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PART I: INTRODUCTION

1. Rationale

In the process of learning English, I have profoundly realized that English semantics is rather abstract with a large scope including word meaning, sentence meaning, utterance meaning. Each type of meaning includes many different parts. For examples, sentence meaning has grammaticality, acceptability and meaningfulness, the principle of compositionality, variables in the function of sentence meaning, the representational meaning, the interpersonal meaning. It is rather complex and not used regularly in the fact. However, It is an essential part in syllabus for English major students. It provides the major knowledge of English language for the learners and help them deeply understand its characteristics and know the way to use it better and better, so they need to study it well but in fact, it is not easy at all. The learners have difficulties when using it. They spend much time on learning it, but the understanding of its characteristics is limmited. For the reason, a study on representational meaning – one of basic part of English semantics has been chosen as the title of my graduation paper.

1. Aims of the study on the representational meaning

Generally speaking, the representational meaning is abstract part in English semantics. It is not close to the fact. Therefore, the majority of learners have difficulties when using it. They make mistakes when distinguishing between types of the representational meaning. Therefore, this graduation paper focuses on the representational meaning with its scopes and characteristics to help learners well distinguish its types and use it flexibly and exactly in studying.

3. Scope of the study :

Semantics is large category in English language with its scopes such as word meaning, sentence meaning utterance meaning. However, due to my limited knowledge, the writer only concentrate on the study on the representational meaning. It is particularized at the 3 main kinds of the representational meaning including processes, participants and circumstances with their definitions and characteristics.

4. The method of the study :

With the desire of making English representational meaning clear and specific, my methods of the study are data collection from having discussion with supervisors, friends, reading materials (text books, reference...) and collecting typical examples.

5. Design of the study

This study provides a clear organization consisting of three main parts that help an easy exploration and practical benefits gained for readers as well:

Part one is the introduction including rationale, scope of the study, aims of the study, the method and design of the study; Part two is entitled development and divided in to three chapters: Chapter I is the theoretical background, chapter II is the representational meaning including definitions and characteristics of its types and chapter III is implication including the difficulties of the learners when using it and suggested sollution;

Part three is conclusion, summarizing what have been discussed in the previous.

PART II : DEVELOPMENT

CHAPTER I : THEORITICAL BACKGROUND

1. Semantics

1.1 - Definition of semantics:

There are many authors who define semantics.. Some of the most typical definitions listed as follows:

Semantics is the systematic study of meaning in language. In other word, it is the study of how language organizes and expresses meaning.

[Nguyen Hoa, 2004]

Semantics deals with the literal meaning of words and the meaning of the way they are combined, which taken together form the core of meaning or the starting point from - which the whole meaning of a particular utterance is constructed.

[Lyons (1995: Xii)]

Semantics is concerned with the meaning of non sentence such as phrases and incomplete sentence just as much as with whole sentence.

[2;19]

1.2 - The approaches of semantics:

There are 3 main approaches of semantics including lexical semantics, formal semantics and cognitive semantics.

1.2.1 - Lexical semantics:

Lexical semantics is a field which deals mainly with word meaning and relations between them. It covers various theories of the word structure, the differences and similarities in lexical semantic structure between different languages and relationship of word meaning to sentence meaning and syntax.

[15;19]

1.2.2 - Formal semantics:

Formal semantics is called formal since it attempt to adapt analytical techniques from formal logic to the study of meaning. It is concerned with relation between expressions especially sentences which express propositions. The basic tenet of formal semantics is that it considers proposition as the meaning of the sentence, which is identified with the set of possible words and it is concerned with its truth condition.

The main focus of formal semantics is on truth conditions, entailment, reference, denotation, contradiction model, inference, quantification.

[15;19]

1.2.3 - Cognitive semantics:

Cognitive semantics is seen as mapping from linguistic expression to cognitive structures and language is seen as part of the cognitive structure.

[15,21]

The main tenets of the cognitive semantics can be summarised as follows:

a) Meaning is conceptualisation in the cognitive model. More precisely, it involves the mapping from the expression of the language to some mental entities and doesn't concern itself with such important concepts of formal semantics as reference and truth.

[15;21]

b) Cognitive models are mainly perceptually determined as it happens cognitive structures are connected to our perceptual mechanisms either directly or indirectly. Thus, meaning are more or less perceptually grounded.

c) Semantic elements are based on the spatial or topological objects. Mental structures applied in cognitive semantics are the meaning of linguistic expression.

d) Cognitive models are primarily image – schematic.

e) Semantics is primary to syntax and partly determines it .

f) Concepts show prototype effect

[15;21]

Cognitive semantics is concerned with important notions as perspective, imagery construal, figure ground organization, abstraction, conceptual metaphor.

1.3 - Semantics properties:

Accepting the fact that the meaning of an expression can be viewed as combination of features, we can decompose the meaning of a word into what we call semantic features or properties. Consider the word “mandate” in the following example :

E.g.: “I think I have a mandate to make the government work again”.

[15,49]

Our adequate knowledge of the word “mandate” tells us that “mandate” is an authority given to “somebody” or “organization” by people who support. We will know that it is not like word “responsibility” which just means a “duty”, it is given to “somebody” or “organization” not an “animal” and especially by whose support it. Such features are called semantic features. They can be used to define the meanings of a word. And the method involving the use of these properties is called “componential method”

[15;49]

One and the same semantic feature may be part of the meaning of many different words. Female is a semantic property that helps to define:

bitch	hen	actress	maiden
doe	more	debutante	widow
ewe	vixen	girl	woman

We should also notice that the last word “girl, woman” are characterized by another property “human”. The following table shows how the componential

method is employed to decompose the meaning of a number of word (adapted from et al, 1984:167)

Property	actress	baby	Girl	bachelor	mare
human	+	+	+	+	+
female	+	+	-	+
young	...	+	+	-	-

There are many more properties which define the meaning of the word. Some scholar believe that it is possible to the limited number of these semantic properties that could be employed to defined the meaning of the lexicon of anylanguage. However, there is much disagreement as to what constitutes a semantic property. There are difficulties involved. For example, the word “ baby” can not be defined either as “ male or “female. ” since a baby can be either sex.

[15;50]

1.4 - Scopes of semantics

1.4.1 - Word meaning

1.4.1.1 - Form and Expression:

Word are also considered expression.

Words and word form are distinguished from each other in terms of distinction between lexical meaning and grammatical meaning.

E.g.: cook – cooks, cooking, cooked .

[15;67]

Different forms of the word will share the same lexical meaning but different grammatical meaning .

E.g.: Lovely, lovelier, loveliest.

Different words may share grammatical meaning but different lexical meaning .

E.g.: love, hate, eat, drink.

[15;68]

1.4.1.2 - Lexical and grammatical meaning revisited:

The lexical meaning of the word really means the individual and reflective meaning of a word.

The grammatical meaning can be defined as relationships between words based on contrastive features of arrangements in which they occur.

[15;85]

1.4.1.3 - Components of word – meaning:

There are 4 major components of word –meaning:

a) Denotation which includes: conceptual and referential meanings; Denotation exists by virtue of what it refers to.

[15;51]

b) Connotation including stylistic, affective, evaluative and intensifying is the pragmatic communicative value the words acquires by virtue of where, when, how and by whom, for what purpose and in what context it is or may be used.

c) Structural meaning, which is the meaning a word acquires by virtue of its membership in a system or a set. It includes reflected meaning, collative meaning, associative meaning and thematic meaning.

[15;51]

d) Categorical meaning is one part of grammatical meaning which words derive from being a member of one category rather than another (nouns rather verbs and so on). Words fall into such categories as Noun, verbs, Adjectives, Prepositions, conjunction.

[15;51]

1.4.1.4 - Semantic field (lexical field)

1.4.1.4.1 - Definition of semantic field:

A lexical / semantic field is the organization of related words and expressions into a system which shows their relationships to one another.

The value of a word is determined by defining it in relation to the value of neighbouring or contrasting words. Thus, the vocabulary of a language is viewed as an integrated system of lexemes interrelated in sense.

A semantic field is a set of interrelated senses based on a conceptual field or spectrum.

[15;126]

E.g.: In terms of colour : 4 primary color terms: Blue, green, yellow, red.

[15;126]

Environment : overfish, overexploit, pollute, contaminate, ozone depletion, rain forests.

Beach : towel, umbrella, lotion, bikini, sand.

Carpenter: lumber, nails, drills, saw, chisel.

Dentist: filling, cavity, extract, pull.

Degree of redness : red, Scarlet, orange, Crimson, rose.

[Arnold (1986) i.v]

1.4.1.4.2 - Ways of grouping words:

- Thematically

Words of the same part of speech that cover the same conceptual field.

E.g.: cooking: boil, bake, fry, broil, steam.

- Ideographically

Words of different parts of speech but thematically related.

E.g.: Holiday: to book (a flight), a package tour, hotel, luxurious, etc .

1.4.2 - Sentence meaning

1.4.2.1 - Definition of sentence meaning:

A sentence is a large unit of grammatical organization within which parts of speech (noun, verb, adjective ...) and grammatical classes (word, phrase, clause) are said to function. In English, a sentence normally contains one independent clause.

The meaning of a sentence is not the sum of the meaning of the word used in the sentence. It is what a sentence means regardless of context and situation in which it may be used .

It is more correct to regard it as function of the meaning of the word used in the sentence, modality and structural meaning signaled by the way words are organized in to sentence.

[1;15]

1.4.2.2 - Proposition

1.4.2.2.1- Definition of proposition:

A proposition is that part of the meaning of the utterance of a declarative sentence which describes some states of affairs.

[1;19]

A proposition is defined as the invariant meaning expressed by a sentence, devoid of any modality.

E.g.: She is probably right.

[15;190]

Proposition: she is right .

Modality: Probable – impossible

In semantics, the letters ‘p,q,r’ are often used as symbols of propositions.

[15; 190]

Proposition involves in the meanings of not only declarative, but also interrogative and imperative sentence.

E.g.: Is she right ?

Be careful.

[15;191]

The state of the affairs typically involves person or things referred to the expression in the sentence. In uttering a declarative sentence, a speaker typically asserts a proposition.

1.4.2.2.2 - proposition content:

A proposition usually consists of: (a) something which is named or talked about known as argument or entity, (b) an assertion or prediction made about the argument.

E.g.: The man bit the dog.

The dog bit the man.

[15;192]

Predicate : Bite

Two argument : Man, Dog

The meaning of a sentence consists of the predicate, argument (s) and role of each argument .

Arguments refer to entities while predicates deal with events, properties, attributes and states.

Those individuals that are independent and can stand alone are arguments.

Things like qualities, relations, actions and processes that are dependent and can not stand alone are termed predicates .

E.g.: My computer

Break down, fast, new.

[3;152]

1.4.2.2.3 - Semantic roles

1.4.2.2.3.1 - Definition of semantic roles:

Semantic roles are a means to represent sentence meaning in logical term. They are usually assigned to noun and noun phrases according to the relation they hold with the predicate.

E.g.: Mary opened the window

[15;194]

Mary is preparing breakfast.

[15;195]

1.4.2.2.3.2 - Levels of generality:

Semantic roles can exist at three levels of generality.

1. Verb “specific ” roles

E.g.: Runner, killer, hater, smeller, receiver, located, sent to..

[15;192]

2. Relation or thematic roles are generalization across the verb- specific roles.

E.g.: Agent (doer, giver, speaker, dancer, runner...)

Experiencer (liker, thinker, feeler, lover..)

Instrument, patient, sources, stimulus ...

[15;193]

3. Generalized or macro roles are generalization across the thematic relations

Actor (agent, instrument, recipient ...) Undergoer (experiencer, patient, stimulus ...).

1.4.2.2.3.3 - Common types of semantic roles:

Semantic role	Examples
Agent /does	<u>She</u> opened the door
Affected	Marry kicked <u>the dog</u>
Effected	She took <u>deep breath</u>
Locative	We reached <u>London</u> by mid night
Instrument /Means	<u>The key</u> open the door
Recipient	She gave <u>me</u> two books
Goal	He kicked <u>the dog</u>
Experiencer	<u>I</u> like the play.
Carrier	<u>She</u> is happy.
Identified	<u>Bill Gate</u> is the president
Identifier	Bill Gate is <u>the president</u>

[15;196]

1.4.3 - Utterance

1.4.3.1 - Definition of utterance:

Utterance meaning is what a speaker means when he makes an utterance in a certain situation.

[1,15]

Utterances consist of performative and constative ones.

1.4.3.2 - Types of utterances:

1.4.3.2.1 - Performative utterance:

A performative utterance is one that actually describes the act that it performs. It performs some acts and simultaneously describes that act.

E.g.: I promise to pay you tomorrow.

A typical performative utterance usually contains the first person pronoun

E.g.: I promise; I congratulate.....

These are all verbs describing speech acts. We classify them and performative verbs.

[[1;146]

1.4.3.2.2 - Constative utterances:

A constative utterance is one which makes an assertion. It is often the utterance of a declarative sentence, but is not performative.

Eg: I am trying to get this box with screwdriver.

It is a constative utterance because because it makes an assertion about a particular state of affair but not performative. The utterance doesn't simultanously describe and perform the same act.

[1;142]

CHAPTER II: THE REPRESENTATIONAL MEANING

1 - The representational meaning

The representational meaning is rather abstract in English semantics. Therefore the learners need to pay much attention to its general characteristics as follows to approach and study it easily.

According to Halliday, the experiential subcomponent of the representational meaning provides an account of the underlying content of a sentence or an utterance. It handles within its scopes:

- (a) Processes: actions, events, states, relations.
- (b) Participating entities (participants): persons, objects, abstractions.
- (c) Circumstances: time, places, reasons, conditions, results... which are associated with the process.

[15:154]

We all know that the nominal group represents the various types of participants. The verbal groups denote the process. And other types of units like the prepositional phrases of adverbial clauses realize the circumstance component.

[15:155]

E.g.: She kicked the dog out of the house.

[15:155]

The participants realized by NPs: she and the dog

The process realized by the verb: kicked

The circumstance realized by the PP : out of the house.

The relationships between processes, participants, and their circumstance are expressed through what Halliday terms transitivity network. Transitivity really means “ going through” or “extending to another entity”.

[15;155]

E.g.: Mary kissed the dog.

[15;155]

what we see here is that the participant “Mary” performs a doing – “kissing”, Which is directed at the goal “the dog ”

On the dimension of transitivity, clauses may be organized in to two types : The transitive and the ergative sentences to accommodate better the situation regarding the actual occurrence of sentence patterns.

[15;155]

In transitive sentence, the most prominent roles are actor, goal, if the process is one of the action

E.g.: I bought my wife a cake.

[15;156]

Or they are “attributor” and “attributant”. If the process is one of ascription (attribution)

E.g.: Bill Gates is the richest man in the world.

[15;156]

In the ergative type, the central roles are the “causer” of the process and the “affected” the participant affected by the process.

E.g.: Everyone likes the play.

[15;156]

It is possible to rephrase it in to “ the play pleases everyone”, or “the play causes him to like itself”.

Those sentences involving action process as defined above are called extensive, and those concerned with ascription (attribution) as termed intensive. Halliday also introduces another basic distinction between effective and descriptive extensive transitive sentences.

[15;156]

(a) Effective sentences

The action is goal directed or targed at another object called goal. This means that the sentence has to involve at least two participants.

E.g.: I bought a car.

[15;156]

Some sentences may have three participants.

E.g.: I gave her a flower.

[15;157]

(b) Descriptive sentences

It involves non – directed action since the sentence is associated with just one participant.

E.g.: The recruits marched. Actor – the recruits, Process - marched .

Halliday speaks of another type called “nuclear”.

(c) Nuclear sentences

It is the one associated with the either one or two participants.

E.g.: Mary open the door.

The door opened.

The door was opened (by Mary).

[15;157]

However there exists a possibility of transforming “The recruits marched “ into” “the sergeant marched the recruits”. To account for this sentence, Halliday uses another role, which is that of initiator, discretely from the actor role. Thus, we have: Initiator – the sergeant

process – marched

Actor - recruits

And the logical subcomponent handles logical relations between various types of elements of sentence and such relation as subordination and apposition.

2 - Functions of the representational meaning.

The representational meaning can be defined in terms of experiential and logical functions.

2.1 - The experiential function is to communicate ideas:

It is the main function by which a speaker expresses the content elements of his utterance, by referring to people, objects, states of affairs, events, qualities, places, actions and circumstances, all of which are parts of the world we live in.

[15;151]

E.g.: Bill Gates gave me books to read after each session.

[15;151]

2.2 - The logical function relates ideas to each other on an equal or subordinate basis:

E.g.: I came, I saw and I conquered. (equal)

The rise in Microsoft stock in 1996 meant that he made on paper about \$30 million a day. (subordinate)

[15,152]

3 - Scopes of representational meaning

3.1 - The process:

Process is a powerful concept which represents the possible world as consisting of going on: doing, happening, feeling and being.

[15;158]

Halliday (1994: 106-107) states that the processes in a language like English are constructed by the transitivity system. He also makes a distinction between what humans experience as going on “out there”, in the world around us and what we experience as going inside ourself. Thus the main type of the process that expresses out outer experience is called “material” process as opposed against the “mental” one that expresses our inner experience. But there is a third important element to be added. We learn to generalize to relate or connect our experience. This process is termed “relational”.

[15;158]

According to Halliday, the boundaries of the three main types of process are further ones not clearly set apart, but nevertheless recognizable as intermediate between the different pairs. Thus, between material and mental processes, we find behavioural process: those that represent outer manifestation of our inner working, the acting out of processes of consciousness and physiological states. The borderline of mental and relational processes are verbal processes that represent symbolic relationship constructed in human consciousness and enacted in the form of the language. The last one is the existential processes between the material and relational which are concerned with existence

[Halliday, 1994:107]

3.1.1 - Types of processes:

3.1.1.1 - Material processes: processes of doing

3.1.1.1.1 - Definition of material processes:

Material processes are those that express our outer experiences.

3.1.1.1.2 - Characteristics of material processes:

The material processes usually involve one or two entities :

An actor + a goal

[15; 159]

- If there is one entity, it is the actor

E.g.: The lion sprang.

Jack fell down.

If there are two entities , they are the actor and goal.

In this case:

The actor can do something to the goal.

[15;159]

E.g.: She hit the ball.

[15;159]

The lion caught the tourist.

The actor can create or bring about the goal.

[15;159]

E.g.: He has built a fortune along away.

[15;159]

Material processes are processes of ‘doing’. They express the notion that some entity ‘does’ something which may be done ‘to’ some other entity So we can ask about or ‘probe’ material processes by using the verb” do”

E.g.: what did the lion do?.

What did the lion do to the tourist?.

[16;110]

If there is goal of the process, as well as an Actor, the representation may come in either of two forms : either active, *the lion caught the tourist*, or passive, *the tourist was caught by the lion*.

1.The lion	Caught	the tourist	2.The tourist	was caught	by the lion
Actor	Process	Goal	Goal	process	Actor

Figure 1: active and passive clauses.

- Material process are not necessarily concrete, physical events; they may be abstract doing and happening

[15;159]

E.g.: The mayor resigned.

Actor Process

The president dissolved the committee.

Actor process goal

3.1.1.2 - Mental processes (processes of sensing)

3.1.1.2.1 – Definition of mental processes:

Mental processes are those that express our inner experiences. Mental processes involve two entities :

Senser (the conscious being that feels, sees or thinks) and phenomenon (that which is ‘sensed’, felt, thought or seen).

[15;160]

E.g.: Everyone likes the play

[15;160]

3.1.1.2.2 – Characteristics of mental processes:

- In a clause of mental process, there is always one participant who is human or human-like. This is the one that senses –feels, thinks or perceives.

[15;160]

E.g.: I like the gift.

[15;160]

In mental processes, Pets, domestic animals and other animals can be often treated as conscious. In other words, that only something being credited with consciousness can function as the one who feels, think, or perceives. One only has to put something in to that role in order to turn it in to a conscious being .

E.g.: The empty house was long for the children to return .

[Halliday, 1985 : 108]

- There is no trace of this pattern in material process clauses. In a material process, no participant is required to be human and the distinction between conscious and non – conscious beings simply plays no part.

- With regard to the other main elements in a clause of mental process, there is namely the one which is felt, thought or perceived. It may be only a person, thing or a fact

E.g.: Jane saw the stars

Jane saw that the stars had come out.

[16;115]

- In a material process, every participant is a thing: that is, it is a phenomenon of our experience, including of course our inner experience or imagination – some entities (person, creature, object, institution or abstraction), or some processes (action, event, quality, state, or relation). Any of these things may also, of course, be the object of consciousness in a mental process. We can say “Mary liked a gift, Tim knows the city, Jane saw the stars” are ‘things’ that could appear in a material process also. But we can also say:

Mary was pleased that she’d got a present.

Tim realised that he was in a big city.

In these examples, what is being ‘sensed’ is not thing but a fact.

- A fact, in this sense, can never be a participant in a clause of material process. Grammatically speaking, facts can be sensed-seen, felt or thought; but they can not do anything, nor can they have anything done to them. When we meet an expression such as *the fact that his father was ill upset him*, we know that *upset* is being used in the sense of the mental process.

- A third distinction between material and mental process is that of tense and aspect formal markings

In the mental process, the unmarked present tense is the simple present; we say:

E.g.: I like the book. (not I am liking the gift)

Do you know the city? (not are you knowing the city?)

I see the ghost over there. (not I am seeing the ghost over there.)

[15;161]

But in a material process the unmarked present tense is the present in present

E.g.: The teacher is speaking loud to the whole class (not the teacher speaks loud to the whole class).

The little boy is playing football (not the little boy plays football)

The president is selling his plan to congress. (not the president sells his plan to congress.)

[15;161]

We are not saying that the other tense can not occur; both tenses are used with both types of process. But the other one is the marked option in each case and this means that it carries a special interpretation. The simple present with a material process is general or habitual.

E.g.: They build a house for every employee.

[16;115]

The Present in present with a mental process is a rather highly conditioned kind of inceptive aspect, as in I feel I am knowing the city for the first time (‘I am getting to know’); This is somewhat difficult to contextualize, with the result that, taken out of the context, it is quite likely to be understood as something else.

E.g.: I am seeing the ghost over there as a material process

[15;161]

These tense patterns are set out in the following table :

Tense / process	Present	Present in present
Material	(marked) They build a house (for every employee)	(unmarked They are building a house
Mental	(Unmarked) I know the city	(marked) I am knowing the city (for the first time)

Mental processes can be realized in either direction – either the senser or the phenomenon that is being sensed can be the subject, still keeping the clause in the active voice. There are some verb that pair off fairly closely in the meaning like the following table .

Some examples can be found in Halliday (1994,117):

Like type	Please types
I like it	It pleases me
I fear it	It frightens me
I wonder at it	It amazes me
I don't understand it	It puzzles me
I enjoy it	It delights me
I mind it	It upsets me
I admire it	It impresses me

[15,161]

- Mental processes are processes of feeling, thinking and seeing. They are not kinds of doing and can not be probed or substituted by the verb 'do'.

E.g.: She didn't speak to me about it. Oh, I think she did

[15;162]

We do not say: What does he do? – He knows the answer.

- Within the overall category of mental process, the mental processes can be categorised into three principle sub-types:

(a) perception (seeing, hearing, noticing, etc)

E.g.: We hear it coming.

(b) affection (liking, fearing, hating, etc)

E.g.: I like the book.

[15;160]

(c) cognition (thinking, knowing, understanding, realizing, believing, etc)

E.g.: I believe you.

[16;114]

3.1.1.3 - Relational processes

3.1.1.3.1 - Definition of relational processes:

Relational processes are those that connect to our experiences. They are processes of being .

[15;162]

E.g.: He is a smart boy

The chairman is my brother.

[15;162]

3.1.1.3.2 - Characteristics of relational processes:

- As the term “ relational” suggests, this is not “being” in the sense of existing. There is a related, but distinct, category of existential clauses, such as ‘there was a storm’. In the view of Halliday, a relational process has two parts to the “ being ”: something is said to “be” something else or relation is being created between two separate entities.

[15;163]

E.g.: Bill Gates is rich.

Tomorrow is the 10th

She has a wonderful boy.

[15;163]

- Every language accomodates, in its grammar, some systematic construction of relational process. The English system of relational processes operates with three main types:

- (1) Intensive 'x is a'
- (2) Circumstantial 'x is at a' (where 'is at' stands for 'is , at ,in, on, for, with, about,along,etc.')
- (3) Possesive 'x has a'

Each of these comes in to distinct modes:

- a) Attributive 'a is an attribute of x'
- b) Identifying 'a is the identity of x'

This gives six categories of relational process,as set out in the following table:

Type:	(i) Attributive	(ii)Identiyng
(1)Intensive	Bill Gates is rich.	Bill Gates is the chairman.
(2)Circumstancial	My sister was in New York.	Tomorrow is the 10 th The 10 th is tomorrow
(3)Possesive	She has a woderful boy.	This pen is Mary's. Mary's is this pen.

[15;163]

The examples given in this table bring out one important difference between the attributive and identifying mode. The identifying ones are reversible so that the x and the a can be switched around: Bill Gates is the chairman or the chairman is Bill Gates. The attribute ones are not reversible: there is no form rich is Bill Gates which agnate to Bill Gates is rich . This is one of a number of significant distintions between the two modes.

- In this type of relational clause, the most typical verb is be and x and a are nominal groups. At the same time, many verbs other than be also occur and this is another distinguishing feature: the verbs used in identifying and in attributive process belong to two different classes. There are also differences in this kinds of nominal element that occur as attribute and as identity.

3.1.1.3.2.1 - Intensive processes – attributive:

- In the attributive mode, an entity (the carrier) has some quality (Attribute) ascribed or attributed to it.

[16;129]

Some examples of of intensive attributive clauses

Today's weather	is going to be	warm and sunny
The minister	didn't seem	sure of himself
Your story	sounds	complete nonsense
The baby	turned	in to a pig
Mice	are	timid creatures
Carrier	Process: intensive	Attribute

- There are four characteristics of attributive clauses which distinguish them from identifying ones .

i) The nominal group functioning as attribute is typically indefinite: it has either an adjective or common noun as head and, if appropriate, an indefinite article (eg: is /are wise, is a poet, are poets). It can not be a proper noun or a pronoun.

ii) The verb realizing the process is one of the “ascriptive” classes:

[Phase: inceptive] become, turn (in to), grow (in to), get, go

[(phase: durative) remain, stay (as), keep

[phase, appearance] seem, appear, qualify as, turn out, end up (as)

[phase, sense- perception] look, sound, smell, feel, taste (like)

[neutral] be, feel.

If the Attribute is common noun without an adjective in front of it, it is usually expressed as if it was a circumstance (with preposition following the verb, as indicated; Attributes with noun Head are rare with the verbs keep, go get, where they would be highly ambiguous .

iii) The probe for such clauses is what?, how? or what...like?

E.g.: what is Paula?

How did the minister seem ?

What will today' weather be like ?

[16;121]

iv) These clause are not reversible: there are no passive forms such as complete nonsense is sounded by your story; while clauses such as a poet is paula ,wise is sarah, are archaic or literary variant, not systemically agnate forms.

3.1.1.3.2.2 - Intensive process : identifying:

- In the identifying mode, something (Identified) has an identity (identifier) assigned to it. What this means is that one entities is being used to identify another. “x” is identified by a or ‘a’ serves to define the identity of ‘x’. Structurally We label the x element, that which is to be identified, as the identified and the a – element, that which serves as identity, as the identifier

E.g.:

The deadliest spiders in Australia	Are	the funnel web
The one in the back row Today's meeting Mr Garrick C-a-t	must be represents played spells	You The last chance for a compromise Hamlet Cat
Identified	Process	Identifier

The characteristics of identifying clauses that contrast with those of attributive clauses listed as follows:

i) The nominal group realizing the function of identifier is typically definite: it has a common noun as head, with the or specific determiner or else a proper noun or pronoun. The only form with adjective as head is the superlative.

ii) The verb realizing the process is one from the 'equative' classes:

[role] play, act as, function as, serve as.

[sign] mean, indicate, suggest, imply, show, betoken, mark, reflect .

[equation] equal, add up to, make

[kind / part] comprise, feature, include

[significane] represent, constitue, form

[example)] exemplify, illustrate

[symbol] express, signify, realize, spell, stand for ,mean

[neutral] be, become, remain

iii) The probe for such clauses is which?, who?, which?, who...as(or what?) if the choice is open- ended)

E.g. who is the one in the back row ?

Which are the deadliest spiders?

Who/what did Mr Garrick play?

[16; 123]

Iv) These clauses are reversible. All verbs except the neutral be, become , remain (and those with following preposition like act as) have passive forms.

E.g.: Hamlet was played by Garrick

Cat is spelt c-a-t.

[16;123]

Clauses with be reversible without change in the form of the verb

E.g.: Funnel webs are the deadliest spiders in Australia.

- In other word, identified and identifier can be come in either order. But since they can come in either order and either element can take on either of the two function. This means that there are four possibilities here not two:

(which is the clever one ?) The clever one is Alice / Alice is the clever one.

(which is Alice ?) Alice is the clever one/ the clever one is Alice.

❖ Circumstantial and possessive processes.

The same distinction between attributive and identifying models is found in the other two types of relational process, the circumstantial and the possessive but there are some further subdivision.

3.1.1.3.2.3 - Circumstantial- Attributive:

In the circumstantial type, the relationship between the two terms is one of time, place, manner, cause, accompaniment, role, matter, or angle. These are circumstantial elements in the English clause and they are discussed in more detail.

In the attributive mode, the circumstantial element is an attributive that is being ascribed to some entity.

E.g.: My story is about a poor shepherd boy

[16;124]

These take two form: (a) one in which the circumstance is expressed in the form of the attribute, as here (about a poor shepherded boy; (b) the other in which the circumstance is expressed in the form of the process

E.g.: My story concerns a poor Shepherded boy.

[16;124]

a) Circumstance as attribute

- Here the attribute is a prepositional phrase and the circumstantial relation is expressed by the preposition (about, on, like, with...).

E.g.: My sister was in Newyork

[15;163]

Clause with ascriptive verbs of marked phase such as turn and look were treated as intensive even when they had a prepositional phrase after them.

E.g.: Caterpillars turn to in butterflies.

Penelope looked like an angel .

[16;130]

Note that Clause such as on the wall is / hangs a picture, through all his work runs a strong vein of cynicism, are not attributive but existential. The thematically unmarked form of these clauses is that beginning with existential there : there is (hangs) a picture on the wall. The prepositional phrase then appears initially as a marked theme; in that case the existential feature may be felt inexplicit although the there may still be present and will appear in any case in the tag : on the wall (there) is a picture, isn't there?

b) Circumstance as process:

- Here the attribute is a nominal group and the circumstance is expressed by the verb including concern, cost, weight, last.

[16;130]

E.g.: My story concerns a poor shepherd boy.

The fair lasted all night.

Your ticket cost fifty dollars.

[16;131]

The verb expresses a circumstantial relation such as 'be + matter', " be + extent in time ", "be + measure of weight " "be + measure of price". Being attributive, these are non - reversible, there are no passive equivalents such as a poor shepherd boy is concerned by my story, all night was lasted by the fair, five pounds is weighed by the fish, fifty dollars was costed by your ticket .

3.1.1.3.2.4 - Circumstantial – Identifying:

In the identifying mode, the circumstance takes the form of a relationship between two entities, one entity is being related to another by a feature of time, place or manner. As with the circumstantial attributive, this pattern may be organized semantically in either of two ways. The relationship is expressed either as a feature of the participants, as in ‘tomorrow is the tenth’, or as a feature of the process, as in ‘the fair takes up the whole day’.

a) Circumstance as participants

- In this type, it is the participants – identified and identifier – that are circumstantial elements of time, place and so on. The relation between the participants is simply one of sameness.

[16;128]

E.g.: Tomorrow is the tenth.

[15,163]

E.g.: The best way to go there is by train.

The real reason is that you are scared.

[16;131]

Tomorrow and the tenth are both time elements. Similarly in ‘the best way to get there is by train’, both the best way and by train express manner; in ‘the real reason is that you’re scared’, Identified and identifier are both expression of cause. The relation between the participants is simple one of sameness, these clause are in that respect like intensives, the only difference being that here the two halves of the question – the two ‘participants’ –are, so to speak, circumstantial element in disguise.

b) Circumstance as process:

- In this type, it is not the participants that are the expression of time, place or other circumstantial features but the process. In examples such as the fair takes up the whole day, applause followed her act, a bridge, crosses / spans the river, fred accompanied his wife, the daughter resembles the mother, the verbs take up, follow, cross, accompany, resemble are so to speak ‘circumstantial verbs’: they encode the circumstance of time, place, accompaniment, manner etc as a relationship between the participants. Thus take up means ‘be +for (extent in time)’; follow means be +after (location in time); cross, span means ‘be +across (extent in place)’; accompany means ‘ be +with’; resemble means ‘be +like’.

[5;143]

3.1.1.3.2.5 - Possessive processes – Attributive:

- In the possessive type, the relationship between the two terms is one of ownership, one entity possesses another.

- In the attributive mode, the possessive relationship may be expressed either as attribute, or as process.

[16;128]

E.g.: Peter has a piano.

The piano belongs to Peter

[15;163]

- If the relationship of possession is encoded as the attribute, then it takes the form of a possessive nominal group, the thing possessed is the Carrier and the possessor is the attribute. These are not, in fact, distinct from identifying clauses; the clause : the piano is peter’s could be either attributive, ‘the piano

is a member of the class of peter's possession or identifying, 'the piano is identified as belong to peter's.

[16;129]

- If the relationship of possession is encoded as the process, then two further possibilities arise. Either (one) the possessor is the Carrier and the possessed is the attribute as in "peter has a piano ". Here peter –ownership is an attribute being ascribed to the piano. Neither of the two, of course, is reversible, we don't say a piano is had by peter, peter is belonged to by the piano.

[1;129]

3.1.1.3.2.6 - Possessive processes – Identifying:

- In the identifying mode, the possession takes the form of relationship between two entities and again this may be organized in two ways, with the relationship being expressed either as a feature of the participants as in the piano is peter's, or as a feature of the process, as in peter owns the piano

a) Possession as participants

- Here the participants embody the notion of possession, some signifying property of the possessor, eg: peter's, the other signifying the thing possessed, eg: 'the piano' in 'the piano is peter's, both the piano and peter's express 'that which peter's possess', the relationship between them being simply one of identity.

[16;130]

b) Possession as process

- Here the possession is encoded as a process, typically realized by the verb 'own'.

E.g.: Peter owns the piano.

[16;163]

The participant is possessor - peter and possessed - the piano.

In addition to possession in the usual sense of 'owning', this category includes abstract relations of containment, involvement and the like. Among the verbs commonly occurring in this function are include, involve, contain, comprise, consist of, provide. Some verbs of this class combined the feature of possession with other semantic feature.

E.g.: exclude ' [negative] + have ', owe 'have 'on behalf of another possessor', deserve 'ought to have', lack 'need to have'.

In principle, possession can be thought of as another kind of circumstantial relation, which could be embodied in some such expression as at 'peter is a piano', "the piano is with peter". Many languages typically indicate possession by circumstantials of this kind. The nearest to this in English is the verb 'belong' ; compare the dialectal form is along o'me.

3.1.1.4 - Behavioural processes

3.1.1.4.1 - Definition of behavioural processes:

These are processes of (typically human) physiological and psychological behaviour, like breathing, coughing, smiling, dreaming and staring. They are the least distinct of all the six process types because they have no clearly defined characteristics of their own; rather, they are partly like the material processes and partly like the mental processes.

[15;164]

3.1.1.4.2 - Characteristics of behavioural processes:

- The participant who is behaving, labelled behavior is typically a conscious being, like the senser, but the processes are grammatically more like one of 'doing'. The usual unmarked present tense for behavioural processes is present in present, like the material processes.

[16;139]

E.g.: Why are you crying?

[16;164]

The following typical classification is taken from Halliday (1994:139)

i) [near mental] processes of consciousness represented as forms of behaviour.

E.g.: look, watch, stare, listen, think, worry, dream

[16;139]

ii) [near verbal] verbal processes as behaviour

E.g.: chatter, grumble, talk

[15;139]

iii) Physiological processes manifesting states of consciousness

E.g.: cry , laugh, smile, frown, sigh, snarl, whine.

[16;139]

iv) Other physiological processes: breathe, cough, faint, shit, yawn, sleep

v) [near material] bodily postures and pastimes

E.g.: sing, dance, lie (down), sit (up, down).

[16;139]

Many of these verbs also occur non-behaviourally, contrast think as behavioural process, in Be quite ! I am thinking, with think as mental process, in they think we are stupid.

Behavioural processes are almost always middle; the most typical pattern is a clause consisting of behavior and process only like don't breathe!, No one's listening, he's always grumbling. A common variant of these is that where the behavior is dressed up as if was a participant, like she sang a song, he gave a great yawn; For the function of the noun in such expression, certain types of circumstance are associated with behaviour processes.

[16;139]

E.g.: Dreaming of you.

Grumbled about the food.

[16;139]

Manner with remainder

E.g.: Breathe deeply , sit up straight .

- Note finally that, while behavioural processes do not 'project' indirect speech or thought, they often appear in fictional narrative introducing direct speech, as a means of attaching a behavioural feature to the verbal process of saying.

E.g.: kiss me!

[16;139]

3.1.5 - Verbal processes

3.1.5.1 - Definition of verbal processes:

Verbal processes are processes of saying. They represent symbolic relationships constructed in human consciousness and enacted in the form of language

[15;164]

3.1.5.2 - Characteristics of verbal processes:

- These are processes of saying, as in what did you say? - I said it's noisy in here , But saying has to be interpreted in a rather broad sense. It covers any kind of symbolic exchange of meaning like the notice tells you to keep quiet or my watch says it's half past ten. The grammatical function of you, I, the notice, my watch is that of sayer.

[16,140]

- Unlike mental processes, verbal processes do not require a conscious participant . The sayer can be anything that puts out a signal, like 'the notice or my watch, the light' in 'the light says stop, 'the guide book' in 'the guide book tells you where everything is. Such entities could not figure naturally as Senser in a mental process: my watch thinks it's half past ten is decidedly incongruous. But my watch says it is half past ten calls for no comment at all, a sayer can just as readily be it as he or she. For this reason, Verbal processes might more appropriately be called 'symbolic' processes.

[16,140]

Verbal processes involve four entities: a sayer, a verbiage, a target and a receiver.

1) Sayer can be anything that puts out signal or message.

E.g.: He said it loud to everyone

[15;165]

2) The Receiver is the one to whom the saying is directed.

[16;165]

E.g.: He repeated the word twice.

[16;165]

The receiver may be subject in a clause which is passive.

E.g.: I wan't told the whole the truth.

[16;141]

(3) The Verbiage is the function that corressponds to what is said. This may mean one of the two things.

[15;165]

It may be the content of what is said

E.g.: Can you describe the apartment for me?

The manager will outline his plan of campaign

The mystery's never been explained.

[16;141]

If verbal process is one that projects goods - services rather than information, like order or promise, the verbiage refers to these:

E.g.: I order a steak.

[16;141]

Those earring were promised to another customer.

It may be the name of the saying.

E.g.: A question in let me ask you a question.

[16;165]

This type also occurs with 'emty' verb like give and make

E.g.: give the order.

[16;141]

The name of a language is verbiage.

E.g.: They were speaking Arabic.

[15;165]

(3) The target is the entity that is targeted by the process of saying.

[15;165]

E.g.: She always praised him to the skies

[15;165]

- Here the sayer is as it were acting verbally on another party. Verbs that accept target such as *praise, insult, abuse, slander, flatter, blame, criticize*, do not easily project reported speech, this type of clause is closer to the actor + goal structure of a material process.

3.1.1.6 - Existential Processes

3.1.1.6.1. Definition of existential processes:

Existential processes are those that are connected with existence and lie between material and relational processes.

[15;165]

E.g.: There is a cat in the corner of the room.

[15;165]

3.1.1.6.2 - Characteristics of existential processes:

Existential processes represent something that exists or happens, as in 'there was a little guinea-pig', 'there seem to be a problem, has there been a phone call?', 'there isn't enough time. The word there in such clause has no representational function, but it is needed as a subject. Phonologically, it is non salient, and the vowel is often reduced to schwa (hence identical with the); it is thus distinct from the adjunct there which is a circumstantial element. Contrast existential there's your father on the line, with reduced there as subject and response oh, is there? and circumstantial relational there's your father, with salient there as adjunct and respond oh, is he?, where?

[16;142]

- Existential clauses typically have verb be; in this respect also they resemble relational process. But the other verbs that commonly occur are mainly different from either the attributive or identifying.

[16;142]

- One group is a small set of closely related verbs meaning 'exist' or happen: exist, remain, arise, occur, come about, happen, take place. The other group

embody some circumstantial feature such as time (follow, ensure), place (sit, stand, lie, hang, rise stretch, emmerge, grow).

[16;165]

But a considerable number of other verbs can be used in a range of abstract existential clauses such as “erupt, flourish, prevail”.

- Frequently an existential clause contain a distinction circumstantial elements of the time or place as in there was a picture on the wall if the circumstantial element is thematic, the subjects, there may be obmitted but it will still turn up if there is a tag : on the wall (there) was a picasso painting wasn't there?), all around (there) grew at thick hedge . Another very common way of ‘locating’ the process in space – time is to follow it with a non finite clause.

E.g.: There was an old woman tossed up in a basket .

[15;142]

- That object or event which is being said to exist is labelled, simply, existent. In principle, there can exist any kind of phenomenon that can be constructed as a ‘thing’, person, object, institution, abstraction, but also any action or event , as in ‘is there going to be a storm?’, ‘there was another robbery in the street’. And here the exist type of process. There is little difference in meaning between existential: there was a robbery and material: a robbery took place. Existttential processes are illustrated in the following figure:

There	is	a man	at the door
	process	Existent (entity)	Circumstance

[16;143]

On this borderline between the existential and the material, there is a special category of processes to do with the weather: METEOROLOGICAL processes like it's raining, the wind's blowing, there's going to be a storm. Some are construed existentially.

E.g.: There was a storm / hurricane/ wind/ breeze/ gale / shower /blizzard.

[16;143]

Some are construed as material events.

E.g.: The wind's blowing.

[16;143]

Some are construed as relational attributives.

E.g.: It's foggy / misty/ hot / humid / sunny / cold/ frosty.

[3;143]

Here it can be interpreted as a Carrier, since it is possible to substitute the weather, the sky or the (time of) day. Finally, some are construed as it + a verb in present in present tense: it's raining / hailing / snowing / freezing / pouring / dazzling / lighting / thundering.

3.2 - The participants

3.2.1 - Definition of participants:

The participants are those roles involved in the process (expressed by the predicator).The number of role- terms varies from linguist to linguist.

[15,167]

3.2.2 - Characteristics of types of participants:

There is a long detail listed of all the roles with their characteristics and typical examples

[15;167]

- Agentive including agent and actor- the creator of processes.

E.g.: he bought her flowers.

[7;145]

Goal- the target to which an action is directed.

E.g.: He brought me some cakes.

[16;145]

- Owner – the person or thing (entity) that possesses.

E.g.: She has a car.

[1;167]

- Possession – the person or thing (entity) that are possessed

E.g.: she has a car.

[5;145]

- Carrier – the entity that has feature expressed by the attribute.

E.g.: She is pretty.

[15;167]

- Attribute – the feature attributed to the carrier.

E.g.: She is intelligent.

[5;145]

- Identified – the entity that is identified.

E.g.: She is a good student.

[1;145]

Identifier – the entity that is used to identify the identified .

E.g.: She is a good teacher .

[5;142]

- Instrumental – the instrument involved in the process.

E.g.: The knife cut the cake .

[7;142]

- Locative – the entity that indicates the position or direction of the action or state expressed by the verb.

E.g.: She goes to school.

[2;167]]

- Factitive – the entity that is the result of the process.

E.g.: She make a cake .

[5;145]

- Beneficiary- the entity that benefits from the action expressed by the verb.

E.g.: He bought her flowers.

[16;145]

- Behaver –the participant that behaves.

E.g.: She smiles.

- Source - the point of origin of where the process come from.

E.g.: He rob me of the last chance to explain.

[1;163]

- Undergoer – the senser or experiencer that undergoes or experiences a process .

E.g.: He tasted the food .

[5;142]

- Commitative - the participant that accompanies the subject involved in a process or action expressed by the verb.

E.g.: She goes to the cinema with him.

[1;168]

Existent –the participant or entity that exist.

E.g.: There is a new member in the class.

[5;142]

3.2.3 - Other participant functions:

Process type	Category meaning	Participants
Material	doing	Actor ,goal
action	doing	
event	happening	

Behavioural	behaving	Behaver
Mental	sensing	Senser, phenomenon
perception	seeing	
affection	feeling	
cognition.	thinking	
Verbal	saying	Sayer , Target
relational	being	
attribution	attributing	Carrier,attribute
identification	identifying	Identified, identifier
existential	existing	Existent.

The participant function listed in the table above are those that are directly involved in the process: the one that does, behaves, senses, says, is or exist, together with the complementary function where there is one – the one that is done to, sensed. Grammatically these are the elements that typically relate directly to the verb without having a preposition as intermediary.

There are participant functions in the English clause, also specific to each particular process type. However, it is possible to group these together into general functions common to all clauses: the beneficiary and the range.

Beneficiary and range are the oblique or direct participants which in earlier stages of the language typically required an oblique case and or a preposition. Also, unlike the direct participants, they could not conflate with the subject function in the mood system.

3.2.3.1 – Beneficiary:

Beneficiary is the person for whose benefit or to whose detriment the action described by the sentence is carried out. It is usually assumed that the beneficiary, if mentioned, is distinct from both the agent and the affected.

[16,224]

The beneficiary appears in material and verbal processes, and occasionally in relation.

In a material process, the beneficiary is either recipient or client. The recipient is one that goods are given to; the client is one that services are done for. The preposition is “ to “ with recipient and “ for” with client.

3.2.3.2 – Range:

- Range is the element that specified the range or scope of the process.

[15;166]

E.g.: Jane sang a song .

[15;166]

This is the meaning behind the classical category of cognate object. However, cognateness is not a necessary feature. Most range element in English are not cognate to the verb even if they are close in meaning

E.g.: Game and play

[16;145]

- A range may occur in material, behavioral, mental and verbal processes.

In a verbal process, the beneficiary is the one who being adressed (the reciever)

E.g.: John told Mary a story.

John asked Mary a question.

[8;155]

There are also few relational processes (attribute) containing a beneficiary.

E.g.: She make him a good wife.

It costs him a pretty penny.

[8;156]

- Range in material or behavioural processes

The range either expresses the domain over which the process take place or expresses the process itself .

The range indicates the domain over which the process takes place. In this case, it is an entity which exist independently of the process.

[15;166]

E.g.: Mary climed the mountain.

John played the piano.

[8;155]

The range may not be an entity but rather another name of the process.

[15;166]

E.g.: John and Mary played tennis.

John sang a song.

John made a mistake.

[8;156]

- Range in verbal processes

In verbal processes, the range is the verbiage

E.g.: Describe the apartment to me.

She told a story

[16;166]

- Range in mental processes

In mental processes, the concept of the range helps to understand the structure we have already

Identified, that of sener and phenomenon. It is not an additional element, but an interpretation of the phenomenon in one of its structural configuration.

E.g.: I enjoyed the play very much

I understand your problems

John knows the answer.

[16;224]

3.3 - Circumstances

3.3.1 - Definition of circumstances:

This component is related to the processes. Typically, they occur freely in all types of processes. Most circumstances are realized by prepositional phrases; however, they can be clauses as well.

[16;168]

3.3.2 - Types of circumstances:

There are many types of circumstances (but not restricted to the following) such as:

- Time: She arrived home at 9 o'clock.
- Place: I met her at a small restaurant.
- Condition: If she comes, I will not see her.
- Concession: In spite of her parents' objection, her wedding still went ahead .
- Result: Bill worked so hard that he won his boss's favor.
- Manner: She beat her son with a ruler.
- Attending circumstances: As everyone is here, let's start.
- Cause: Because of the rain, the train was late
- Purpose: She is out for lunch now.

[16;168]

3.3.3 - Circumstantial in Halliday's view:

- Circumstantial of extent includes distance

E.g.: Stop every 10 yards.

[8;155]

- Location includes place and time.

E.g.: Place : work in the kitchen.

Time : Get up at six o'clock.

[8;155]

- Manner. The circumstantial element of manner comprises three subcategories : means, quality, comparison.

a) Mean refer to the means where by a process takes place. It is typically expressive by a prepositional phrase with ‘by’ or ‘with’

E.g.: The big was beaten with a stick

[3;145]

b) Quality is typically expressed by an adverbial group with – ly adverbs as head

E.g.: It was snowing heavily.

[3;244]

c) Comparison is typically expressed by a prep phrase with like or unlike .

E.g.: It went through my head like an earthquake.

[5;140]

- Cause : the circumstantial element of cause also comprise of three subcategories : reason, purpose, behalf.

a) Reason : represent the reason for which a process take place, what causes it.

E.g.: I love her because she is rich.

[16;131]

b) Purpose represents the purpose for which an action takes place, the intention behind it

E.g.: She went out for lunch.

[16;133]

c) Behalf represents the entity, typically a person on whose behalf or for whose sake the action is undertaken .

E.g.: I am writing on behalf of Aunt Jane .

[8;132]

- Accompaniment: this element represents the meaning of and ‘or’, ‘not’ as circumstantials

E.g.: Fred came with/ without Tom.

[8;155]

- Role : this category includes the subcategories of guise and product.

a) Guise corresponds to the interrogative ‘ what as?’

E.g.: I came here as a friend.

[8;155]

b) Product corresponds to the interrogative “ what in to ?” the meaning of ‘ become’

E.g.: Aren’t you growing in to a big girl?

[8;156]

- Contingency: Again there are three subtypes: condition, concession, default

a) Condition expresses the condition under which a process takes place

E.g.: In the event of a typhoon, open all windows.

[16;131]

b) Concession is expressed by in spite of, despite

E.g.: Despite the rain, the excursion was a great success.

[5;140]

c) Default is expressed by in the absence of, in default of

E.g.: In the absence of further evidence, we shall give them the benefit of doubt.

[5;141]

- Matter is related to verbal processes. It is the circumstantial equivalent of verbiage ‘ that which is describe, referred to, narrated ...The interrogative is “ what about?”

E.g.: They talked of many things.

[16;132]

- Angle is also related to verbal processes, but in this case to the sayer.

E.g.: According to a government spokesman, order has now been restored.

[8;155]

CHAPTER III: IMPLICATION

THE DIFFICULTIES OF LEARNERS WHEN USING REPRESENTATIONAL AND SUGGESTED SOLUTION

1. The difficulties of learners when using representational meaning

Due to the abstract, complex characteristics of the representational meaning, the learners particularly the students of English department have the difficulties in the processing of studying and using it in some following cases:

1.1 - Distinguishing between attributive and identifying:

Intensive type of relational processes is rather complex. It comes in to two distinct modes: attributive and identifying with characteristic of each mode. Therefore, the learners have difficulties distinguishing between them.

E.g.: He is a smart boy.

[15;162]

In the above sentence, they misunderstand between two characteristics of attributive and identifying. They particularly consider “a smart boy” as a characteristic of identifying but in fact, “a smart boy” is attributive. It has an indefinite article “a”, a typical feature of attributive.

In addition, the line between the attributive and identifying modes is less clear in the circumstantial than in the intensive type of relational clause. It is less obvious whether an expression such as on the mat designates a class (that has members – the class of things that are on the mat) or an identity (the thing that is identified by being on the mat.). For this complex feature, the

learners are difficult to distinguish attributive and identifying in the following examples:

The cat is on the mat The best place is on the mat.

The fair lasts all day The fair takes up the whole day.

The whole day is taken up by the fair .

[15;132]

1.2 - Distinguishing between types of relational processes in the following cases:

The relational processes have complex, large characteristics. The English system of relational processes operates with three main types: intensive, circumstantial, processive. Each of these come in to distinct modes:

Attributive: a is attribute of x

Identifying : a is the identity of x

In circumstantial processes – attributive , circumstance is expressed in the form of the attribute and the form of process. In circumstantial processes – identify, the circumstance takes the form of a relationship between two entities. The relationship is expressed either as a feature of the participants or as a feature of the process. In possessive processes - attributive, the possessive relationship may be expressed either as attribute or as process. In possessive processes – identifying, possessive relationship is expressed either as a feature of participants or as a feature of process. With these complex, large characteristics, the learners make mistakes when distinguishing between the types of relational processes.

E.g.: Peter has a piano.

Peter owns the piano.

[16;133]

The learners always make mistakes between 2 two verbs “ has, owns”. They consider them as possessive – attribute. But only the verb ‘has’ is one of possessive – attributive, the verb ‘own’ is the case of possessive –identifying. Therefore, they incorrectly identify entities : carrier - attributive, identified – identifier.

1.3 - Distinguishing between mental and behavioural processes:

Participant of behavioural processes who is behaving, labelled behavior, is typically a conscious being like the sender. In addition, behavioural processes are the least distinct of all the six process types. They have no clearly defined characteristics of their own, so in classification of behavioural processes, processes of consciousness (near mental processes) are represented as forms of behaviour. Therefore, the learners make mistakes between behavioural and mental process.

E.g.: He was watching you.

[16;139]

Many learners always consider “ watch ” as verb of mental processes but , in fact it is one of behavioural processes. Although it is near mental processes, verb ‘watch’ in the example above is used in the present continuous tense. This is one of verb characteristic of behavioral processes.

Many of these verbs also occur non – behaviourally, so the learners always have difficulties distinguishing behavioural and mental processes.

E.g.: Be quite! I' m thinking.

They think we're stupid.

[16;139]

Many learners consider the verb 'think' in both two sentences above as behavioural processes, but they are completely wrong. In fact, 'think' in the sentence 1 is behavioural processes, 'think' in the sentence 2 – mental ones.

1.4 - Distinguishing verbal and behavioural processes:

Verbal processes is near behaviour. With this complex characteristic, the learners sometimes make mistakes when distinguishing between verbal and behavioural processes.

E.g.: She was talking to her boyfriend.

[16;140]

In the sentence above, the learners sometimes consider 'talk' as verbal processes like the verb 'tell', but actually. It is behavioural processes.

1.5 - Distinguishing between material and behavioural processes:

Behavioural processes is near material processes with the verbs such as sing, dance, lie down, sit (up/ down). They are partly like material processes and partly like mental processes, so the learners mistake when distinguishing between behavioral and material processes.

E.g.: She sang a song.

[16;139]

The learners always identify ‘sang’ as material processes but it is behavioural ones.

1.6 - Distinguishing between material and mental processes:

E.g.1: I am seeing the ghost over there.

[16;161]

With this sentence, they make mistakes when defining material process. They forgot that distinction between material and mental processes is that of tense. In a mental process, the unmarked present tense is the simple present. Therefore, they consider ‘seeing’ as mental processes, but in fact, ‘seeing’ is material processes.

E.g.2: A person can learn to control stress by setting realistic goals.

[16;110]

The learners always consider the verb ‘learn’ as material; however, actually, It is mental process showing cognition. Therefore, they incorrectly identify ‘a person’. They consider it as actor, but in fact, it is undergoer that the senser or experiencer undergoes or experiences a process.

1.7- Identifying between the actor and goal:

The learners find it difficult identifying the actor and goal because the material processes are not concrete, physically events; they may be abstract doings and happenings.

E.g.: The mayor resigned.

Actor Process

The president dissolved the parliament.

Actor process goal

[15;160]

These are still treated grammatically in the language as types of action: the appropriate probes would be ‘what did the major do?’, ‘what did the major do to the committee?’.

But as the process becomes more abstract, so the distinction between Actor and goal becomes harder to draw. With a concrete process, it is usually clear which role a given participant is playing: there is a sharp distinction between the boy kicked, where the boy is Actor and the boy was kicked, where the boy is Goal. Even with concrete processes, however, we have to recognize that there are some where the actor is involuntary and thus in some respects like a goal.

E.g.: The tourist collapsed.

[16;111]

Despite the fact that the verb is active, this is a happening rather a doing : the probe is not what did the tourist do? but happened to the tourist? With more abstract processes, we often find active and passive form side by side with very little difference between them

E.g.: The girl’s school and the boys’ school combined / were combined.

A new approach is evolving / is being evolved.

[16;111]

There still are some differences between: if the passive form is used ,we can probe for an explicit Actor - we can ask who by? Whereas with the active form we can not and this is what justifies us is in still giving a different functional status to the participant in the two cases :

The first case:

The two schools	combined
Actor	Process

The second case:

The two schools	were combined
Goal	Process

Meanwhile, we need to take cognizance of the fact that much of the time people are not talking about concrete processes like springing and catching, or event abstract one like dissolving and resigning. We are talking about such momentous phenomena as what we think and feel, what Mary said to John, what is good or bad here or there, mine, yours; these are the flesh and blood of every encounter. In saying of this kind, however, the concepts of actor and goal do not make much sense. If we say:

E.g.: Mary like that present that you brought her.

[16;112]

It can hardly be said that Mary is actor and that she is doing something to the present and this not because it is casual and colloquial, the same would be true of a majority of expressions in more highly valued modes of discourse. It would be difficult, for example, to identify an Actor in any the following:

E.g.: To be or not to be: that is the question.

We hold these truths to be self-evident.

[16;122]

The square on the hypotenuse of a right – angled triangle equals the sum of the squares on the other two sides .

Psychology as an empirically based study has had mixed origins in every country where it has developed.

[16;112]

+ Because of the overlap between the representational meaning types, the learners are difficult to distinguishing between mental and relational processes

There is a variety of attributive clause in which the attribute denotes a quality equivalent to mental process and may be formed as a participle from a mental process verbs

E.g.: I am sorry.

It's puzzling.

[16;113]

These fall in to types: those which match the like type of mental process clause with carrier equivalent to senser and those which match the please type with carrier equivalent to phenomenon ..

There is overlap here between mental and relational processes and some clauses. There are main indicators:

1) Submodifiers like so, very, too go with nominal groups but not with verbal group. All the words as 'adjective / participle', glad, sorry, worrying, frightening, etc, readily accept these submodifying items; hence a clause featuring be +worrying is likely to be relational rather than mental.

2) Ascriptive verbs other than be namely those of marked phase, occur in attributive clause.

E.g.: It seems encouraging.

These would not occur in this way in a mental process clause; we could not say you look enjoying; it seems delighting.

(3) As far as tense is concerned. Since quality is typically the outcome of a preceding event, the same phenomenon will appear in present tense if represented as an attribute but in past tense if represented as a mental process.

(4) In clause structure, a mental process clause typically has both sener and phenomenon whereas in the attribute, such other entities can appear only circumstantial.

Due to the overlap above between mental and relational processes, the learners sometimes incorrectly recognize between these two types .

E.g.: He's been frightened by a snake.

He's frightened / afraid of snakes.

The learners' mistakes when distinguishing 'frightened' in the two sentence above. They considered 'frightened' in both two sentence as mental processes, but in fact, 'frightened' in the first sentence is the case of mental processes, 'frightened' in the second sentence is one of relational processes. Basing on the indicators of the overlap between material and mental processes, we see that the mental process clause has both sener and phenomenon whereas in the attributive, other entities can appear only circumstantially.

+ Because of large category of characteristics of types of representational meaning, the learners have difficulties distiguishing between identifying and attributive in intensive processes. To distiguish between identifying and

attributive exactly, the learners have to remember their large characteristics especially the verb as follows:

The verbs to realize the attributive :

[phase: inceptive] become, turn (in to), grow (in to), get, go.

[phase: durative] remain, stay (as)

[phase, appearance] seem, appear, qualify as, turn out, end up (as)

[phase, sense- perception] look, sound, smell, feel, taste, (like)

[neutral] be, feel.

The verb to realize identifying :

[role] play, act as, function as, serve as

[sign] mean, indicate, suggest, imply, show, betoken, mark, reflect

[equation] equal, add up to, make

[kind/part] comprise, feature, include

[significance] represent, constitute , form

[example] exemplify, illustrate

[symbol] express, signify, realize, spell, stand for, mean

[neutral] be, become, remain

With a large number of verbs of these processes, the learners find it difficult wholly remembering them. Therefore, they always make mistakes when considering verb of the attributive as identifying and in contrast

E.g.: she expresses her gratitude to her mother.

[16;123]

In this sentence, the learners make mistake. They consider the verb ‘expresses’ as verb of attributive mode, but actually, ‘expresses’ is verb of identifying one.

2 – Suggestion:

Generally speaking, the representational meaning is abstract part in semantics with its complex characteristics and and overlap between types and it is only applied in the theory. Therefore, to cope with the difficulties when using it, the learners should carefully read basic characteristics of its types and make a clear comparison of similarities and differences of types before doing exercises of the representational meaning to avoid unnecessary mistakes. Particularly, the learners need pay attention to the following measures:

When distinguishing between attributive and identifying clause, the learners should pay attention to characteristics of each type to contrast.

E.g.1: Mary is the cleverest.

Mary is a poet.

[16;120]

With the two above example, to identify whether ‘the cleverest’ and ‘a poet’ are attributive or identifying modes, the learners need to concern the nominal group – the first characteristic of two types. The nominal group functioning as attribute is typically indefinite. It has either an adjective or common noun as head and if appropriate, an article. The nominal group realizing the function identifier is typically definite: it has a common noun as head with the or other

specific determiner or else a proper noun or pronoun. The only form with adjective is the superlative. Basing on this typical characteristic, the learners can easily recognize that in the first sentence, 'the cleverest' has form of the superlative, so it is identifying. In the second sentence, 'A poet' has an article – the characteristic of attributive mode, so it is attributive.

In addition, when distinguishing attributive and identifying modes in relational meaning, the learners should base on the verbs realizing the process. However, they are not necessary to learn all verb in processes without clearly understanding its features. In contrast, they need to take notice of the characteristics of verb in each type to exactly identify types of processes. Particularly, the verb realizing intensive processes – attributive is one of the ascriptive classes and the verb realizing intensive processes – identifying is one from the 'equative' classes.

E.g.: Finally, Mary also realizes her responsibilities with her family.

Mary becomes angry when her daughter doesn't obey her.

[16;132]

With two examples above, the learners should think out whether the meaning of two verbs is equivalent to the characteristics of intensive – attributive and intensive processes – identifying or not.

When distinguishing between behavioural and mental processes, behavioral and material processes or behavioural and verbal processes, the learners should remember boundaries between them or their same characteristics to avoid mistakes.

E.g.: distinguishing between verbal and behavioural processes, the learners should remember the characteristics of behavioural processes that is near verbal ones with the verbs such as grumble, talk, chatter.

When distinguishing between mental and relational processes, the learners should take notice of the indicators of the overlap between mental and relational ones to avoid mistakes. Particularly, ascriptive verbs other than be, namely those of marked phase, occur in attributive clauses.

E.g.: It seems encouraging.

You look pleased.

[16;121]

These would not occur in this way in a mental process clause; we could not say: you look enjoying (it), it seems delighting.

When distinguishing between actor and goal, the learners need to broaden our view of what constitute 'going on' to understand expression of actor and goal in order to avoid mistakes between them.

In brief, clearly understanding characteristics of each type of processes is necessary but is not enough. The learners need to do more exercises of the representational meaning because the difficulties which the learners faces only arise in practising and only through practising exercises of representational meaning, the learners just can apply their knowledge of the representational meaning in the fact and they themselves can recognize the difficulties and mistakes when using it and then draw the most effective measures to study it better. Therefore, some basic exercises of the representational meaning helping the learners practise have been giv

Exercise 1:

Analyse the representational meaning of the following sentences:

- 1 Tom : can you do me a flavor?
- 2 Jamie : Sure. What is it?

3 Tom : Can you keep an eye on my bag, please?

4 Jamie: Sure. Will you be long?

5 Tom : No. I just want to use the bathroom.

6 Jamie: Go ahead. It'll be safe with me.

Exercise 2: Identifying the types of the representational meaning:

(1) Television is the most popular form of entertainment in the American household. (2) People of all ages use this medium to entertain themselves for an average four hours a day. (3) Thus, television has a tremendous influence on its viewers, especially children. (4) Scientists now say that children can be adversely affected by constantly watching television. (5) This is due to the fact that they participate less in physical activities, spend less time reading and studying and see a world of violence that can affect their own feelings of security.

(1) The busy schedules that most Americans face from day to day have created a rising health problem in the United States. (2) Stress affects almost everyone, from the highly pressured executive to the busy homemaker or student. (3) It can cause a variety of physical disorders ranging from headaches to stomach ulcers and even alcoholism. (4) Stress is not a problem that can be cured like a common cold; However, it can be controlled. (5) A person can learn to control stress by setting realistic goals, enjoying a hobby and or physical exercise and by maintaining a good, warm relationship with family and friends

PART III: CONCLUSION

In the process of implementing the study, the writer is profoundly aware that the representational meaning is an essential part in English semantics. It is necessary for the learners to study it.

Although the representational meaning is rather abstract with its complex characteristics. The more the writer studies on it, the more interesting she feels. Through this study, the writer have discovered the variety of semantics in English language system. It is not restricted in any aspect. In contrast, it is large with different scopes such as word meaning, sentence meaning, utterance meaning. In addition, this study contributes to my major knowledge of English language for the learners and help them realize the difficulties of the learners in the usage of the representational meaning in the process of the study. These reasons are the great motivation for the writer to fullfill this study.

With the purpose of helping the learners easily reference and draw effective measures in order to cope with their difficulties in studying the representational meaning, the writer have concentrated on three chapters in the research paper.

Chapter one is the part that produces the basic background to point to the main purpose of this research paper. Semantics with its typical scopes including word meaning, sentence meaning, utterance meaning are presented. They help the learners approach and understand my study more easily.

Chapter two is the most important part in the whole paper. The representational meaning with its scopes including processes, participants, circumstance and its characteristics is mentioned in details.

Chapter three is specific and close to the fact of the learners. It denotes difficulties of the learners and suggested sollution, helping the learners have

effective measures to cope with their difficulties and use the representational meaning more effectively and exactly.

The writer hopes that this study will be the valuable material for the learners especially the students of English department to reference. More importantly, they can clearly understand about representational meaning and have effective measures to avoid the mistakes in order to use it exactly.

Due to the limitation of the time as well as, it is inevitable to get some mistakes. The comment from teacher and other students are wellcome to make this research paper more perfect.

Hai phong, Thursday, 2010

Nguyen Thi Thom Huong

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