

Lingua Inglese 2
CdL Lingue e Comunicazione

Functional Linguistics
Analysis Framework and organization

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1. Present your text

Bibliographical reference (author, year, title, Internet link)

«My text is entitled..., taken from...»

«My text is about..., taken from... published in ... downloaded from (source/home page), in ... (date should be provided)»

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2. Introduce YOUR ANALYSIS:

✓ **From the smallest segment to the larger text:**

1. Start with Austin's MICROFUNCTIONS: locutionary, illocutionary, perlocutionary (sentence by sentence)
2. Continue with Searle's 6 microfunctions: Representative, Expressive, Verdictive, Directive, Commissive, Declarations

- Searle's (1969, 1976) taxonomy of speech acts (microfunctions):

Speech Acts	Purpose	Types
Representatives (also Assertives)	Representation, tell how things are- LOCUTIONARY	Stating, telling, insisting <i>«No one makes a better cake than me».</i>
Expressives	Stance, how the speaker feels about something ILLOCUTIONARY	Deploring, admiring <i>«I am sorry that I lied to you».</i>
Verdictives	Assessments about the addressee - ILLOCUTIONARY	Assessing, judging, estimating <i>“I congratulate you for performing so well”</i>
Directives	ask for action on the receiver's part PERLOCUTIONARY	Ordering, requesting, warning, prohibiting, daring <i>“Could you close the window, please?”</i>
Commissives	Committing the speaker to do something about the future ILLOCUTIONARY	Promising, vowing, pledging <i>«I'm going to Paris tomorrow”</i>
Declarations	Declaration They change the state of the world in an immediate way ILLOCUTIONARY	Blessing, baptizing, dismissing <i>Ex: “You are fired, I swear, I beg you”.</i>

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3. Then, it is time for Jakobson's 6 MACROFUNCTIONS:
EMOTIVE, CONATIVE, REFERENTIAL, PHATIC, POETIC AND METALINGUAL

4. Following JAKOBSON'S MACROFUNCTIONS, **BEFORE we deal with Haliday's Context of Culture and Situation**, I suggest you analyse the TEXT TYPES:

NARRATIVE, DESCRIPTIVE, INSTRUCTIVE, ARGUMENTATIVE, EXPOSITORY
and give reason of the choice

5. CONTEXT OF CULTURE AND CONTEXT OF SITUATION with the parameters of the CONTEXT OF SITUATION: FIELD, TENOR AND MODE, corresponding to the IDEATIONAL, INTERPERSONAL and TEXTUAL metafunctions

Field, Tenor and Mode.

Field – the nature of the ongoing social speech event and its subject matter, what is being spoken about;

Tenor – the human participants in the interaction and the relationship between them, involving their status and discourse roles, as well as the attitude they take towards the subject matter and their interlocutors,

Mode – the way that language is functioning in the interaction, which involves a series of features such as the degree to which the process of interaction is shared by the interlocutors, its 'channel', its 'medium' etc.

(see Halliday & Hasan, 1985/ 1989: 12)

FIELD

- **Field:** what the text is about (science, education, war, medicine, sports, linguistics, tourism, and each one could be better detailed).
- Moreover,
 - specialised vs. non-specialised (the vocabulary specific to the field, or the vocabulary common to other fields)
 - Specialised vocabulary used in other fields but with a different meaning in the current field (e.g., a “constituent” in politics means member of a political unit, in linguistics a syntactic unit)

TENOR

Relationship between participants

➤ **Power relations:**

- Unequal: father/daughter, doctor/patient, teacher/student
- Equal: friend/friend, student/student

✓ **Formality:** formal/informal

- Informal: *I handed my essay in kinda late coz my kids got sick.*
- Formal: *The reason for the late submission of my essay was the illness of my children.*

✓ **Closeness:** distant/neutral/close

✓ THE DIALOGIC DIMENSION (DIALOGUE OR MONOLOGUE?)

✓ ATTITUDINAL MARKERS

MODE

What part the language is playing in the interaction

Mode refers to:

what part the language is playing, what the participants are expecting the language to do for them in that situation:

- ✓ the symbolic organisation of the text,
- ✓ the status that it has, and its function in the context, including the channel (is it spoken or written or some combination of the two?)
- ✓ the rhetorical mode, what is being achieved by the text in terms of categories such as persuasive, expository, didactic, ecc.

The textual metafunction: language roles in the interaction:

- The relationship between text and images
- Textual and typographical features
- Intertextuality

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6. Coherence and Cohesion. Text analysis on the basis of the cohesive devices present in your excerpt and how overall coherence is created

7. Thematization: Theme and Rheme: Any foregrounding move? Marked vs Unmarked elements? Text dynamism? Thematic progression?

8. Grice's Cooperative Maxims: Quantity, Quality, Relation and Manner ; Conversational Implicatures: have some of the maxims been flouted in your text? If so, why? What type of implicature is meant by the author?

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END YOUR PRESENTATION BY STATING YOUR OPINION ABOUT YOUR TEXT PROS AND CONS, AND WHETHER AND TO WHAT EXTENT THIS TYPE OF FUNCTIONAL ANALYSIS HAS MADE THE TEXT MORE OR LESS CLEAR.