

HUMANIDADES E CIÊNCIAS SOCIAIS:

Perspectivas
Teóricas,
Metodológicas
e de
Investigação

Luis Fernando González-Beltrán
(organizador)

VOL II



EDITORA
ARTEMIS
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(eDOC BRASIL, Belo Horizonte/MG)

H918 Humanidades e ciências sociais [livro eletrônico] : perspectivas teóricas, metodológicas e de investigação: vol. II / Organizador Luis Fernando González-Beltrán. – Curitiba, PR: Artemis, 2023.
Formato: PDF
Requisitos de sistema: Adobe Acrobat Reader
Modo de acesso: World Wide Web
Inclui bibliografia
Edição bilíngue
ISBN 978-65-87396-90-3
DOI 10.37572/EdArt_300723903
1. Ciências sociais. 2. Humanidades. I. González-Beltrán, Luis Fernando.

CDD 300.1

Elaborado por Maurício Amormino Júnior – CRB6/2422



PRÓLOGO

En este segundo volumen, volvemos a tener el enfoque sobre el ser humano en sus distintas facetas: su bienestar; su salud física y mental; los diferentes ambientes en los que despliega su acción y su interacción; su intercambio; dónde aprende; dónde se comunica; dónde ensaya nuevas formas de participar con los demás; incluso dónde busca la forma de ser más amigable con la naturaleza.

Como en el volumen anterior, invitamos a leer trabajos de diversa índole, de Humanidades y Ciencias Sociales, de varias disciplinas, con sus respectivas variantes en cuestiones teóricas y conceptuales, que responden a distintas metodologías y de investigadores renombrados en sus campos, de diferentes países, con la esperanza de que su lectura provoque un panorama más general, más completo, de la problemática de los seres humanos en sus variados ambientes, tanto naturales como contruados.

Este segundo volumen contiene 17 textos de tópicos que no pierden actualidad, en 4 ejes temáticos, que son: a) El individuo: Comunicación, lenguaje y segunda lengua. A diferencia del volumen 1 que incluía salud y bienestar, aquí se profundiza en cuestiones lingüísticas; b) La escuela: Nuevas tecnologías. Mientras que el volumen anterior se enfocaba en cuestiones del proceso de enseñanza aprendizaje, este volumen incluye las TIC en los diferentes niveles educativos; c) La empresa: Administración y Gestión. Este eje temático es nuevo, acerca del mundo empresarial, su estilo de liderazgo, sus estrategias, las empresas familiares, el consumo y el entrenamiento de los trabajadores; y d) La comunidad: Sustentabilidad y sostenibilidad. Esta temática que incluía en el volumen 1 cuestiones de Sociología y Política ahora centra su objetivo en la Etnografía de espacios urbanos, el turismo y el Patrimonio cultural.

Esperamos que los resultados que cada investigador difundió en esta obra no agoten la curiosidad científica del lector, en cambio que aumenten la necesidad de saber más, de hacerse más preguntas, de reflexionar con mayor profundidad, y quizá hasta provocar mayor investigación.

Les deseamos a todos una agradable lectura!

Luis Fernando González-Beltrán
Universidad Nacional Autónoma de México (UNAM)

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PROCESS TYPES OF THE TRANSITIVITY SYSTEM IN ESL CLASSROOMS

Data de submissão: 22/06/2023

Data de aceite: 10/07/2023

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ABSTRACT: This study examined the way in which the process types of transitivity system can be applied in English as a Second Language (ESL) classroom setting. The application of the process types of Transitivity, as proposed by Halliday and Matthiessen (2004), is an essential component of language teaching for ESL students. The theory proposes that language and meaning are formed by process types, namely relational, material, mental, behavioural, verbal and existential processes. The study presented a literature review of the various theoretical approaches to employing process typology of the transitivity system in various fields, with a view to examining the processes in real ESL classroom scenarios. The data for the study were drawn from the lesson notes prepared for the Senior Secondary School students of the selected schools and the actual lesson presentations observed in

the classes used. The data were analyzed using qualitative approach of contextual analysis and quantitative descriptive statistics of simple percentage. The study revealed that material, mental, verbal, relational and behavioural processes are very essential in the classroom delivery as each, or the interplay of these process types is employed at each stage of the classroom discourse. The interaction of the process typology suggests that teaching/learning process entails *doing, sensing, saying, behaving, being* and *existing*. The findings suggested that process typology of the Transitivity System is an effective tool for language instruction and has the potentials to improve language learning outcomes for ESL students.

KEYWORDS: Process Types. Transitivity system. Systemic Functional Linguistics. ESL Classrooms.

1 INTRODUCTION

Language is crucial and central to human activities. It is utilized in social settings so as to achieve specific targets (O'Donnell, 2012). Language enables human beings to build a mental picture of reality, interact with people and to talk about the external world such as things, events, qualities, etc. or the internal world such as thoughts, beliefs,

feelings, etc in the written or spoken form (Marbun, 2016). A very popular theory that considers language as having social functions which are manifested in developing functional grammar of modern linguistics is the Systemic Functional Linguistics. SFL is an approach to language developed largely by M.K.A Halliday during the 1960s in the United Kingdom and later in Australia. The theory actually centres on the notion of language function. While Systemic Functional Linguistics accounts for syntactic structure of language it places the function of language as central in preference to more structural approaches, which place the elements of language and their combinations as central (Chapelle, 1998). The view of language from the perspective of systemic functional theory owes its origin, in part, to the influence of a Polish anthropologist, Bronislaw Malinowski and the British linguist, J.R Firth (Bloor and Bloor, 2004).

Scholars such as Berry (1975) have, however, observed that none of the neo-Firthian scholars, has done much for modern linguistics by explicitly sticking to the neo-Firthian notions of systems and structures and by being committed to a sociological approach to language as Halliday. Considering the functional nature of systemic linguistics, Wallwork (1985) also stresses that SFL gives a high priority to the social function of language by relating the internal organization (structure) of a language, the various kinds of patterning which the language exhibits, to the functions of language and its social situations. This is why Halliday's functional linguistic model relates the abstract system of language to the situation in which the language is used to communicate (Ogunsiji, 2005). Halliday (1972) in Bloor and Bloor (1995: 185) defines the system as "a set of options together with an entry condition, such that if the entry condition is satisfied one option from the set must be selected". In Halliday's systemic grammar, Firth's sketchy suggestions about system are developed more elaborately into various networks representing the choices available to speakers of the language and the role of the individual as a member of society is stressed. The implication of this is that in order to live, individuals have to be progressively incorporated into a social organization and the main condition of the incorporation is by sharing a language. According to Lyons (1981), another group of linguists that had a great influence on systemic linguistics was mainly Czechs and Russians in Prague and Vienna who formed the linguistic circle of Prague in 1920s.

Prague school's linguistic model of three functions of language --expressive, conative and referential-- can be seen as a forerunner of Halliday's three meta functions; ideational, interpersonal and textual (Halliday, 1985, Bloor & Bloor, 2004). However, Halliday's differs significantly from Prague's model of three functions of language but were

in part inspired by them. In particular, Halliday postulates that language has the structure it has in response to the function it has to perform in the society. Thus, the three Meta functions of language are expressed in terms of;

1. The way in which information is transmitted between members of the society
2. How relationships are established and maintained
3. The way in which discourse is organized in the society

The semantic system of the English language is derived from these functions. In English, the major systems of the clause are: the transitivity - deriving from the ideational function, mood -deriving from the interpersonal function and theme -deriving from the textual function.

It is important to note that this study focuses on the transitivity system of the ideational Meta function by examining how the process types of the transitivity are employed in the classroom to effectively impart knowledge and construe human experiences, including the world in the mind, to describe events, states of things and entities involved in the teaching and learning processes. Based on this, the specific objectives of the study are to:

1. Examine the transitivity processes employed in the classroom delivery,
2. Determine the process types of the transitivity system that effectively get the lessons delivered,
3. Assess the method of disseminating knowledge through the transitivity processes from the instructional objectives to evaluation, and
4. Make recommendation on the basis of findings.

Three Meta-functions of Language are identified by Halliday in Systemic Functional Linguistics, that is, the ideational function, the interpersonal function and the textual function. All languages are considered to be shaped and organized in relation to these three kinds of meaning. These meanings correspond to the register variables of field, mode and tenor, and lie behind the various approaches to language (Eggin, Hassan & Halliday 1989). In Systemic Functional Linguistics, clause rather than sentence is the unit of analysis; a clause is a unit in which meanings of three kinds are combined (Bavali & Sadighi, 2008).

These three kinds of meaning –ideational (clause as a representation), interpersonal (clause as an exchange and textual (clause as a message)- are integrated in the structure of a clause; the structure as a whole construes, or realizes the meaning, thus, each of the three meta-functions is about a different aspect of the world (Wada, Wappa and Bitrus, 2019) In other words, meta –functions are three distinct structures,

each representing one kind of semantic organization, mapped into one another to produce a single wording (Bavali and Sadighi, 2008). The ideational meta-function is about the natural world in the broadest sense, including our consciousness; it is the content function of language. The interpersonal meta-function is about the social world, especially the relationship between the speaker and the hearer; it is the participatory function of language (Halliday, 2007). The textual meta-function is about the verbal world, especially the information flow in a text, which is realized in information structure and cohesion.

2 INTERPERSONAL META-FUNCTION

Interpersonal meta-function is the use of language to interact with other people, to establish and maintain relation with them, to influence their behavior, to express the viewpoint on things in the world, and to elicit or theirs (Thompson 1996). It represents the component through which the speaker intrudes himself into the context of situation, by both expressing his own attitudes and judgments and looking forward to influence the attitudes and behavior of others (Halliday 1994, Bushra & Abdulkarim, 2017). Interpersonal Meta function maintains that language is used not only to speak about something but also to talk to and with others in order to establish and maintain social relations with them, including the feelings they try to express and/or to share.

3 TEXTUAL META-FUNCTION

Textual meta-function is concerned with the information flow, that is, the ways in which ideational and interpersonal meanings are shared by the speaker/writer and listener/reader in terms of organizational structure of the message through which language relates to the verbal world and the context of situation. It establishes the fact that language is contextualized; there is a strong relationship between language and its environment both verbal and non-verbal.

4 IDEATIONAL META-FUNCTION

The ideational meta-function uses language to represent experience. It is concerned with the relationship between the external and the internal world of our experience. In other words, it is the grammatical resources for construing our experience of the world around and inside us (Sihura 2019, Bushra & Abdulkarim 2017, Bavali & Sadighi 2008). It is the content function of the language through which language encodes the cultural experience and the individual experience as a member of the culture (Halliday,

1978). The ideational meta-function is subdivided into two types: experiential and logical. The experiential function is concerned with thoughts in general while the logical function deals with the relationship between these thoughts (Bushra & Abdulkarim, 2017). In the experiential function, language inherently consists of a set resources for referring to entities in the world and the ways in which those entities act on and relate to each other or one another. The logical meta-function relates to the kinds of connections we make between messages. Through logical connection, more complex configurations are produced by joining two or more clauses to form a larger unit. Thus, the logical ideational function provides the resources for various kinds of complexes; clause complexes, group complexes, etc while the experiential mode is manifested in the system of transitivity (Sihura, 2019, Martin, Matthiessen & Painter, 1997).

The ideational meta-function is analyzed in terms of transitivity system, that is, a choice between the processes and the participants, and circumstances associated with the processes. A clause serves as a means of representing patterns of experience, that is, to build a mental picture of reality of what goes on inside and outside people's world of experience (Balavi & Sadighi 2008). Ideational function answers the questions such as what is going on, who is doing what, to whom, where, when, why, and how and the logical relation, connecting the experiences (Naeem, Farheen & Zawar, 2018). In Halliday's term transitivity as a major component in experiential function of the clause deals with the "transmission of ideas representing 'processes' or experiences'; actions, events, processes of consciousness and relations" (Halliday, 1985:53). Transitivity is the key to understand the ideational meaning of texts. In Halliday's theory, there are six process types in the transitivity system of English: 1-Material; 2-Mental; 3-Relational; 4-Behavioural; 5- Verbal; and 6- Existential.

5 MATERIAL PROCESSES

Material processes are processes of doing and happening. According to Halliday (2004:79), a material clause construes a quantum of change in the flow of events as taking place through some input of energy. In other words, material clauses express the notion that some entity does something or undertakes some actions which may be to some other entity. Such actions further offer choices between intentional and voluntary. They are typically physical actions like, playing, jumping, writing, running, walking, eating, cooking, etc. These are physical processes, according to Berry, 1977. Material clauses are concerned with our experience of the material world in terms of concrete physical events and abstract doings and happenings (Bushra & Abdulkarim, 2017). Participants

associated with material processes are Actor and Goal; the former is represented as the doer of the action and the latter is the one affected by the action or which is what the process is done to or being done upon (Goal), or the element the process is extended to (Berry, 1977) or directed at (Thompson, 1996) in (Naeem, et al, 2018). In other words, if the process is directed, it may be 'benefactive', and if it is, there may a Recipient. A material clause is characterized by particular structural configurations, such as Process + Actor+ (+Recipient), and Process + Range (Bavali & Sadighi 2008:16).

6 MENTAL PROCESSES

Mental processes are used to express what is going on the inside or what we experience in the world of consciousness and imagination. In other words, mental process gives an insight into people's consciousness, how they sense the experience of reality (Supriya, 2019) It is a replay of the outer experiences, recording it, reacting to it and partly an expression of the state of being. Mental processes are realized through the verbs of perception, affection, cognition and desirability. Perception is linked with seeing, hearing and perceiving; Affection is linked with liking and fearing and Cognition with thinking, knowing and understanding (Naeem, et al 2018) while desirability refers to the intention or wish of the speaker (Marbun, 2016). The participants associated with the mental processes are Senser and Phenomenon. The Conscious beings who see, think, feel or desire are included in the Senser while the Phenomenon includes that which is seen, thought, felt or desires by the conscious senser. Other verbs in this category include like, hate, imagine, want, love, perceive etc.

7 RELATIONAL PROCESSES

It has been established that material processes express physical actions and mental processes express senses. Relational processes express the state or condition of being of the participant including the relationship of possession, and circumstance. The main characteristic of relational processes is that they relate a participant to its identity and description. The English system operates with three main types- intensive, circumstantial and possessive- in two distinct modes: Attributive and Identifying. The Attributive clauses construe class membership by ascribing an attribute to some entity – the Carrier and the Attribute (Bushra and Abdulkarim, 2017:5), and the Token (that which stands for what is being identified) and the Value (that which identifies) in identifying clauses. These are the two main participant roles in relational processes. The three types of relational processes identified by Halliday (2014:214) are:

1. Intensive implies one is the other. The relationship between the two terms is co-referential; it establishes a relationship of sameness. e.g. *Attributive-Peter is brilliant* (Carrier-Attribute) *Identifying-Janet is a brilliant student* (Identified-Identifier) or (Token-Value).
2. Circumstantial implies one is at the other. The relationship between the two terms is one of *time, place, manner, cause, accompaniment, matter or role...* E.g. *Today is February, 22 2023.*
3. Possessive implies one has the other. The relationship between the two terms is one of ownership, one entity possesses the other. E.g. *John has a workshop or the workshop is John's.*

8 VERBAL PROCESSES

Verbal processes are processes of saying or symbolically signaling. They are processes of expression. They typically answer questions such as “what did you say?”, “what did he tell you?”. The verbal process expresses the relationship between ideas constructed in human consciousness and the ideas enacted in the form of language. Such verbs of saying are *said, told, reported, explained, argued, described, alleged, informed,* etc. They share the characteristics of both Mental and Relational Processes. The process may not be literally verbal in some cases; it may be a kind of signal or indication. The main participant in Verbal Processes is the Sayer, who speaks, indicates or signals. eg. “John reported”, “The man explained”, *John* and the *man* are Sayers. The three more participant functions in the Verbal Process are: Receiver, Verbiage and Target. The Receiver is the one to whom the saying is directed or the one to whom the process is aimed, the Verbiage is the content of what is said or the name of the saying and Target, which is the thing that is targeted by the process. For instance, in *John told me the whole story*, *John* is the Sayer, *told* -the verbal process, *me*-the Receiver, *the whole story*- the Verbiage.

9 BEHAVIOURAL PROCESSES

Behavioural processes describe (typically human) psychological and psychological behaviour such as *breathing, coughing, smiling, dreaming, staring, whispering,* etc. Behavioural processes are partly like the Material and Mental processes. Thus, the boundaries of behavioural processes can hardly be determined because of the unclear definition of their features. The only one participant role in the Behavioural Process is the Behaver. e.g. *Janet coughed* -‘*Janet*’ is the Behaver while ‘*coughed*’ is the process.

10 EXISTENTIAL PROCESSES

Behavioural processes indicate that something exists or happens. They are typically expressed in the verb 'BE' as we have in relational clauses. The entity or the event that is said to exist is the *Existent*, which is the only participant in the clause. Existential processes are preceded by *there*, occurring at the beginning of the Existential sentence. E.g. there was once a *ruthless king* in the Province---a *ruthless king* is the Existent in the sentence. The Existent can be found in any kind of phenomenon, such as thing, person, object, institution, abstraction, action or event (Supriya, 2019).

11 REVIEW OF LITERATURE

A number of studies on transitivity system of languages have been conducted in the field of Systemic Functional Linguistics. Different linguists have described the transitivity systems of English in various fields such as mass media, literature, politics, etc (Ogunsiji, 2005; Bushra and Abdulkarim, 2017; Wada, Wappa and Bitrus (2019). Wael (2016) posits that numerous theories have been successful in accounting for aspects of language, however, Systemic Functional Linguistics is considered a chief force in world linguistics, also an influential tradition to linguistic study because it reflects the trend in linguistic development. In addition, it provides an innovative value from functionalism and a useful tool for those who wish to analyze texts. In corroborating this assertion, David (2002) adds that SFL is a useful and indeed powerful tool for the analysis of texts. He states that SFL is not simply a technique of textual analysis; it is rather a total theory of language of which certain aspects lend themselves to the analysis of texts. Hence, the distinction in SFL of three levels (Meta-functions) within the semantic component of the models helps highlight the features of texts in a particularly clear, powerful and objective fashion.

Transitivity is as an experimental grammar is useful in helping readers to respond critically to any text. The words and structures used by writer/ producer of the text reveal how they perceive and experience what is going on inside them and in their external world. Bushra & Abdulkarim (2017) carried out a linguistic analysis of the President Barack Obama's speech on election campaign of 2012 and David Cameron's Conservative Party conference speech using SFL to identify the appealing processes of transitivity system obtained from the analysis of the two texts. The study found out that the most frequent types are material processes for both speeches. Through the processes, the two presidents tried to win the confidence of their citizens in them, establish a strong relationship and persuade their citizens to support them the more.

Ihsan, Abdullah, Ayesha and Butt (2021) in their analysis of Nelson Mandel's political speeches using SFL revealed that the use of the ideational meta-functions enormously in the speeches is evident in the lurking secret of his thrilling words being much more effective and revolutionary. Thus, it is posited that the transitivity system of SFL can be used successfully to uncover the relationship between wordings and meanings in discourse.

Naeem, Fazheen & Zawar (2018) in an attempt to bring out the lexical differences to figure out the transitivity templates, and underscore the manner of engagement maintained by news reporters/agencies in terms of their neutrality or objectivity observed that lexical differences, whether generated consciously or unconsciously, create diversified influence in the readers' minds. Thus, in their study, the frequency profile of different process types led to figure out the subjectivity and/or objectivity of the news reporters. In the same vein, Wada, Wappa & Bitrus (2019) analyzed selected newspaper headlines with a focus on the meta-functions of language. It was revealed that most of the components of the meta-functions of language serve as a guide for the construction of newspaper headlines in the Nigerian dailies and play important roles in the development of newspaper headlines. Hafiz (2012) is of the opinion that using Halliday's Systemic Meta-Functions; linguistic features of a text not only help in understanding the structure of the text but the deep meaning of it. It should be noted that the six process types of transitivity have different meanings in representing the clause in English, it is observed that out these process types, material processes were mostly used across studies (Marbun, 2016; Sihura 2019; Suswanto, 2019). Also, the transitivity system can solve the problem of reference in contexts of potential ambiguity (Muhammed, 2011). Halliday's transitivity system is applicable to all cultures, all situations and to any time.

12 CLASSROOM DISCOURSE

Classroom discourse is traditionally described as the language (both spoken and written) used by the teacher and students in the classroom for the purpose of effective communication. According to (Jocuns, 2012), Classroom discourse is broadly defined as all forms of talk that one may find within a classroom or other educational setting. Tsui (2015), however, sees classroom discourse as all forms of discourse that take place in the classroom, both linguistic and paralinguistic elements of discourse. The linguistic aspect has to do with the language used by the teacher and the learners, and learner and learner interactions while the non-linguistic elements include facial expressions, gestures or psychological behaviors exhibited by the teacher or the learner.

Other important factors that are very vital to classroom interactions and that can determine the learning outcomes include the classroom environment, socio-cultural and economic background of the participants, learners' disposition to the subject or the topic and the teacher, and other unobservable behaviors. Classroom discourse gives the teacher ample opportunities to discover the talents, skills and possibly the areas of weakness of his students. It creates room for learners to express themselves both in the spoken and written forms during learning activities, as they display their creative ingenuities unconsciously.

The teacher's role is basically to motivate learners to develop creative ideas to get the learning task done, as they share their ideas, plans or thinking with each other, they see, hear and learn alternative ways of doing things. They learn from their mistakes and mistakes of others, thereby take ownership in their learning. One of the major concerns of this study is not only to examine how language is used within the classroom setting but the varied ways in which knowledge is constructed during verbal and non-verbal interactions in the classroom that make the process of conversational inference to occur. Thus, this study sees classroom discourse as a platform to explore how the teaching / learning activities are carried out through the process types of the transitivity system and to determine which of the processes are more resourceful in delivering classroom instructions.

13 RESEARCH METHODOLOGY

13.1 SOURCES OF DATA

The data used for this study were drawn from the lesson notes prepared for the SS 11 & 111 English classes of Michael Otedola International Secondary School, Noforij-, Epe, Lagos State, Nigeria and the actual lesson presentations by the teachers, which were recorded and later transcribed for accurate analysis and description. Two teachers of English at the upper classes of the secondary school were purposely selected, bearing in mind the age, learning materials and the maturity of the students; this is referred to as teaching observation. This study shows how the transitivity system of Halliday's Systemic Linguistics w could be effectively employed in the teaching and learning events in an ESL classroom.

14 RESEARCH DESIGN

This study was conducted using qualitative descriptive method analysis and quantitative approach descriptive statistics of simple percentage. The data were analyzed

contextually by examining the lesson plans, the classroom setting, the experiences of the teachers and how the lessons were presented using particular method(s), and also by using some steps proposed by Ezzy (2002: 29 and Miles, Huberman, and Saldana (2014:30) as follows:

- Recognizing the segments of the texts
- Identifying and separating the sentences (in the lesson notes and the actual presentations) into clauses since the unit of analysis in the transitivity system is the clause
- Identifying, labeling and grouping the types of process
- Data condensation
- Displaying data
- Inference making.

15 RESULTS AND DISCUSSION

In line with the objectives of this study, the process types as occurred in the lesson plans and lesson presentations in the teaching sessions were analyzed, interpreted and described to determine the effectiveness of the language and method of delivery. The tables below show the process types in the lesson plans and the actual teaching sessions in the classes observed.

Table 1: Text A: Process Types of the Transitivity System in the Lesson Note A (SS1).

Lesson Plan	Process Types	Instructional Events	Process Types at Performance
Topic: Contrasting Consonants			
Objectives i. <i>Recognize</i> the consonant sounds ii. <i>Pronounce</i> the sounds correctly iii. <i>Differentiate</i> between voiced and voiceless sounds with adequate examples. iv. <i>Write</i> 5 words in which each sound occurs and use the words to construct one sentence each.	Mental Process Verbal Process Behavioral Process Material Process	Instance of Performance at the Evaluation stage	Verbal/ Material processes = Learned Behaviors
Previous Knowledge: Students <i>are</i> familiar with consonants sounds.	Relational Process	Instance of Performance at the introduction stage.	

<p>Contents:</p> <p>Consonant sounds are sounds which when articulated, an obstruction of the air from the lung is noticed around the oral cavity.</p> <ul style="list-style-type: none"> ■ /p/ and /b/ <p>i. /p/ is a voiceless bilabial plosive. e.g paper, pin, tap, puppy, etc.</p> <p>ii. /b/ is a voiced bilabial plosive. e.g baby, big, tab, barber, etc.</p> <ul style="list-style-type: none"> ■ /t/ and /d/ <p>i. /t/ is a voiceless alveolar plosive. e.g tea, type, bottle, part, step, etc.</p> <p>ii. /d/ is a voiced alveolar plosive . e.g day, dog, slide, dead, etc.</p> <ul style="list-style-type: none"> ■ /k/ and /g/ <p>i. /k/ is a voiceless velar plosive. E.g. kick, kit, car, key, kettle, etc.</p> <p>ii. /g/ is a voiced velar plosive .e.g., gear, gallery, giant, leg, etc</p> <ul style="list-style-type: none"> ■ /s/ and /z/ <p>i. /s/ is a voiceless alveolar fricative. e.g. see, soup, sit, toss, peace, etc.</p> <p>ii. /z/ is a voiced alveolar fricative, e.g. visit, dozen, zero, etc.</p>	<p>Relational Processes of identified and identifier type</p>	<p>Definition/ Description/ Explanation of concepts by the teacher under Lesson presentation.</p>	
<p>Presentation:</p>			
<p>Step 1 Teacher <i>revises</i> the previous lesson and <i>asks</i> the students to <i>mention</i> their month organs.</p>	<p>Verbal processes</p>	<p>Instance of Performance by the teacher</p>	
<p>Step 11 Teacher <i>introduces</i> the new topic to the students.</p>	<p>Material/Verbal Processes</p>	<p>Instance of Performance by the teacher</p>	
<p>Step 111 Teacher <i>pronounces</i> the sounds and <i>describes</i> how they are produced.</p>	<p>Verbal Process Behavioural Process</p>	<p>Instance of performance by the teacher and the students.</p>	<p>Verbal/ Material processes = Learned Behaviors</p>
<p>Step 1V Teacher <i>asks</i> the students to demonstrate how the sounds are pronounced in their oral cavities and pronounce correctly.</p>	<p>Verbal process</p>	<p>Instance of performance by the students.</p>	<p>Verbal Process = Learned Behavior</p>
<p>Evaluation: <i>Indicate</i> whether the following sounds are voiced or voiceless and <i>write</i> 5 words for each :/s/, /t/, /d/, /g/, /k/. ii. <i>Use</i> each word to construct a sentence.</p>	<p>Behavioral/ Material / Processes</p>	<p>Instance of Performance by the students</p>	<p>Material Processes = Learned Behaviors</p>
<p>Assignment: <i>Do</i> the exercise on page142 of Students' Companion on Oral English.</p>	<p>Material/ Verbal Process</p>	<p>Instance of performance by the students</p>	<p>Material Processes = Learned Behavior</p>

16 DISCUSSION OF FINDINGS

Table 1 above shows the Transitivity processes as appeared in the lesson plan. As can be seen under lesson objectives, the verbs *recognize* (mental process, *pronounce* (verbal process), *differentiate* (behavioural process), *write* (material process) are realized as verbal and material processes resulting in learned behaviours under evaluation. Likewise under lesson presentation Step I, verbs such as: *revises*, *asks*, *to mention* are verbal processes. In Step II, the verbs: *introduces*, and Step III, *pronounces* are verbal processes while the verb *describes* is behavioural. In describing sounds, certain behaviours could be exhibited in an attempt to produce the sounds and in Step IV, the verb *asks* (verbal process) also features to elicit information from the students. These are the activities expected to be carried out and behaviours to be exhibited by the teacher and the students during the actual lesson presentation. All these are summarily realized as verbal and material processes under evaluation resulting in learned behaviours.

In evaluating the lesson, the verb *indicate* expresses an interface between material and behavioural processes), which is demonstrated by the students through actions, resulting in learned behaviours, which are the evidences that the instructional objectives are attained. Likewise, under assignment, the verb *do* (material process) involves physical activities assessing that the learning outcomes.

Table 2: Classroom Observation A: Process Types of the Transitivity System in the Actual Lesson Presentation (SS1).

Relational Process	Material Process	Mental Process	Existential Process	Behavioural Process	Verbal Process	Total
17(42.5%)	11(27.5%)	6(15%)	6(15%)	5(12.5%)	4(10%)	40

It can be seen from the table above that the actual lesson presentation was very brief. Evidently, the process types used were low in quantity. Out of 40 processes recorded, relational process accounted for 17(42.25%), material process 11(27.5%), mental process 6(15%), existential process 6(15%), behavioural process 5(12.5%), and verbal process 4(10%).

Introduction:

The teacher introduced the lesson by saying –*We want to contrast* some consonant sounds.. which implies that certain actions and behaviours will be displayed.

Teacher: How many sounds *do* we *have* in English? –Relational process-possessive.

Students: 44 sounds.

Teacher: How many consonant and vowel sounds?

Students: 24 consonants and 20 vowels.

Presentation:

Teacher: Consonant sounds *are* the sounds produced with completely or partly stopping the flow of air being breathed out through the mouth. Consonant sounds *are* either voiced or voiceless, depending on whether there *is* an obstruction to the flow of air or not –Relational and existential processes.

Teacher: Let's *contrast* some of them... (the teacher *called* a student) Behavioural/ verbal processes.

Teacher: Pronounce these sounds /p//b/. /k//g/, /z/ /s/ (verbal process)

Student: (responded correctly) behavioural processes

Teacher: (a round of applause). Now, *mention* examples of the words in which these sounds occur. (Verbal).

Students: pen, bag; keg, gun; zip, seat (behavioural process)

Teacher: Correct! These sounds *are* bilabial; the two lips *come* in contact at their production. (Relational & behavioural processes).

Evaluation:

Teacher: Use the words in which these sounds occur to construct 3 sentences each. (Learned behaviours)

Table 3: Text B: Process Types of the Transitivity System in Lesson Note B (SS11).

Lesson Plan	Process Types	Instructional Events	Process Types at Performance
Topic: Vocabulary Development on Building and Building Construction			
Objectives: i. <i>Mention</i> words that are related to building. ii. <i>Give</i> the meanings of the words. iii. <i>Use</i> each of the words appropriately in sentences.	Verbal process Behavioral process Behavioral Process	Instance of Performance at Evaluation	Verbal/ Behavioral Processes
Previous Knowledge: Students can <i>recognize</i> their school buildings and residential apartments	Mental Process	Instance of performance at the introduction stage	

<p>Contents: Building <i>is</i> a closed structure with wall and a roof. Construction <i>is</i> the art of building something typically a large structure. structure- the trade of building structures.</p> <p>Associated words:</p> <ul style="list-style-type: none"> ■ Site- This <i>is</i> the location of the building under construction. ■ Site foreman- He/she <i>is</i> a professional who supervises the work of building. ■ Architect- A professional who designs a building or other structures. ■ Pillar- A large vertical cylindrical structure used to support a building. ■ Trench- A long narrow ditch or hole dug in the ground. 	Relational Processes	Description/ Definition/ Explanation of concepts under lesson presentation by the teacher.	
Presentation:			
<p>Step 1</p> <p>Teacher <i>takes</i> the students through the previous topic and <i>introduces</i> the new one by asking them to <i>look</i> around the school premises and <i>identify</i> a building.</p>	<p>Mental Process</p> <p>Verbal process</p> <p>Mental process</p> <p>Behavioural Process</p>	Instance of performance by the teacher.	
<p>Step 11</p> <p>Teacher <i>explains</i> to the students, words or registers that are associated with building and <i>points</i> at some in the school premises.</p>	<p>Verbal process</p> <p>behavioral process</p>	Instance of performance by the teacher.	
<p>Step III</p> <p>Teacher <i>writes</i> the words and their meanings on the chalkboard for the students to master the spellings.</p>	Material process	Instance of performance by the teacher.	
<p>Step IV</p> <p>Teacher <i>asks</i> the students to give more examples and <i>write</i> them on the chalkboard.</p>	<p>Verbal process</p> <p>Material process.</p>	Instance of performance by the teacher and the students.	Material process= Learned Behaviors
<p>Evaluation:</p> <p><i>Write</i> 10 words associated with building and <i>use</i> them to make 10 correct sentences.</p>	Material Process	Instance of performance by the students	Material process= Learned behavior
<p>Assignment:</p> <p><i>Do</i> exercise 7 of page 28 Essential English for Senior Secondary Schools</p>	Material process	Instance of performance by the students	Material process= learned behavior

Table 3 above presents the process types of the Transitivity system as used in the lesson note preparation of the SS3, the objections are stated using the verbs *mention*

(verbal process), *give* (behavioural process) and *use* (behavioural process) which are also realized as learned behaviours at the end of the lesson. Learned behaviours are demonstrated through actions, spoken or written expressions and demonstrations. In Step I, The verb *takes* is a mental process as used in the lesson note. Taking them through the previous lesson could involve the ability to recall, recognize, recite, etc. while the verbs *introduces*, *look* and *identify* are verbal, mental and behavioural processes respectively. Under Step II, the verbs *explains* and *points* are verbal and behavioural processes, carried out by the teacher. In Steps III, IV, Evaluation and Assignment, the verbs: *asks* (verbal process), *writes* (material process), *write* (material process) and *do* (material process) are instances of performance by the teacher and the students in the course of lesson presentation, each of the Steps requires corresponding actions and behaviours of the students depending on the processes involved.

Table 4: Classroom Observation B: Process Types of the Transitivity System in the Actual Lesson Presentations.

Relational Process	Material Process	Verbal Process	Existential Process	Behavioural Process	Mental Process	Total
36(32.14%)	28(25%)	24(21.43%)	-	24(21.43%)	-	112

Table 4 shows the frequency of occurrences of the process types used in the second lesson presentation. Relational processes recorded the highest frequency rate of occurrences. i.e. 36(32.14%) out of 112 instances of processes, followed by material process 28(25%), verbal process 24(21.43%) and behavioural process 24(21.43%) while existential process was not used at all.

Introduction:

The teacher introduced the lesson by asking the question – *Who has been* to a site where building takes place before?-- Circumstantial relational process

Student: Hand **raised**. (behavioural)

Teacher: What *did* you see there? (mental process)

Student: There *was* a landmark and a drawing of what to be built on the site. (existential process).

Teacher: And what *is* that? That *is* a plan. (relational process) eh? Continue.

Student: There I saw blocks, bags of cement, sand, gravel, (mental process)

Presentation:

Teacher: That *means* something is about to take place (relational process). So, errh... *sit* down. (material process). – A round of applause for her. When building *is* about to take place there *will be clearing* of the site. There *would have* a plan of the structure to build on the site (existential process). There *must be* supply of different materials such

as cement, sand, blocks, planks, granite, etc. (existential process). Where we are now *is* a building, your house *is* a building. (relational process).

Teacher: Open your Course Book to page 24, instead of (Turn your Course Book to page 46) Behavioural processes. There, you *can* see a diagram (mental process). That is an ongoing building project (relational process).

Students: responded.

Teacher: On page 26 too, what *can* you see? (mental process)

Students: Huts

Teacher: *Do* we see them around here? (mental process)

Students: No! We can only see them in the rural area. (mental process)

Evaluation:

Teacher: On page 28, you *will* see a register; the vocabulary *is* on building. (mental & relational processes). *Mention* the words related to building (verbal process/ behavioural process).

Students: blocks, pillar, blocks, site, site foreman, window...

Teacher: You *will do* the exercise on page 28. There *are* words related to building. *Give* the meaning and *use* them in sentences.

The processes at this stage are material processes resulting in learned behaviours.

17 THE TRANSITIVITY SYSTEM AND ITS IMPLICATIONS FOR LANGUAGE TEACHING AND LEARNING

The goal of teaching and learning in any classroom situation is effective dissemination of knowledge which is realizable through the use of appropriate methods and choice of language in transferring knowledge. The realization that there are specific verbs to convey meaning at each stage of lesson preparation and presentation makes the process a resourceful one. In consonance with Sinclair and Coulthard's (1997) assertion, a three tier approach-beginning-middle-end- focus on the distinct moves that take place in discourse which is considered as question-answer-comment in the classroom environment. Interestingly, this approach runs through every stage of the lesson presentation with the use of the transitivity processes.

The introduction stage is the point in the lesson where instructional events to arouse the interest of the students are presented. At this stage, the students are motivated as the teacher induces them to be attentive and learn. The inductive devices in this case include recall of the previous knowledge which is done through the use of mental

processes, asking proactive questions through verbal processes and doing something unusual, using material processes, to drive home the topic he intends to teach, then by telling them what is/was/ has been or will be in existence through existential processes.

At the presentation stage, the new material to be learned are introduced; this involves presentation, description, exposition and explanation on the part of the teacher, and his principal function is to draw the attention of the students to the important features of the topic/ material to be learned. This is done mostly through the relational processes by describing the features (relational processes), and displaying, through physical activities and behaviours (material and behavioural processes), to ensure a form of encoding that will enable learners to recover what they have learned (Adegbehin, 1995).

The application stage is the point in the lesson where the teacher can sufficiently make use of material, mental and verbal processes because all these processes result in learned behaviours. The students will have the opportunity to demonstrate what they have learned and this will definitely provide the teacher opportunities to test the students on the newly acquired skills in order to use them in normal situations.

Evaluation stage measures the performance goals to determine whether the desired state has been achieved in learners. At this stage, material, mental and verbal processes mostly come into play resulting in learned behaviours.

18 CONCLUSION AND RECOMMENDATION

This study was carried out to examine the process types of the transitivity system of Halliday' Systemic Functional Linguistics in classroom instructions. It has been proved through the findings that the effectiveness of the use of language, which is predicated on the interaction of the six process types enhances teaching and learning in an ESL classroom. From the instructional objectives to evaluation, the elements of ideational meta function are reflected in the teacher-student interactions which capture the whole essence of imparting and acquiring knowledge through *being, doing, sensing, feeling, thinking* and *existing*. The study therefore recommends that the functional approach is the most effective and resourceful method of language, and the onus is now on teachers of English as a Second to equip themselves with this functional approach to language teaching.

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