

Functional Grammar : Two Texts Analyzed for Different Audiences

In Partial Fulfillment of the Requirements of Functional Grammar
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The following two texts exemplify the linguistic differences between what might be thought of as 'expert' or 'specialist' scientific discourse and scientific writing for a more general audience. Provide an account of the key lexico-grammatical differences between the two texts by applying appropriate aspects of the systemic framework explored in the course. What are the ultimate stylistic and communicative consequences of these differences?

Text 1

Pickled Livers

(1) Could it be the end of one size-fits-all boozing guidelines as researchers finally get into their stride?

(2) DOWN a few drinks, and then a few more, and do it again the next night and the next, and your liver may end up inflamed and scarred. (3) But take the main type of liver cell, hepatocytes, and soak them alone in the lab in alcohol at the kinds of concentrations found in a drinker's blood, and there are no signs of this kind of damage. (4) So what is going on?

(5) It turns out that it isn't alcohol itself that destroys liver, but the toxic free radicals and inflammatory substances released as the body struggles to deal with it. (6) What's more, the severity of this response varies greatly from individual to individual. (7) The efficiency of Your alcohol-metabolising enzyme, your diet, your Sex, the strength of your immune response and, most surprisingly of all, the number and type of bacteria that live in your gut may all determine whether you'll succumb to liver disease or survive a lifetime of propping up the bar.

(8) A third of heavy drinkers – loosely defined on both sides of the Atlantic as those who put away more than five or six drinks a day – develop alcoholic hepatitis, a life threatening inflammatory condition, and a fifth get the fatal accumulation of scar tissue that is cirrhosis. (9) But because there are few nerves in the liver, most people have no idea that alcohol is messing with theirs until the damage is in its advanced stage.

(10) If you drink regularly for a few weeks, deposits of fat will build up in your liver. These are probably harmless, and disappear with abstinence. (11) Yet continue drinking heavily, and for reasons that no one really understands, your liver may suddenly become inflamed, your abdomen will start to hurt all over, and you will feel sick. (12) This is alcoholic hepatitis.

New Scientist, 27/11/99:64

Text 2

The Neurophysiology of Alcohol

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(13) The principal effects of acute dosage of ethyl alcohol are observed in the nervous system, where there is a progressive and simultaneous impairment of function at many levels. (14) It seems probable that the tolerance and dependence which develop from chronic dosage are also due to changes in central nervous function. (15) However, considerable problems arise in studying these effects because of the complexity of the nervous system and also because of the diversity of the actions of alcohol on it. (16) For example, the drug can increase or decrease the synthesis, storage, release and inactivation of central neurotransmitter substances, and increase or decrease resting membrane potential and resistance, neuronal excitability, and postsynaptic receptor sensitivity; in each case, certain cells only are affected, and different concentrations of alcohol may have opposite effects.

(17) The actions of alcohol on the central nervous system (CNS) have been assessed by a variety of different electrophysiological measures, including spontaneous EEG, evoked potentials, multiple unit and single unit recording, intracellular recording, and electrical stimulation of specific brain areas. (18) Ideally, the experimenter would like to correlate the actions of alcohol on known neuronal networks with particular changes in behaviour. (19) However, our limited knowledge of normal brain function means that experimental data tends to be difficult to interpret. (20) As a consequence, many investigators have utilized a variety of peripheral vertebrate or isolated invertebrate preparations where neuronal connectivity is simpler and better understood than in the CNS, high resolution techniques can be readily applied, and interpretation of the actions of alcohol is more reliable. (21) The value of these types of preparation as simple model systems and their relevance for mammalian CNS studies have frequently been questioned. (22) For example, the concentrations of alcohol employed have often been well beyond those associated with the production of intoxication in mammals, suggesting fundamental differences in action and perhaps exaggerating the apparent role of the peripheral nervous system in the manifestations of intoxication.

from Sandler, M. (1990)

The Psychopharmacology of Alcohol. New York: Raven Press, p. 43

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Introduction / What is Functional Grammar? How does functional grammar relate to texts.

Analyzing the two texts, I will attempt to describe their structures in and how they relate grammatically and textually, following principals of functional grammar, defined here as “any approach to grammatical description that attempts to describe the ways in which meanings and functions are realized in language” (Richards & Schmidt: 2002:215). I will also attempt to clarify the differences in the texts regarding their stylistic and communicative consequences. Language has three primary functions or meanings as Thompson mentions: 1. to talk about experiences of one’s surrounding world, or **experiential**. 2. how language is used to interact with other people, or **interpersonal**. 3. Language is also used to organize messages so that they fit with other messages around them, or **textual**(2004:30). All texts contain these three interrelated aspects of language. In section 1, I will discuss field,tenor and mode along with relationships of the titles in the texts. In section 2, I will analyze the metafunctions of the texts along with their relation to lexical cohesion, theme identifications in clauses and vocabulary/lexis. In section 3, I will analyze the grammatical characteristics of the texts as well as their communicative consequences. Throughout this assignment, I will compare the two texts and refer to different segments of the texts according to their numberings above.

Schmitt uses Hymes’ model of language as he writes about “‘communicative competence’, which emphasizes language as meaningful communication” (2002:22). Both texts in this assignment have their own ways of communication but there are also stylistic and communicative consequences due to their differences. Text 1 tends to bring the reader closer to the writer in its relationship while Text 2 , due to its style, tends to distance the reader – writer relationship.

1.1 Field, Tenor and Mode defined and their relationships to the texts.

Butt defines field as the “long and short term goals of the text” (2000:5) or what exactly is being written about. The tenor is the relationship between the “writer and reader” (ibid) while the mode is “the kind of text that is being made” (ibid). The mode also includes “how the language is functioning in the interaction” (Thompson:2004:40). **Table 1** below, helps clarify the differences between mode, tenor and fields in the two texts.

Table 1

Text 1(General Audience)		Text 2 (Scientific Disourse)
Field	The effects of alcohol on the liver and a warning to the reader about its harmful effects, indicated through examples from the text	The effects of alcohol on the central nervous system. The effects can harm certain cells in the nervous system but scientists still need to learn more.
Tenor	The writer is directing the article to an audience that wants to learn about alcohol. This is set by the use of <i>your</i> and interrogatives.	The writer directs the article to a more scientifically informed audience. This is set by complicated vocabulary such as <i>postsynaptic receptor sensitivity</i> and the undefined acronym, EEG.
Mode	General information from a magazine article	Text for scientific research from an academic journal

Keep in mind that the field is “reflected in the experiential meanings that are expressed” (Thompson:2004:40) while the tenor is “reflected in the interpersonal meanings”(ibid) and the mode is connected to the “textual meanings”(ibid). Both texts have similar fields regarding the effects of alcohol. They both require the readers to have a certain level of communicative competence, however; Text 2 assumes the reader has more knowledge of subject matter vocabulary (more discussion of vocabulary in section 2.4). In regards to the mode, Text 2 is more academically oriented than text 1 and is an example of Schmitt’s observation that “academic texts are usually written in a detached and formal style”(2002:58). Schmitt also explains that academic texts distance themselves from the reader by using “passive voices” and “absence of the pronoun *you*” (ibid). The pronoun *you* is not used in text 2 and there are many examples of the passive voice throughout the text. As far as the mode of the texts are concerned, Butt lists in a chart that a purpose for using language in text is “to present information about something” (2000:9) such as in an information report, which fits the description of Text 2. Butt also lists that a purpose for

using language in text can be “to tell how and why things occur”(ibid). Text 1 better exemplifies this description because of the various defining signals that give explanations to the reader. In Text 1, the relationship between the writer and the reader, or the tenor is exemplified in sentence (8) which mentions “ a fifth get the fatal accumulation of scar tissue that is cirrhosis.” The word, **that**, is used as a defining signal because the “fatal accumulation of scar tissue” is defined as “cirrhosis.” This is an example of an interpersonal characteristic in the article targeted for a non-scientific audience while Text 2 lacks interpersonal grammatical forms and defining signals. There will be more discussion of experiential, interpersonal and textual metafunctions in section 2.1 but **Table 1** gives some insights into these metafunctions.

1.2 Texts and title analysis and relationship to the readers.

The titles of the texts give hints as to the textual purpose.

Text 1: Pickled livers

The title, “pickled livers”, does not place the reader into an academic orientation. In Text 1, there are two interrogatives that arouse the curiosity of the reader. Text 1 begins with a question in (1) “Could it be the end” and then at the end of the sentence “as researchers finally get into their stride?” The reader is being provoked not only to think of an answer to the question but it even demands information from the reader. The title , “pickled livers” is realized in the **rheme** of sentence (2) when the text reads “your liver may end up inflamed or scarred.” The words “inflamed or scarred” are related to the word “pickled” in the text’s title. In the **theme** segment from sentence (2) , “Down a few drinks, and then a few more, and do it again...” describes a bad situation of heavy drinking and the **rheme** segment is warning the reader that his/her livers can be endangered or “pickled”. The word “down” is used metaphorically to express the meaning, “drink” and it reinforces the tenor of the text as one for a more general audience.

Text 2: The Neurophysiology of Alcohol

From the second word in the title, “neurophysiology”, the reader can see that the text has a scientific tone. Because there are no interrogatives in text 2, there is a sense of giving information to the reader. Moreover, sentence (13) is not warning the reader but is simply stating information in the independent clause “the principle effects of ... in the nervous system” relates to the “Neurophysiology” title of the text while the dependent clause in (13) mentions “where there is a progressive...impairment of function” continues to supply information to the reader as opposed to warning the reader as in Text 1.

Fairclough mentions that it is a “common assumption in textual analysis that texts are (normally) linguistically homogeneous”(cited in Jaworski and Coupland:2004:185). The two texts are homogeneous in the sense that they relate to specific audiences; furthermore, both the authors are writing about the world around them , which contributes to the experiential metafunction in the text.

2.1 Experiential, interpersonal and textual metafunctions in relation to the texts.

White refers to experiential (or ideational) as the “way the language constructs a representation of reality”(2000:4). Both texts are about happenings that occur in real world situations. White also mentions how declaratives are “offers of information” (2000:7), while interrogatives “act, interpersonally, not to offer information but to demand it “ (ibid). Interrogatives and declaratives are effective in determining the stylistic and communicative consequences. Text 1 has several defining signals that reinforce the tenor of the text for a general audience. For example, in (3) “take the main type of liver cell, **hepatocytes**, and soak them...”, hepatocytes is defined to the reader from the previous clause when “the main type of liver cell” is mentioned.

Information is given in (3); however, later on the sentence mentions the liver cells being soaked in alcohol and that “there are no signs of this kind of damage.” The sentence is then followed by an interrogative in (4) “So what is going on?” The consequence of the interrogative in (4) is not only demanding information from the reader but also asks, “Why is there no damage to the liver cells that are soaked in the alcohol?”

As previously mentioned in the introduction of this assignment, the textual metafunction is how messages are organized and how they fit with other messages around them. Text 1 has several examples of signals that clarify scientific vocabulary to a general audience. In **Table 2**, there are examples of vocabulary that have been defined to the reader and how this contributes to the tenor of the text as well as the interpersonal writer/ reader relationship. Demonstratives are used in text 1 and the demonstrative, **this**, “is often used to refer back to whole stretch of text”(Thompson:2004:182). Schmitt lists that in written discourse that the writer must “recreate the context for readers”(2002:291). **Table 2** exemplifies how the scientific vocabulary words have been “recreated” for the readers.

Table 2

Text Sentences	Vocabulary Words/defined
(8)A third of heavy drinker – loosely defined on both sides of the Atlantic as those who put away more than five or six drinks a day – develop alcoholic hepatitis, a life threatening inflammatory condition.....	Heavy drinker is defined as “those who put away more than five or six drinks a day. Alcoholic hepatitis is defined as a “life threatening inflammatory condition.”
(11)...your live may suddenly become inflamed...your abdomen will start to hurt all over...(12)This is alcoholic hepatitis.	Alcoholic hepatitis is defined as inflammation of the liver and the symptom is described as “your abdomen will start to hurt all over.”

Schmitt also lists that in written discourse the vocabulary is “more specialized”(2002:292). Specialized vocabulary is clarified to the reader in Text 1. In (12), **“this”** actually encapsulates the meaning of alcoholic hepatitis and it brings more meaning to the reader from the previous sentence; moreover, it even selects the noun, alcoholic hepatitis. Butt mentions about deictics ,which “point to, or in some way select, the noun functioning as thing”(2000:67). Deictics include deomonstratives such as **this that, these** and **those**. Both texts have specialized vocabulary but Text 2 has no examples of specialized vocabulary being clarified or “recreated”.

2.2 Lexical Cohesion and lexico-grammar, what it means to the reader of the text

In this section, I will define lexical cohesion and lexical grammar as well as apply systemic framework explored in the course. I will attempt to infer the authors' assumptions and intentions as well as explain them lexicographically. Hymes mentions of communicative competence as “ ‘the capabilities of a person’, a competence in which is ‘dependent upon both [tacit] knowledge and [ability for] use’”(cited in Schmitt:2002:22). The authors in both texts have knowledge about the subject matters that they write; furthermore, their intentions on how they direct their texts to a specific audience are due to their lexical choices. Marcia suggests that “the vast majority of grammatical choices that writers make are discourse sensitive”(cited in Schmitt 2002:25). It is important to realize that writers “make grammatical choices that depend on contextual features”(ibid:24). Both texts in this assignment are discourse sensitive and have reasons as to why clauses are in the order that they are. When Schmitt asks “who are the participants in the discourse, that is, the writer and reader (s)?”(2002:56), the reader is forced to interpret the meaning of the text. Moreover, Schmitt further mentions that there is “an absence of affective/emotional vocabulary”(2002:58) in academic texts. Text 2, an academic text, distances itself from the reader with its lack of interrogatives and “emotional vocabulary”.. In terms of the textual aspect of writing, Schmitt further mentions that in a written text that “various parts of the text have to work together conceptually”(2002:257) in order to create coherence to the reader. It is not a coincidence that the texts are organized in the fashion that they are.

2.3 Theme identification and clauses

In this section, I will identify **themes** in clauses from both texts of this assignment and discuss their importance in their interpersonal relationships. Butt mentions that the “writers choose their themes and their NEW information to guide their audience effectively throughout the texts” (2002:146). **Table 3** below shows themes and rhemes in selected clauses from the texts. Butt defines the theme as the “beginning of the journey”(2002:151) and that the rheme is the “destination of the journey” (ibid) in the

clause. There is more of a tendency of using themes to inform the reader in Text 2 while themes in Text 1 are used to warn the reader. By separating the selected clauses below in themes and rhemes, the beginning-end organization of the clauses can be seen.

Table 3

Text 1	Text 2
<p>(3) But take the main type of liver cell...(THEME) and soak them alone in the lab...(RHEME)</p> <p>(5) It turns out that it isn't alcohol itself that destroys liver,(THEME) but the toxic free radicals and....struggles to deal with it. (RHEME)</p> <p>(7) The efficiency of Your alcohol-metabolising enzyme...determine (THEME) whether you'll succumb to liver disease...(RHEME)</p> <p>(9) But because there are few nerves in the liver, (THEME) most people have no idea that alcohol is messing with theirs until....(RHEME)</p> <p>(10) If you drink regularly for a few weeks,(THEME) deposits of fat will build up..(RHEME)</p> <p>(11) Yet continue drinking heavily, ..(THEME) your liver may suddenly become inflamed...(RHEME)</p>	<p>(15) However, considerable problems arise (THEME),.....and also because of the...(RHEME)</p> <p>(16) For example, the drug can increase or decrease the synthesis, (THEME)....and increase or decrease....in each case,certain cells..(RHEME)</p> <p>(18) Ideally, the experimenter would like to correlate the action....(THEME)...with particular changes in behavior.(RHEME)</p> <p>(19) However, our limited knowledge of normal brain function means...(THEME).. that experimental data tends..(RHEME)</p> <p>(20) As a consequence, many investigators have utilized a variety of peripheral vertebrate...(THEME).. techniques can be readily applied,and....(RHEME)</p> <p>(22) For example, the concentrations of alcohol employed have often been well beyond those associated with...(THEME)..perhaps exaggerating the apparent role...(RHEME)</p>

2.3a Analysis of theme identification and clauses in Text 1

In (3) and in (9) the use of 'But' is considered a contribution to "the informal conversational tone"(Thompson:2004:81) in text 1; moreover, it also reinforces the informal interpersonal relationship between the reader and writer. 'But' begins the textual theme in these sentences and the conjunction 'but' is also used to "link chains of independent clauses together"(Butt:2002:175). In (7), 'whether' creates a dependent clause in the sentence. The sentence begins with stating the efficiency of "Your..." reinforcing the interpersonal relationship in the text with use of the second person. The dependent clause provides "some kind of supportive information for other clauses"(Butt:2000:167) and the dependent clause in (7) supports the statement of the efficiency of the alcohol metabolizing enzyme in the **theme** when it is followed by the

rheme “whether you’ll succumb to liver disease” reinforces the given information about efficiency in the main clause. In both (10) and (11) conditionals are started in the themes with “If you..” and “Yet continue” which both give a warning to the reader as to what may possibly happen as a result of alcohol abuse. These two examples are conditionals that “describe situations and consequences that are possible in the present or future”(Richards:1997:57).

2.3b Analysis of theme identification and clauses in Text 2

Butt mentions that “in clauses giving information, the subject **precedes** the finite”(2002:94). This is exemplified in (19) when the noun, ‘knowledge’, is verbalized by ‘means’, both the number and tense is finite from the verb, ‘means’. Furthermore, the clause is also giving information to the reader. Thompson also mentions that “certain conjunctive Adjuncts such as ‘however’ and ‘therefore’ are used to signal a paratactic enhancing relation”(2004:207). Both (15) and (19) start off with the word ‘however’ signaling the paratactic enhancement but also the coordination of the clause. In (15), the subject, ‘problems’ precedes the finite, ‘arise’, thus reinforcing Butt’s point that clauses in which the subject precedes the finite are clauses that give information. Conjunctive adjuncts express “textual meanings”(Thompson:2004:64) and “are not regarded as playing any part in the interpersonal meaning”(ibid). Because of this, the use of ‘however’ in text 2 distances the relationship between the reader and writer creating a more formal environment for the reader. The use of “For example” starts the theme in (16) and (22) and act as examples of repetition in the text; furthermore, they also create the declarative mood and contribute to the experiential aspect of the text. Schmitt also lists “for example” as an “explicit marking out of what is going to be said”(2002:291). “Ideally” is used in (18) as an explicit marking for its theme and “As a consequence” is also used to mark explicitly what is going to be mentioned in the theme in (20).

2.4 Vocabulary/ Lexis in both texts and how the lexis relates to lexico-grammatical analysis

Grammar and lexis rely on each other in creating meaning and **cohesion** in texts. In this section I will present as to how the lexis in both texts relate to their grammatical analysis.

Carter refers to “collocations which are relatively opaque semantically(e.g. a heavy drinker)”(1998:74) and would consider the phrase “heavy drinker” as a collocational mismatch. Because of this mismatch, the phrase is defined to the reader as approximately how much a “heavy drinker” actually drinks in sentence (8). (please refer to **Table 2**). There is also another defining signal in (8) when the writer claims “a fifth get the fatal accumulation of scar tissue **that** is cirrhosis.” This can relate to what Aitchison mentions about “the use of function words” (2003:70) , which “are words such as *of,by or that* which indicates relationships between parts of the sentence”(ibid). The word , **that**, is a function word in (8) and it also defines what cirrhosis means to the reader as fatal accumulation of scar tissue, reinforcing the tenor for a general audience. In (7), the phrase “propping up the bar” is used metaphorically in reference to a heavy drinker who financially supports the bar as opposed to physically hold up a bar. Metaphors are more often used in informal settings and this metaphor reinforces the interpersonal relationship as well as the motive of relating to a general audience.

On the other hand, in text 2, the phrase “central nervous system” is immediately followed by the acronym CNS but is never defined to the reader. In (20) and (21) CNS is repeated while the phrase “nervous system” is mentioned in (13), (15) and in (22). This is considered the concept of reiteration. Reiteration is what Halliday and Hasan consider as “not only the repetition of the same lexical item but also the occurrence of a related item”(cited in Carter:1998:81). Moreover, from the phrase in (17) “including spontaneous EEG”, the acronym,EEG, does not have the words that actually stand for EEG presented to the reader like CNS is. In reality, scientific terms are not defined to the reader in Text 2 because the writer of the text simply assumes that the reader knows what the acronyms mean. Thus, reinforcing the tenor for a scientific audience.

3.1 Grammatical Characteristics of the Texts and their Communicative Consequences

In this section, I will analyze the characteristics of the texts and discuss their communicative consequences. I will also display a chart from both texts in this discussion

in order to clarify the participants, processes and circumstances from the texts. Richards and Schmidt define lexicogrammar as “the linguistic resources which learners draw on in expressing meaning and communicating in a second language”(2002:307). Therefore, the communicative consequences depend on how the reader views what is written for both English speakers and second language learners. Butt claims that a thematic pattern in a text “is very useful for readers”(2000:155) and that it can “guide note taking and summarizing”(ibid). A native English speaker reading a text may have a different view in formulating the communicative consequences. Butt further mentions that the ability to have control over expression “through textual grammar greatly enhances students’ ability to organize language”(2000:156). Moreover, Butt writes that “English speakers are more likely to link independent clauses together using the conjunctions **and, then, so** and **but**. “ (ibid:175). Migita and Yoshimura mention that “unlike the English relative clauses, Japanese noun modifying clauses come before the nouns they modify” (1998:502). Both native speakers of English and second language learners need to have an awareness of the order of the grammar within the texts in order to develop communicative meaning from them. In **Table 4**, segments from both the texts are listed with labels in brackets where the participants, processes, goals, actors and circumstances are located.

Table 4

Text 1 : (1) [Process:relational] Could [this is also considered a modal][participant] it [Process:relational] be [Carrier]the end of [Attribute]one size fits all boozing[Goal] guidelines as researchers[participant] finally[adverbial adjunct] get into [Process: mental cognition] their stride? [goal]

(7) [Participant]The efficiency of Your alcohol-metabolising enzyme, [Participant]your diet, [Participant]your Sex, [Participant]the strength of your immune response and, [Adverb adjunct]most surprisingly of all, [Participants]the number and type of bacteria that [Process]live [Circumstance:loc]in your gut [Process]may all determine [connector]whether [Participant] you’ll [Process]succumb to liver disease[Goal] or[Process] survive a lifetime[Goal] of [Process:behavioural]propping up[Goal] the bar.

Text 2

(13) [Goal] The principal effects of acute dosage of ethyl alcohol[Process:relational] are [Process:mental]observed [Circumstance:loc.] in the nervous system, [Projected Clause]where there is a progressive and simultaneous impairment of function [Circumstance of quality]at many levels.

(17) [Goal]The actions of alcohol [Circumstance of location]on the central nervous system (CNS) [Process:material]have been assessed[Circumstance of Means] by a variety of different [this is part of the circumstance and also an Actor]electrophysiological measures, including [Actor]spontaneous EEG, [Actor]evoked potentials, [Actor]multiple unit and single unit recording, [Actor]intracellular recording, and [Actor]electrical stimulation [Circumstance of location]of specific brain areas.

In (1), “could” , the first word in the sentence, is a modal. The use of “could” is being used as the writer’s observation. The consequence of this modal at the beginning of the clause is that the “writer has to judge very carefully” (Thompson:2004:69) as to how he/she “advances a claim”(ibid) in showing commitment to a viewpoint. Furthermore, the consequence of the theme with the use of a modal can relate to how Thompson describes that “any modality”(2004:73) “is a sign that in some way the speaker is expressing a personal view”(ibid). The **carrier** ,“the end”, carries the **attribute** , “one size fits all”, contributing to the relational process. The verb “be” forms the relational process in the sentence and the consequence of this is forming the carrier and the attribute , which relate the “participant to its general characteristics or description” (Butt:2000:58). In (7) , there are several participants that thematicize the sentence as to what “may all determine” how “you” will “succumb” or even “survive” the effects of alcohol. On a more specific note, the word, **surprisingly**, in (7) “can assist in organizing the information structure of a message”(Carter:1998:88). This word adds information and contributes to the reader’s response to the text along with further expressing the writer’s viewpoint.

The sentences the Text 2 have almost an opposite grammatical approach than that of Text 1. In (13), there are no participants and the sentence is agentless. The reader sees that the “principal effects” are “observed” but the reader might inquire “Who is observing the principal effect?” In reality, the consequence of this is that the reader is forced to guess who the “principal effects” are “observed” by. The reader is forced to assume that a scientist is doing the observing. Although (7) has several participants, (17) has several actors as a result of using a passive verb in its process. In (17), the “actions” have been assessed by several “electrophysiological measures”, which are actors in the sentence; however these “measures” can also be the Circumstance of Manner because they answer to the reader how the “actions” have been assessed. The consequence of using the passive tense in (13) and (17) further adds to the mode of an academic journal.

Conclusion

The ultimate stylistic and communicative consequences of the differences between the texts are that more emotion with explanation is given to the reader in Text 1 while Text 2 has a more distant interpersonal writer-reader relationship stating information to a well informed reader. **Table 5** summarizes the differences discussed in this assignment.

Table 5

Text 1	Text 2
Vocabulary is defined to the reader contributing to the tenor and mode of the text.	Vocabulary is not defined to the reader and it is assumed that the reader understands the vocabulary contributing to mode and tenor.
The interpersonal relationship brings the reader closer to the writer. Themes in clauses give warnings.	The interpersonal relationship distances the reader from the writer. Themes in clauses give information.
Grammatical structures and <i>participants</i> encourage a response from the reader.	Grammatical structures and <i>actors</i> do not encourage a response from the reader.

As Butt mentions a “writer can spread interpersonal meanings across a text to give it a particular colour”(2000:130). For both the native speaker of English and the second language learner, understanding the lexico-grammatical differences and the consequences provides a valuable comprehension to the reader. McCarthy claims that “readers of a text seek motivation in a text” (cited in Carter: 1998:86). The readers want to know how the texts can relate to them. By analyzing the two texts, it is more clear to the reader what the motive of the writer is. Butt mentions that the “quality of writing can be improved dramatically if attention is given to the thematic progression of information in texts”(2000:152). The quality of reading comprehension can also improve if more attention is given to noticing the differences in textual themes. As Aitchison writes “A grammar is above all a device which specifies what is, and what is not, a well-formed sentence”(2003:95). A high quality analysis of the lexico-grammatical structures along with the consequences can give a well-formed guideline to the readers.

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