the highest degree of potentiality realisation with

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respect to the experiential transitivity participant types in the overall production of the LD-in-texts as a whole, subsequently the LD-in-text 6, the LD-in-text 7, the LD-in-text 3, the LD-in-text 2, the LD-in-text 4 and finally the LD-in-text 1 as the lowest. Furthermore, the table also reveals that in the overall production of the LD-in-text as a whole the highest degree of HP occurrences applies to the LD-in-text 6, subsequently the LD-in-text 4, the LD-in-text 7, the LD-in-text 2, the LD-in-text 4, the LD-in-text 5 and finally the LD-in-text 1 as the lowest. Comparatively, the highest degree of NHP occurrences refers to the LD-in-text 5, subsequently the LD-in-text 6, the LD-in-text 7, the LD-in-text 3, the LD-in-text 2, the LD-in-text 1 and finally the LD-in-text 4 as the lowest.

Table 6.34: Overall summary of frequency distribution of participant types in the LD-in-texts.

Participant types LD-in-texts	Human	Non-human	Overall	Percentage
LD-in-text 1	161	521	682	10.11
LD-in-text 2	397	422	819	12.15
LD-in-text 3	276	529	805	11.95
LD-in-text 4	356	418	774	11.49
LD-in-text 5	399	969	1368	20.29
LD-in-text 6	542	735	1277	18.94
LD-in-text 7	345	670	1015	15.11
Overall	2476	3894	6740	100.0
Percentage	36.73	57.77	100	

In respect of the degree of experiential transitivity circumstantial type potentiality realisation in terms of frequency of experiential transitivity circumstantial type

occurrences in the overall LD-in-texts, the table below demonstrates that the highest degree of prominence (frequency of occurrence) falls into the Location circumstantial type, subsequently the Manner, the Matter, the Accompaniment, the Cause, the Extent, the Role and finally the Angle as the lowest. The table below also shows the comparative profile of the LD-in-texts with respect to the frequency distribution of the circumstantial types, in which the LD-in-text 6 gains the highest degree of circumstantial element productivity, subsequently the LD-in-text 5, the LD-in-text 1, the LD-in-text 2, the LD-in-text 3, the LD-in-text 4 and finally the LD-in-text 7 that gains the lowest.

Table 6.35: Overall summary of frequency distribution of circumstantial types in the LD-in-texts.

LDs \ Circumstantial types	LD 1	LD 2	LD 3	LD 4	LD 5	LD 6	LD 7	Overall	Percentage
Extent	2	10	7	10	20	10	3	62	5.98
Location	60	59	64	55	72	101	55	466	45.0
Manner	15	33	25	15	27	30	24	169	16.31
Cause	7	7	14	3	5	19	5	60	5.78
Contigency	2	1	0	0	2	2	0	7	0.66
Accompani-ment	13	14	14	10	26	25	2	104	10.4
Role	4	3	4	5	7	4	11	38	3.65
Matter	20	20	13	9	15	10	27	114	11.0
Angle	1	4	2	2	5	0	1	15	1.44
Overall	124	151	143	109	179	201	128	1035	100
Percentage	11.98	14.58	13.81	10.53	17.29	19.42	12.36	100	

6.4   Discussion and conclusion

The experiential description has been provided in reference to the experiential realisations of the situational (discoursal) variables and sub-variables of the seven lecture discourses (LD-in-texts) under investigation. Specifically, the description

has been focussed on the experiential process features that are characteristic of the LD-in-texts. At the transitivity level of analysis, the analysis has been focussed on the identification and description of the occurrences of the dominant transitivity process types, participant functions and types and circumstantial types in particular. To provide a clear picture, this transitivity-level analysis has been concurrently related to the higher semiotic levels of analysis: the micro-functional level and the macro-functional level.

As the findings show, in terms of transitivity processes the relational process type represents the predominant feature of each LD-in-text, except the LD-in-text 6 whose predominant feature is realised and characterised by the material process type. In the overall scale, this relational process type represents the predominant feature of all the LD-in-texts compared to the other process types across the LD-in-texts. The occurrence of the relational process type is far above the average occurrence of each process type. The second rank in the overall scale is the material process type followed by the mental process type in the third.

My interpretation is that the evidence mentioned above has no relation with the medium types of mode employed by the LD-in-texts. This is proven by the fact that although the LD-in-texts present different types of mode with respect to the medium types, on the whole the LD-in-texts share the same tendency to be realised and characterised by the relational transitivity process type. Thus, for example the LD-in-text 1 primarily presents a non-spontaneous, speaking-of-what-is-written-to-be-read medium; the LD-in-text 2 primarily presents a non-spontaneous, speaking-of-what-is-written-to-be-read medium; and this is also true

with the LD-in-text 4. On the other hand, the LD-in-text 3 presents a spontaneous, monologuing type of medium, whereas the LD-in-text 5, the LD-in-text 6 and the LD-in-text 7 primarily use spontaneous, conversing types of medium. Despite these differences, as a matter of fact on the whole the LD-in-texts are realised and characterised by the predominant feature of the relational process type. So, what are then the motivating factors that lie behind the predominant occurrence of this relational process type? In what follows, I shall try to seek answers to this very question.

The first factor that has motivated the relational process type to dominate the LD-in-texts as a whole relates to the goal-oriented lecturing/learning methods/techniques that are employed by the lecturers in the context of knowledge/information transfer to be carried out. To this end, the lecturers choose the methods or techniques that they think efficient and effective to achieve the common goal. On the part of the lecturers, the overall or global (i.e. discoursal) goal of the lecture discourse-in-texts is in principle to provide knowledge/information to the students and to this end the speakers (as *academically* responsible lecturers) present definitions of relevant concepts and notions to the students. In this respect knowledge/information transfer in the academic setting has some relevance to so-called *technicality* in 'languaging'. In this, as Wignell *at al.* (1987:47) point out, one way of introducing technical terms is through relational process clauses. This being the case, the relational process type appears predominant in the transitivity realisation and characterisation of the

LD-in-texts under study. (For further discussion of technicality, see for example Halliday & Martin 1993:56-59, Eggins 1994:71, 74 and Harvey 1999:55).

Specifically, what has been raised above is reflected in the occurrences of the micro-functional processes of the Definition (DE) type in particular, which have allowed the occurrences of the transitivity processes of the relational type to take place. To illustrate the points, for example the lecturers initially demand knowledge/information from the students to ensure that the knowledge/information being transferred has been learned. The students then would provide 'other' definitions of the concepts and notions being asked as a response. In this, the relational processes occur again. Sometimes the students' definitions do not reflect the received notions or concepts. If this is the case, the lecturers would elaborate the defined concepts and notions as such that the students get them right. And the relational processes recur. As Harvey (1999:55) points out, definition techniques of this kind would allow transitivity processes of the relational type to occur more dominantly than transitivity processes of any other types; and this is precisely what has happened across the LD-in-texts.

The second motivating factor relates to the world of teaching-learning methodology. In this, the primary speaking participants (i.e. lecturers) in the lecture discourse activities tend to apply varied teaching-learning methods, two of which stand out: the deductive and inductive teaching-learning methodology. One reason for the existence of this tendency is motivated by the fact that the lecturers mostly begin the lectures with the presentation of general facts, principles, ideas, concepts or notions. This is carried out by providing the students with general

explanations and definitions of those things, from which relational processes prominently emerge. This is coupled by the fact that the lecturers would then proceed with the particular info, providing the students with particular examples and details, also by way of defining things, whereby relational processes occur here and there. In the context of teaching-learning (lecturing) methodology, as has been indicated above, this means that in the lecturing process the lecturers employ deductive lecturing methods or techniques, in which the activities start from the general to the particular information.

The dominance of the relational processes over the other process types has also been triggered by the occurrences of the other process types themselves. That is to say, the dominance of the relational process type is also attributed to the following procedures: (1) the lecturers describe events or activities, in which case the material processes are dominant, (2) the lecturers then check the students' understanding of the events or activities, in which case the mental processes are dominant, and (3) the lecturers finally generalise their explanations in which the events or activities and the students' cognition, perception and affection are encoded in nominalisation, from which the relational processes emerge. In this respect the activity in question takes place when the lecturers summarise and emphasise certain facts, concepts or points particularly by way of identifying and classifying what has been described or discussed. It is particularly here that the occurrence of the relational processes is dominant.

Furthermore, the lecturers sometimes start with the particular facts, events, principles, ideas, concepts or notions, from which they then move on to the

general info. That is to say, instead of taking or following the general information as a departure point and subsequently moving to the particular things, here and there throughout the development of the given lecture discourse activities the lecturers now and then also take the opposite direction, moving from the particular to the general info. This evidence has relevance to some other context, that is, to the context of teaching-learning (lecturing) methodology. For one thing, this evidence implies that to a greater or lesser degree the lecturers perform some other way of delivering the lectures, making the lecture discourse-in-texts as a whole relatively dynamic in nature. For another thing, in practical terms this evidence implies that the lecturers as the 'primary' speaking participants also apply inductive methods or techniques in the developmental creation of the lecture discourse-in-texts.

It occurs to me that the application of the inductive lecturing methods or techniques, in which the activities start from the particular to the general information, has also generated and increased the occurrences of the relational clause processes. In this respect the linguistic processes in which the relational process type is dominant may be illustrated in the following sequence of transitivity processes: *One is the theoretical linguistic research..., whereas we have the other type which is the applied linguistic research... The third type is the research into language teaching..., etc.* (For a fuller representation of these sequential transitivity processes, see the LD-in-text 1. Sequences of relational processes such as this may occur any where (in any paragraph) throughout the development of any given lecture discourse-in-text under investigation,

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considerably affecting the degree of relational process dominance over the other transitivity process types.

Another motivating factor that is worth mentioning here that has also generated and increased the greatest degree of dominance of the relational process type over the other transitivity process types has a close relationship with the first motivating factor mentioned above. The creation and development of the LD-in-texts under study are contextually motivated and of the various contextual variables there is the so-called *goal* variable. In this context the contextually motivated LD-in-texts under study means that they are goal-motivated. As I see them, the goal phenomena are multi-level phenomena. To relate this to the present study, the LD-in-texts under consideration embody three interrelated functional goals and these goals have motivated the creative semiotic processes of the LD-in-texts: (1) the overall or global (i.e. discoursal) goal, (2) the macro-functional or phasal goal, and (3) the micro-functional or sub-phasal goal. The first one of these has been discussed above in relation to its function as a motivating factor that has generated and increased the dominance of the relational process type over the other transitivity process types.

Let me start from the micro-functional variables that have enabled the relational process clauses to gain its prominence over the other transitivity process clauses. There are various micro-functional process types that have the potential to occur in discourse in general or in lecture discourse in particular. The micro-functional process types and patterns that occur in the LD-in-texts vary from LD to LD. However, the focus here is on how particular existing micro-functional processes

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have motivated particular transitivity processes to occur. The technical or operational terms that are used in this study have in fact signalled how potential they are to be the motivating factors for particular transitivity process types to appear in the LD-in-texts. Let me clarify this by exemplification.

The following three micro-functional process types are the potential functional variables that may have motivated the relational transitivity processes to take place in the LD-in-texts: (1) the micro-functional processes of the Definition (DE) type, (2) the micro-functional processes of the Exemplification (EX) type, and (3) the micro-functional processes of the Summary (SM) type. From the names themselves, one may infer that these functional terms would have a close relation with transitivity processes of the relational type. However, this should not be taken for granted, for it is not yet the whole story. To ensure that these potential micro-functional processes do influence the occurrences of the relational processes in question, one would need to relate them to the higher and potential semiotic variables, that is, to the potential macro-functional variables. In this respect, based on the analysis of the LD-in-texts as functional resources for meaning and wording, let me briefly specify and enumerate my interpretative and concluding points with a supporting instance for each statement that is derived from the corpus as can be observed below.

(1). An inference can be drawn from the data that the occurrences of the micro-functional processes of the Definition (DE) type within the confines or in support of the occurrences of the macro-functional processes of the Substantiation (SU)

type in particular has motivated the occurrences of the transitivity processes of the relational type. Observe the sample text fragment below.

[6.294]. Reading involves understanding the whole sense of sequence of written or printed words.

(2). An inference can be drawn from the data that the occurrences of the micro-functional processes of the (EX) type within the confines or in support of the occurrences of the macro-functional processes of the Substantiation (SU) type in particular has motivated the occurrences of the transitivity processes of the relational type. Observe the sample text fragment below.

[6.295]. OK. For example the word programme in British is spelt with double m

(3). An inference can be drawn from the data that the occurrences of the micro-functional processes of the Summary (SU) type within the confines or in support of the occurrences of the macro-functional processes of the Conclusion (CO) type in particular has motivated the occurrences of the transitivity processes of the relational type. Observe the sample text fragment below.

[6.296]. So the ultimate aim is to make learners more efficient readers.

Apart from the motivating factors discussed above, there is one other motivating factor that has allowed the transitivity processes of the relational type to be the most prominent of all in the LD-in-texts, and this is related to the question of *what* or *who* is being referred to or talked about in the first place. It can be inferred from the corpus that the speaker talks about something which is related to the *what*

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aspect in the real world and the real world is non-human, inanimate and abstract and is concerned with states of affairs or the like, the first potential transitivity process type to occur would generally be the relational one, with the first inherent participant function being either an Identified or a Carrier. If the speaker talks about something which is related to the *who* aspect in the real world and the real world is human (would typically be so), animate (would typically be so) and concrete (would typically be so) and is concerned with practical/observable activities or the like, the first potential transitivity process type to occur would generally be the material one, with the first inherent participant function being typically a Actor.

Let me now proceed to the second rank in the overall scale which refers to the transitivity processes of the material type. An inference drawn from the corpus relates to the fact that the lecturers have a tendency to demonstrate and/or simulate what practically happens in the outer world and what people actually do and how they do it out there. The lecturers as the primary speaking participants in the lectures bring the actual doings and happenings into the lecture room by verbally encoding and describing them through the transitivity grammar representation, from which the transitivity processes of the material type emerge. Furthermore, the occurrences of the material processes are also generated by the lecturers' attempt to show how certain techniques of doing things, particularly teaching techniques, are to be put into practice. In this respect the lecture discourse activities as reflected linguistically in the LD-in-texts under investigation indicate that demonstration and simulation have been commonly used as teaching-learning

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techniques in the lecture room. They seem to be viewed as efficient and effective ways of construing the 'natural' reality of the world out there and of bringing them into the lecture room.

As with the relational process type, the transitivity processes of the material type have also been motivated by the micro-functional and macro-functional processes of particular types. Let me briefly specify and enumerate the points by relating the different levels of semiotic processes to each other wherever relevant and possible. This is observable below.

(1). An inference can be drawn from the data that the occurrences of the micro-functional processes of the Explanation (EP) type within the confines or in support of the occurrences of the macro-functional processes of the Substantiation (SU) type in particular has triggered the occurrences of the transitivity processes of the material type. In the micro-functional processes of the Explanation (EP) type the speakers (lecturers) make expansion and elaboration. This being the case, the language of action works more frequently, from which the material processes emerge.

As can be inferred from the first sample instance below that is derived from the corpus, an explanation that is realised in this way relates to an attempt to present observable world realities in semiotic terms, in which the realities are in transitivity terms relevantly realised through the material processes, i.e. through the semiotic processes of construing activities or events in the intrinsic and extrinsic world realities (realities inside oneself and realities outside oneself). In academic discourse in general, explanations are necessary and expansion and

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elaboration provide breath, depth or height to the values of activities, events, principles, ideas and so forth; and the lecture discourse-in-texts under study are no exception. Observe the second sample text fragment below in particular.

[6.297]. You're changing some lexical items.
[6.298]. We could use the syllabus designing the test.
[6.299]. You can start making errors, you start opening books, you start relating new items, etc

(2). An inference can be drawn from the data that the occurrences of the micro-functional processes of the Orientation (OR) type within the confines or in support of the occurrences of the macro-functional processes of the Discourse Structuring (DS) type in particular has motivated the occurrences of the transitivity processes of the material type. In other words, the occurrences of the material processes are also well demonstrated by the micro-functional processes of the OR type in the DS macro-function. Observe the first sample text fragment below. In the micro-functional processes of the Reminder (RE) type for the future activities or events, the material processes also occur. Observe the first sample text fragment below. In this respect the lecture discourse is more activity-focussed or event-focussed, in which the attention is paid more to what the participants (lecturers and students) will do or what events will take place in the (near) future. Observe the second sample text fragment below.

[6.300]. Next week we'll move into the next segment,
[6.301]. In the tutorial we will go into writing.
[6.302]. Ok, moving on to the three basic questions,

As activity-focussed processes that are related to the real and observable doings, it is to be expected that Actors as the first inherent participant functions in transitivity processes of the material type would be dominantly human participants instead of non-human participants whereas Goals as the second inherent participants would be dominantly non-human participants instead of human participants. As the findings show, this is precisely what happens with the LD-in-texts, in which most of the Actors are human participants whereas most of the Goals are non-human participants.

The third rank in the overall scale refers to the transitivity processes of the mental type. Having closely observed the data across the LD-in-texts, one can infer that the occurrences of the transitivity processes of the mental type are particularly motivated by the occurrences of the micro-functional processes of the Reminder (RE) type within the confines or in support of the occurrences of the macro-functional processes of the Discourse Structuring (DS) type. As far as my observation is concerned, I find that the micro-functional processes of the RE type themselves, which find their expressions particularly through the transitivity processes of the mental type that recur in each LD-in-text, are more often than not motivated by the need to stress, illustrate or explain particularly important things or points.

Furthermore, the occurrences of the transitivity processes of the mental type are also related to some other context, that is, the context of teaching-learning methodology. It occurs to me that there seems to be a need to go beyond the given lecture discourse activities with respect to the lecture materials and contents in

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particular, and I think this is a general characteristic of any lecture discourse activity as an academic undertaking, in which the lecturers would particularly be concerned with what has or has not been lectured to or learned (and understood) by the students, what is or is not to be lectured or learned at the time and what will or will not have to be lectured or learned in days to come. This is also evidently true with respect to the context of the present data, in which the lecturers are frequently motivated by the need to remind the students or to make them think of what has been learned before, of what is to be learned at the time, of what will have to be learned in the near future or the like. This is observable in the sample text fragment below.

[6.303]. Please bear this in mind...,
[6.304]. Rremember [that] I have given you...
[6.605]. You have to consider that.....

In the teaching-learning context these sequential transitivity processes, in which the mental processes are dominant, represent one typical example of so-called "linking technique" in lecturing.

As the findings show, in terms of participant types both human and non-human participants are involved in the LD-in-texts. The Sensers as the first inherent participants in the transitivity processes of the mental type are found to be conscious beings that refer to the speakers themselves as human participants in the LD-in-texts, whereas the Phenomenons as the second inherent participants are found to be generally non-human participants which may refer to things, facts, thoughts, desires or the like. The fact that the Sensers prominently represent the speakers themselves (who are physically present in the lectures) implies that the

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transitivity processes in question reflect the feature of being the *here-and-now* sensing processes which are inherently related to the *I-and-you* (or *we*) sensing participants.

In addition to the discussion of the three major transitivity process types above, let me briefly discuss the minor process types, namely the transitivity processes of the behavioural as the first prominent, the verbal as the second prominent and the existential type as the third prominent. I shall do this in turn.

Firstly, as behaviour-focussed processes that are related to the behaving, it is evident that Behavers as the first inherent participant functions in transitivity processes of the behavioural type are dominantly human participants instead of non-human participants whereas Phenomenon as the second inherent participants are dominantly non-human participants instead of human participants. Secondly, as verbal-focussed processes that are related to the saying, it is evident that Sayers as the first inherent participant functions in transitivity processes of the verbal type are dominantly human instead of non-human whereas Verbiage as the second inherent participants are dominantly non-human instead of human. Thirdly, as existential-focussed processes that are related to the existing, it is evident that Existents as the inherent participant functions in transitivity processes of the existential type are dominantly non-human.

To turn briefly to the additional elements associated with the transitivity processes, as is evident in the statistical figures presented previously, the circumstantial elements of the location type are most prominent in their

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occurrence in the lectures subsequently followed by those of the manner, the matter, the accompaniment, the extent, the cause, the role, the angle and lastly the contigency. The fact that the various circumstances are not created equally across the transitivity process types occurring in the lecture discourses-in-texts under investigation is not surprising. The evidence supports the similar findings in Matthiessen's study (1999:1) on circumstantial processes and representations within the transitivity confines of linguistic semiotic phenomena. One important question to answer here is the question of why the circumstantial elements of the location type are most prominent in their occurrences in the transitivity clause processes of the lecture discourses-in-texts in this study. My short answer to this is that it is closely related to the fact that these most prominent circumstantial elements of the location type have the potentials to occur in any transitivity process types, and those potentials as possible choices within the transitivity processes across all types have actually been chosen by the participants of the lecture discourses-in-texts to achieve particular goals.

The descriptive analysis of linguistic processes with specific respect to the experiential (i.e. description of the semantic and transitivity realisations or representations of the lecture discourses-in-texts has been performed. Attempts have been made to relate the linguistic processes to the relevant situational (discoursal) variables particularly for the purpose of achieving the qualitative values at the experiential level of analysis.