

HANS RAJ MAHILA MAHA VIDYALAYA, JALANDHAR

MODULE-1

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**SYLLABUS
MA ENGLISH (SEM-III)
PAPER-XII
GENERAL LINGUISTICS (GND UNIVERSITY, ASR)**

UNIT-I

Structural Theory:

Saussure: The nature of Linguistic sign, Signifier and Signified; Syntagmatic and paradigmatic Relations; Synchrony and Diachrony; Langue and Parole etc. **Bloomfield:** Scientific Study of Language; Discovery Procedures: minimal pairs, pattern congruity, complementary distribution, IC analysis.

UNIT-II

Transformational Generative Theory:

Chomsky: Competence and Performance, Phrase Structure rules, Basic transformational rules, e.g. negative, question, passive, Deep Structure and Surface Structure.

UNIT-III

Functional Theory:

Halliday: Functions of Language: Ideational, Interpersonal Textual; Field, Tenor and Mode of Discourse; Clause as message, exchange and representation.

UNIT-IV

Applied Linguistics:

Methods and Approaches to Language Teaching: Grammar-Translation, Direct and Audio-Lingual Methods; Structural and Communicative Approaches.

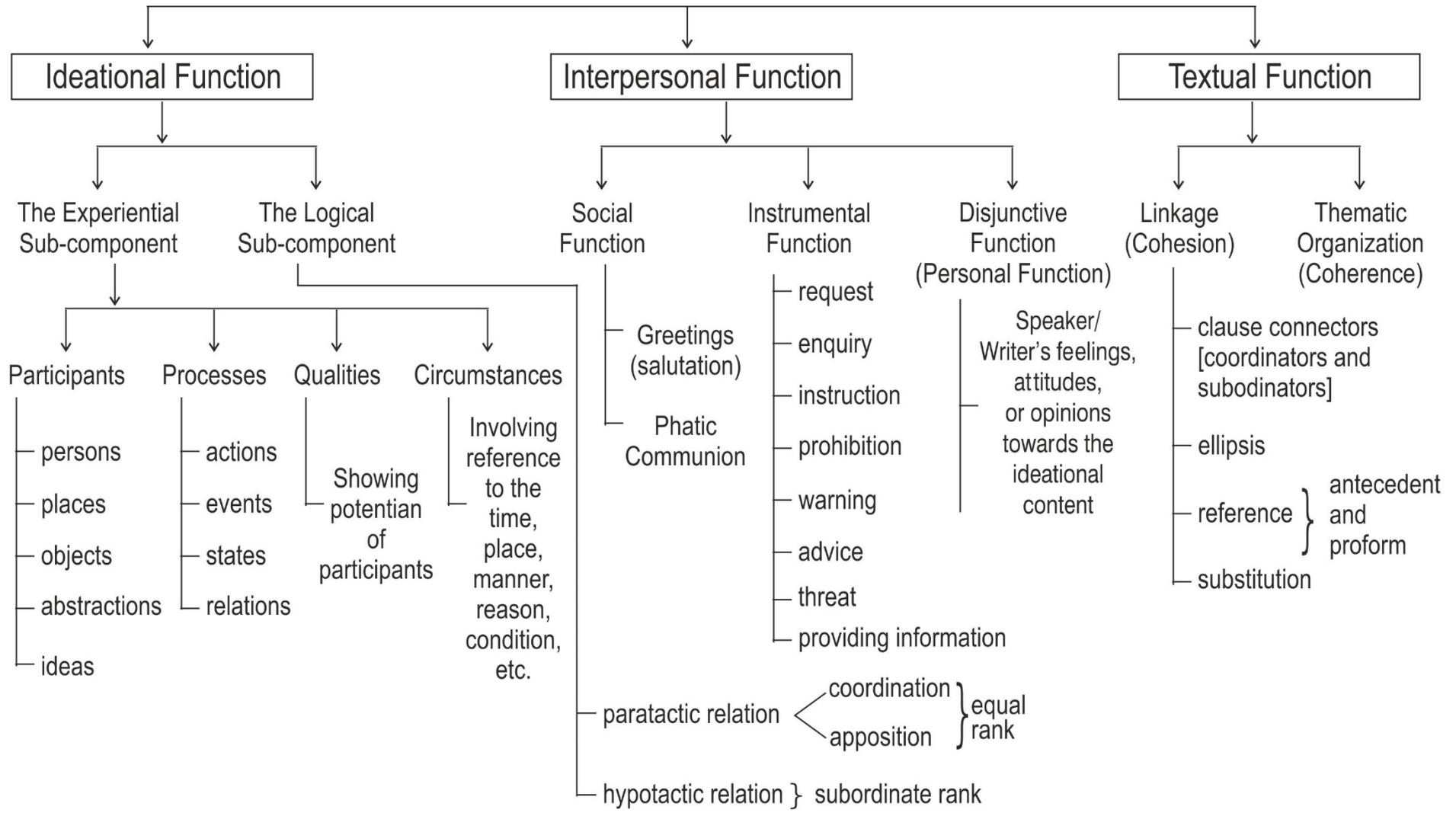
FUNCTIONS OF LANGUAGE

- M.A.K. HALLIDAY



- a) IDEATIONAL
- b) INTERPERSONAL
- c) TEXTUAL

FUNCTIONS OF LANGUAGE (M.A.K. Halliday)



INTRODUCTION

- The incorporation of a semantic (i.e. functional) dimension into the grammar emphasizes the theory that language is a social activity taking place in a **situational context** and that it fulfils a number of **social functions**.
- This idea is not new. The works of **K. Buhler** and of **B. Malinowsky** in the 1930s refer to such functions.
- In **Halliday's** view, adult language fulfils essentially three social functions : *ideational*, *interpersonal*, and *textual*. These functions, in turn, are seen to reflect different aspects of linguistic meaning.

THE IDEATIONAL FUNCTION

- It accounts for the underlying content or idea (that is why 'ideational') of an utterance. It has an experiential and a logical sub-component.
 - a) Experiential sub-component
 - b) Logical sub-component

(a) The experiential sub-component

- The experiential function of language is to communicate ideas. It is the function whereby a speaker expresses the content elements of his utterance.
- Under the *experiential* sub-component, a speaker refers to all types of participants, processes, qualities, and circumstances.

- **Participants** include persons, places, objects, ideas, and abstractions.
- **Processes** include actions, events, states and relations.
- **Qualities** show the potential (i.e. characteristics) of participants.
- **Circumstances** involve reference to the time, place, manner, reason, conditions, etc. relating to the process.

Thus, for example, the experiential content in the sentence 'I bought a new car yesterday' is :

speaker – *I*; action, past – *buy*; object – *car*, state – *new*; time – *yesterday*.

In 'Your hands are cold', it is :

object, plural – *hand*, possession – addressee; state, present – *cold*.

(b) The logical sub-component

- The logical sub-component relates the ideas (i.e. words, phrases, or clauses) to each other on an equal or subordinate basis. It is concerned with the various relationships of coordination, apposition, and subordination.
- Thus two primary relationships are identified: **paratactic** and **hypotactic**.

parataxis – coordination and apposition; equal rank.

hypotaxis – subordination; dependence.

A **paratactic relationship** exists between linked elements of equal status.
For example :

Jack fell down and Jill came tumbling after.

Did Jack fall or was he pushed down?

My morning paper, the Times of India, was not delivered today.

Tomorrow, Tuesday, the fifth of December, is my birthday.

In the first pair, two alpha clauses (principal or dominant clauses) are linked, in this instance by the coordinating conjunctions 'and' and 'or'. In the third sentence the second nominal group, 'the Times of India', is in full apposition to 'my morning paper' and could stand on its own as a subject of the sentence. In the fourth example, all three elements 'tomorrow', 'Tuesday', and 'the fifth of December' are in apposition.

In a **hypotactic relationship**, one of the elements stands in a subordinate relationship to the other. For example :

If you don't come in time, I'll leave.

Although he is old, he is very strong.

He behaves as if he were mad.

I know that he is not happy.

In the first two examples above, the underlined subordinate clauses, introduced by 'if' and 'although', are succeeded by the principal (or alpha) clauses. In the third and fourth sentences, the underlined subordinate clauses, introduced by 'as if' and 'that' respectively, are preceded by the principal clauses.

THE INTERPERSONAL FUNCTION

The interpersonal function is further divided into three sub-categories :

- The social function
- The instrumental function
- The disjunctive function

The social function

- To **open** or establish
- To **maintain**, continue, or prolong
- And to **close** or discontinue the social relations

The social function is to be found in **greetings** (or salutations, e.g. *'hi', 'hello', 'good morning'*, etc.) and various other forms of **phatic communion**.

Phatic communion

- **Phatic communion** is a term used to refer to communication between people and which is not intended to seek or convey information but has the social function of establishing, maintaining, or discontinuing communication or social contact; this is just to check whether the channel works as to invite attention of the participants (addresser and addressee). Examples of phatic communion in English include such expressions as *'Good morning'*; *'How are you?'*; *'Nice day, isn't it?'*; *'Hello'*; *'Pleased to meet you'*; *'Bye'*; etc. First four examples are ways to open and further that contact. The last example is a typical instance of discontinuing or closing the contact.

The instrumental function

To influence people's behaviour and 'get things done'. Instrumental function manifests itself in a number of ways, some of which are illustrated below :

- request: *Can you pass the salt, please?*
- enquiry: *What time is the next train to London?*
- instruction: *Turn left at the lights and take the first turning right.*
- prohibition: *Keep out; No smoking; Do not lean out of the window.*
- warning: *Danger; Road works; New roundabout ahead.*
- advice: *I would avoid straining my eyes, if I were you.*
- threat: *I'll slap you if you do that again.*

The social and instrumental functions, which are concerned with social and instrumental interaction, are often grouped together as the '**interactional**' function.

The disjunctive function

- To express the speaker or writer's feelings, attitudes, or opinions towards the ideational content. It is thus referred to as the **personal** function. Look at the following examples :
 - *John has probably arrived by now.*
 - *Perhaps she never received the letter.*
 - *She may never have received the letter.*
 - *He must have arrived by now.*
 - *Unfortunately she never received the letter.*
 - *Surprisingly he gained a distinction.*
 - *Regrettably he has decided to leave.*

THE TEXTUAL FUNCTION

- The textual (or discourse) function is to create texts. It is the function which deals with the **structural organization** (i.e. cohesion or linkage of ideas) in, and the **thematic organization** (i.e. coherence or logical sequence of ideas) of, a passage.
- In fact, any real passage is more than just a succession of sentences. A text makes use of varying types of linguistic resources to link the ideas being expressed, and to make them hang together in a sequence.

Structural organization or cohesion

- Connectors (coordinators and subordinators)
- Ellipsis
- Reference
- Substitution

Thematic organization or coherence

- Illustration
- Restatement
- Comparison and Contrast
- Analogy
- Cause and Effect
- Definition
- Analysis or Classification
- Qualification

CONCLUSION

- Each of the functions is distinct in its own right, but in most utterances language performs more than one function. Take, for example, the sentence '*The servants may have forgotten the keys at home and gone back for them*', which may be analysed as follows :
 - **experiential:** *The servants have forgotten the keys at home.*
The servants have gone back for the keys.
 - **logical:** *and* (paratactic relation)
 - **interpersonal:** to provide the information (instrumental function)
may (disjunctive personal function)
 - **textual:** in the second clause, ellipsis of subject and auxiliary verb '*The servants have*'. (ellipsis)
in the second clause, ellipsis of '*may*'. (ellipsis)
anaphoric reference. (pro-form '*them*' referring back, in the text, to the antecedent '*keys*')

THE EPILOGUE:

A sentence for practice

'Perhaps, she never received the letter because it might have lost on the way.'