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A Contrastive Analysis of Adjuncts Regarding Their Manner of Expression in English and Persian

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Abstract

The present study aims at investigating the manner of expression of *adjuncts* in English and Persian based on (Halliday, 2004). Halliday's categorization of *adjuncts* into "interpersonal, textual, and experiential" was adopted to classify the collected examples of *adjuncts*. Some English novels and their Persian translations were investigated and more than 220 *adjuncts* were identified in the two languages. Based on (Halliday, 2004), these *adjuncts* were categorized into "interpersonal, experiential and textual". By employing descriptive and inferential statistics, the results were analyzed. The findings obtained by running statistical operations revealed that English and Persian use almost the similar tools (adverbial, prepositional phrase, and clause) to express experiential *adjuncts*. However, it was found that the two contrasted languages do not use the same linguistic tools to express interpersonal and textual *adjuncts*.

Keywords: SFG, Manner of Expressing, Interpersonal, Experiential, Textual, *Adjunct*.

1. Introduction

Systemic functional grammar (SFG) is a form of grammatical description originated by Halliday. It is part of a social semiotic approach to language called systemic functional linguistics. In these two terms, systemic refers to the view of language as "a network of systems, or interrelated sets of options for making meaning" (Halliday, 1994). Functional refers to Halliday's view that language is as it is because of what it has evolved to do. The term "functional" indicates that the approach is concerned with the contextualized, practical uses to which language is put, as opposed to formal grammar, which focuses on compositional semantics, syntax and word classes such as nouns and verbs.

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Halliday describes his grammar as built on the work of Saussure, Louis Hjelmslev (Halliday, 1994), Malinowski, J.R. Firth, and the Prague school linguists. In addition, he drew on the work of the American anthropological linguists Boas, Sapir and Whorf. His "main inspiration" was Firth, to whom he owes, among other things, the notion of language as system (Halliday, 1985).

For Halliday, all languages involve three generalized functions, or metafunctions: one construes experience (meanings about the outer and inner worlds); one enacts social relations (meanings concerned with interpersonal relations), and one weaves together of these two functions to create text (the wording).

Halliday has tried, to develop a linguistic theory and description that is applicable to any context of human language. System is used in two related ways in systemic functional theory. SFL uses the idea of system to refer to language as a whole. A usage that derives from Hjelmslev (Halliday, 2004). In this context, Jay Lemke (1985) describes language as an open, dynamic system. There is also the notion of system as, where linguistic systems are considered to furnish the background for elements of structure (Firth, 1968). In this use of system, grammatical or other features of language are considered best understood when described as sets of options. According to Halliday, "the most abstract categories of the grammatical description are the systems together with their options (systemic features), (Halliday, 1994).

System was a feature of Halliday's early theoretical work on language; it was regarded to be one of four fundamental categories for the theory of grammar, the others being unit, structure and class (Halliday, 1961). Halliday defined grammar as "that level of linguistic form at which operate closed systems" (Halliday, M.A.K, 1961). For Halliday, grammar is described as systems not as rules, on the basis that every grammatical structure involves a choice from a describable set of options. Language is thus a meaning potential. Grammarians in SF tradition use system networks to map the available options in a language. In relation to English, for instance, Halliday has described systems such as mood, agency, theme, etc. Halliday describes grammatical systems as closed, i.e. as having a finite set of options. By contrast, lexical sets are open systems, since new words come into a language all the time (Halliday, 1961, 2004).

These grammatical systems play a role in the construal of meanings of different kinds. This is the basis of Halliday's claim that language is metafunctionally organized. All languages have resources for construing experience (the ideational component), resources for enacting humans' diverse and complex social relations (the interpersonal component), and resources for enabling these two kinds of meanings to come together in coherent text (the textual function), (Halliday, 1977, Halliday and Hasan, 1985). Each of the grammatical systems proposed by Halliday is related to these metafunctions.

The ideational meta-function is the function for construing human experience. It is the means by which we make sense of "reality"(Halliday, 1977). Halliday divides the ideational into the logical and the experiential metafunctions. The logical meta-function refers to the grammatical resources for building up grammatical units into complexes, for instance, for combining two or more clauses into a clause complex.

The experiential function refers to the grammatical resources involved in construing the flux of experience through the unit of the clause. Halliday's An Introduction to Functional Grammar sets out the description of these grammatical systems. The interpersonal meta-function relates to a text's aspects of tenor or interactivity. The speaker/writer persona, social distance, and relative social status. The textual meta-function relates to mode; the internal organization and communicative nature of a text. This comprises textual interactivity, spontaneity and communicative distance (M.A.K, 1985).

SFG offers a view where the purpose of language is to mean, and meaning could refer to our stance regarding a proposition or proposal (interpersonal), the representation of our experience or consciousness (experiential) or the relevance of its organization in the surrounding context (textual). In 1970, F. Danes in his paper "On Linguistic Analysis of Text Structure" used the term thematic progression to signify the intricate relations between Themes in a text, and stated clearly that such thematic progression reflects the framework of the text. Based on these previous findings, M.A.K. Halliday, the representative figure of functional grammar, conducted a full investigation on T structure. Halliday analyzed this subject from the perspective of functional grammar. Since it is embedded in the framework of functional grammar, Halliday's theory of thematic structure is instrumental in analyzing a text from three metafunctions: ideational, interpersonal and textual. The textual meta-function relates to mode; the internal organization and communicative nature of a text (M.A.K, 1994). This comprises textual interactivity, spontaneity and communicative distance. The textual meta-function covers language used as an instrument of communication

with which we build up cohesive and coherent sequences (Halliday, M.A.K, 1994). Each clause carries a message, and so the textual aspect can be seen as fulfilling a message function of clauses and is therefore very closely connected to their information structure.

The interpersonal meta-function relates to a text's aspects of tenor or interactivity. The speaker/writer persona, social distance, and relative social status (M.A.K,1994). Interpersonal Themes function to explicitly construe writer viewpoint and are realized by Modal *Adjuncts*, e.g. unfortunately, in my opinion, generally.

The experiential function refers to the grammatical resources involved in construing the flux of experience through the unit of the clause.

Since *adjuncts* and their representations in different languages are the main concern of the present study, in the following different types of *adjuncts* based on (Halliday, 2004) are explained.

(Halliday, 2004) presents the following categories for *adjuncts*: Textual *adjuncts* which are: continuative *adjuncts*, conjunctive *adjuncts*. Interpersonal *adjuncts*: modal *adjuncts* which include: mood *adjuncts*, Polarity *adjuncts*, Comment *adjuncts*, Vocative *adjuncts*. Experiential *adjuncts* which are called: circumstance *adjuncts*.
Textual *adjuncts*

Continuative: This is one of a small set of words which signal a move in the discourse a response, in dialogue or a new move to the next point , such as: yes, no, well, oh. Conjunctive: these are adverbial Group or/prepositional phrases which relate the clause to the preceding text (M.A.K, 1994).

Continuative and conjunction are inherently thematic, if they are present in the clause, they come at the beginning. Continuative constitute a setting for the clause and conjunction locate the clause in a specific logical semantic relationship to another clause in the neighborhood.
Interpersonal *adjuncts*

Modal comment: these express the speaker or writer's Judgment on or altitude to the content of the message (M.A.K. 1994). Vocative: they are used when speaker is calling someone. Mood: they are closely associated with the meaning construed by the mood system. Polarity: position between positive and negative. Modal *adjuncts* and conjunctive *adjuncts* do not fall within the Residue at all. They occur at different location within the clause. See Table (1) taken from (Halliday, 2004).

Table 1 Different types of *adjuncts* in different types of metafunctions

Metafunction	Type of *Adjunct*	Location in mood structure
Experiential	Circumstantial *Adjunct*	In Residue
Interpersonal	Modal *Adjunct*	In mood or comment
Textual	Conjunctive *Adjunct*	Not in mood structure

Neutral position of mood *adjuncts* in the clause is next to the finite verbal operator, either just before it or just ate it but there are two other possible locations before the subject and at the end of the clause.

Comment *adjuncts*:

1. The propositional (ideational) type occurs only with declarative clauses they appear at the same location as the mood *adjuncts*.

2. The speech functional (interpersonal) type may occur with either declarative or interrogative clauses (M.A.K, 1994). They strongly favor initial or find position conjunctive *adjunct* are not necessarily thematic, they may occur elsewhere in the clause. Vocatives *adjuncts*, they are fairly mobile occurring thematically, at the boundary between theme and Rheme or clause finally.

Experiential *adjuncts*

Circumstance *adjuncts*: indicate the time or place such as in the library, at noon (M.A.K, 1994).

In this study, it is intended to investigate the manner of representation of *adjuncts* in English and Persian based on (Halliday's, 2004) model. According to different meta-functions three questions are formulated in the following. The results would be of great significance for translators, teachers, language learners, etc. We are going to identify the linguistic differences between English and Persian to express *adjuncts*. Different languages may employ different linguistic materials to express *adjuncts*.

2. Research question

1. Is there any meaningful difference between English and Persian in the manner of expressing of interpersonal *adjuncts*?
2. Is there any meaningful difference between English and Persian in the manner of expressing of experiential *adjuncts*?
3. Is there any meaningful difference between English and Persian in the manner of expressing textual *adjuncts*?

3. Methodology

3-1- Data

The data used in this study are sentences which were collected from some story books and texts in English language and their translation in Persian language. The chosen stories are written by English popular writers and skillful Persian translators, so we can be sure that they are correct grammatically. These stories are popular among people in Iran and many other countries. The *adjuncts* which are used in these sentences are common, so we are familiar with them. In this study three types of *adjuncts* Textual, Interpersonal and Experiential are investigated. The investigated stories are:

1. The *Old man and the sea*, written by Ernest Hemingway that had been published in 1996. It's Persian translation by Najaf Daryabandari published in 1984.
2. The *Animal farm* written by George orwell published in 1951 and it's Persian translation by Amir Amirshahi, published in 1969.
3. The story of *Robinson Crusoe* written by Daniel Defoe published in 1719, and it's Persian translation written by Marjan Rezaee published in 2011.
4. *Alice's Adventure in wonderland* written by Lewis Carroll, 1865 and it's Persian translation by Hasan Honarmandi published in 1959.
5. The story of *Huckleberry Fin* written by Mark Twain published in 1884, and it's Persian translation written by Najaf Daryabandari published in 1987.

Most of these 136 sentences or clauses are declarative, and have *adjunct*. This study investigates the type and place of the *adjuncts* in English sentence/clauses and type and place of *adjuncts* in their Persian equivalents. In this study, we want to know whether Persian *adjuncts* are similar to English *adjuncts* in terms of their type and position in the sentences.

3-2- Procedures

The sentences which have *adjunct* and their equivalents are picked up and are written separately to be analyzed. The English sentences are juxtaposed with Persian sentences one by one. Then, based on Halliday Model (2004), they are described and characterized.

The following steps are taken to analyze and describe the data:

1. The sentences of English language and their Persian translations are matched with each other.
2. The linguistic representation of *adjuncts* in English and Persian are determined.
3. The data are analyzed by employing both descriptive and analytic statistics.
4. The descriptions are tabulated based on SPSS software. The results are analyzed by chi-square test. Manner of expressing in both languages (English and Persian) are determined. Three manner of expressing are suggested: Adverbials, prepositional phrase, clause.
5. The differences and the similarities are fully described and analyzed.
6. Based on frequency of similarities and differences, we answer the research questions.

4. Results

4-1- Inferential statistics

4-1-1- First Research Question

As stated in Introduction, the first research question was dealing with the manner of expressing of interpersonal *adjuncts* in English and Persian. The following table presents the frequency of interpersonal *adjuncts* in English sentences together with their Persian translations. To express *adjuncts*, the researcher has suggested three different manner of expressing which are: prepositional phrase, adverbial and clause. That is, *adjuncts* are expressed by one of these linguistic materials.

Table (2): Frequency of interpersonal *adjuncts* in English and Persian and their manner of expressing

Manner of expressing		Adverbial		Prepositional phrase		Clause		Sum	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Interpersonal	English	41	%36	10	%55.5	2	%50	53	%39
	Persian	33	%39.3	6	%24	6	%85.7	45	%38.5

Table (2) shows that in English 41 and in Persian 33 interpersonal *adjuncts* are expressed by adverbials. To represent interpersonal *adjuncts*, in 10 cases in English prepositional phrase is used, while in Persian only 6 interpersonal *adjuncts* are expressed by prepositional phrase. Finally, sometimes clause is used to represent interpersonal *adjuncts*, in English it was found that in at least 2 cases, clause is used to express interpersonal *adjunct*, while in Persian, we found a higher frequency for the use of clause to express interpersonal *adjunct* (6 cases). Accordingly, it can be concluded that there are some differences between the two contrasted languages in terms of manner of expressing. Z test was employed to show whether the attested differences between the two languages are meaningful or not: the relevant statistics were put on the following formula (the details are not discussed here):

$$ z = \frac{p_1 - p_2}{\left(\sqrt{p(1-p)}\right)\left(\frac{1}{n_1}\right) + \left(\frac{1}{n_2}\right)} $$

If the calculated z is more than 1.96, so the attested difference between English and Persian is statistically significant, and where the calculated z is less than 1.96, so the attested difference between English and Persian is not statistically significant. In this study, the calculated z tests show that: English and Persian languages do not use adverbials in the same way to express interpersonal *adjuncts*, calculated z is 7.2. As for prepositional phrase and clause, the obtained z=6.5 and 6.1 respectively, therefore the difference was found to be meaningful. That is to say, to express interpersonal *adjuncts*, English and Persian do not use the same linguistic materials.

4-1-2- Second Research Question

The second research question was dealing with the manner of expressing of experiential *adjuncts* in English and Persian. The following table presents the frequency of interpersonal *adjuncts* in English sentences together with their Persian translations.

Table 3 : Frequency of experiential *adjuncts* in English and Persian and their manner of expression

Manner of expressing		Adverbial		Prepositional phrase		Clause		Sum	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Experiential	English	38	%33.3	3	%16.7	-	-	41	%30.10
	Persian	33	%39.3	3	%12	1	%0	37	%31

Table (3) shows that in English 38 and in Persian 33 experiential *adjuncts* are expressed by adverbials. In 3 cases in English and Persian prepositional phrase is used to represent experiential *adjuncts*. While in Persian only 1experiential *adjunct* is expressed by clause, in English there is no experiential *adjunct* expressed by clause.

English and Persian languages use adverbials, prepositional phrase and clause in the same way to express experiential *adjuncts*, calculated z for adverbial is 0.57 and for prepositional phrase the obtained z is 1.32 and for clause z is 1.01. So, the difference is not meaningful. That is, the two languages use almost the same linguistic tools to express experiential *adjuncts*.

4-1-3- Third Research Question

The third research question was dealing with the manner of expressing of textual *adjuncts* in English and Persian. The following table presents the frequency of interpersonal *adjuncts* in English sentences together with their Persian translations.

Table 4 : Frequency of experiential *adjuncts* in English and Persian and their manner of expression

Manner of expressing		Adverbial		Prepositional phrase		Clause		Sum	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Text ual	English	35	%30.7	5	%27.8	2	%50	42	%30.9
	Persian	18	%21.4	16	%64	1	%14.3	35	%29.9

Table (4) shows that in English 35 and in Persian 18 textual *adjuncts* are expressed by adverbials. In 5 cases in English, prepositional phrase is used to represent textual *adjuncts*, while in Persian 16 textual *adjuncts* are expressed by prepositional phrase. Finally, in English in 2 cases clause is used to represent textual *adjuncts*, in Persian in 1 case textual *adjunct* is expressed by clause. Accordingly, some differences were found between the two contrasted languages in terms of manner of expressing. English and Persian do not use adverbials and prepositional phrases in the same way to express the textual *adjuncts*. The calculated z for adverbials is 9.2 and for prepositional phrase is 9.7. Therefore, the difference was found to be meaningful that is, the two languages do not use prepositional phrases and adverbials in the same manner. But both languages use clause in the same way to express the textual *adjuncts*. The obtained z is 1, so the difference is not meaningful.

5. Discussion

In this study the manner of expressing of interpersonal *adjuncts* in English and Persian is investigated. The frequencies of different manner of expressing are determined and analyzed. Based on acquired results, we found that, English and Persian languages do not use adverbials in the same way to express interpersonal *adjuncts*. Adverbial are the most frequently used manner of expressing of interpersonal *adjuncts* in English, and the least frequently used is clause, while the frequency of prepositional phrase is between.

In Persian, however, adverbials are the most frequently used manner of expressing interpersonal *adjuncts*, but it's frequency is less than frequency of adverbials in English. The frequencies of prepositional phrase and clause regarding the expressing of the interpersonal *adjuncts* are the same in Persian. The frequency of prepositional phrase in English is more than frequency of prepositional phrase in Persian and the frequency of clause in English is less than the frequency of clause in Persian. The attested differences between English and Persian regarding manner of expression are meaningful, because the obtained values for Z-test were higher than 1.96.

The manner of expressing of experiential *adjuncts* in English and Persian was another investigated issue. The frequencies of each manner are determined. Based on analysis of these frequencies, we found that adverbials are the most frequently used manner of expressing in English and Persian, and clause is the least frequently used, while the frequency of prepositional phrase is in between.

The results of Z-test indicate that English and Persian are similar regarding the manner of expressing for

experiential *adjuncts*.

English and Persian do not use adverbials and prepositional phrases in the same way to express the textual *adjuncts*.We found that the adverbials are the most frequently used manner of expressing of the textual *adjuncts*, it's frequency is much more than the frequencies of prepositional phrase and clause. In Persian the adverbials are a little more employed than prepositional phrase, and the clause is the least frequently used manner of expressing of textual *adjuncts*. These differences according to Z value are not statistically significant. That is, to express textual *adjuncts*, the two languages use almost the same linguistic expressions (adverbial, prepositional phrase, clause).

6. Conclusion

Systemic Functional Grammar applications can be practical not only in language teaching and learning but also in language in use. Firstly, as for language teaching and learning, the functional grammar perspective enhances the Communicative Teaching movement in the areas of cohesion, modality and theme choice. They are the main factors determining students' language usage in writing for coherence improvement, in speaking for expressing ideas fluently, in listening for understanding the speakers' choice of confirming new or old information, in reading for realizing the relationships within the passages. Teachers can benefit from the implications of Functional Grammar, too, especially in designing syllabuses. They may base on the functions of language items in the text to direct students instead of only focusing on the formation of the language structures. Unlike English, which has a rigid subject – verb – object (SVO) order, Persian is a free – word – order language, which usually follows the (SVO) order. Translators have to take into account the thematic structure of the original text to preserve the implication and intention of the text producers (Hatim & mason, 1990).

Baker (1992) points out that translator generally face two main possibilities:

a)   Translator may find that they can preserve the thematic patterning of the original without distorting the target text .if the elements placed in the Theme position in the source text can be placed in them position in the target text.

b)   Translator may find that they cannot preserve the thematic patterning of the original without distorting the target text.

During the process of translation syntactic and semantic considerations may be given priority over the communicative consideration. There may be some ambiguities in meaning in target text while the lexical translation is considered. *Adjunct* constituents are very important in constructing detail of the how the verb is implemented, although they may be obligatory or optional. *Adjuncts* express such relation as time, place, manner, reason, condition, they are adverbial or prepositional.

7. Appendix

Examples of manners of expressing of interpersonal, experiential and textual *adjuncts* in English and Persian

English sentences together with Persian translations	Type of *adjunct*	Manner of expressing	
		In English	in Persian
Obviously they were going to attempt the recapture of the farm. مسلم بود که به منظور تسخیر مجدد قلعه می آیند.	int	adv	clause
Do not imagine, comrades, that leadership is a pleasure! On the contrary, it is a deep and heavy responsibility. رفقا تصور نکنید پیشوا بودن لذتبخش است! درست بر عکس، کاری است بسیار دقیق و پرمسئولیت.	int	pp	adv
The pebbles, of course, rolled into the open areas between the golf balls. سنگریزه ها با تکان استاد وارد فضاهای خالی بین توپ های گلف شدند.	int	pp	–
As usual, Snowball and Napoleon were in disagreement. طبق معمول در این امر نیز سنوبال و ناپلئون توافق نظر نداشتند.	int	adv	adv
I'm ready now. من حاضرم.	exp	adv	-

I go <u>now</u> for the sardines.	من رفتم دنبال ساردینها.	exp	adv	Past verb
<u>At about the same time</u> it was given out	در همان اوان خبر منتشر شد.	exp	pp	pp
The two of them <u>usually</u> spent their Sundays together.	این دو یکشنبه ها را در کنار هم می گذراندند.	exp	adv	–
A few days later, <u>however</u>, they received a call from the san Francisco police.	تا اینکه، چند روز بعد پلیس سان فرانسیسکو با آنها تماس گرفت.	tex	adv	pp
<u>Nevertheless</u>, they were both thoroughly frightened by the rebellion on Animal Farm.	با وجود این هر دوی آنان از انقلاب قلعه حیوانات هراسان بودند.	tex	adv	pp
<u>And thereafter,</u> he declared, so much labor would be saved.	پس از اتمام آن آنقدر صرفه جویی در کار خواهد شد.	tex	adv	pp
<u>Without saying anything</u> to the others, she went to Mollie's stall.	بی آنکه به کسی چیزی بگوید، به آخور مالی رفت.	tex	clause	clause

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