

A Study of Thematic Relations in Joseph Conrad's short story "The Nigger of the Narcissus"

SAJIDA RAZZAQ ALI
Dr. FAIZA AHMED MOHAMMED
Supervisor
College of Education for Women
University of Baghdad, Iraq

Abstract:

The aim of this paper is to identify the thematic relations in the selected text which was chosen from the short story "The Nigger of the Narcissus" by Joseph Conrad. Thematic relations in the selected text will be analyzed semantically and syntactically (whenever it is necessary) by initially using Halliday's Systemic Functional Linguistics Approach (Transitivity system) and adjust it by developing my own approach. Also this paper is concerned with some notions such as Valency grammar, Case grammar and Transitivity which they are related to thematic relations and shared the same concept.

Key words: Thematic relations, Valency grammar, Case grammar, Transitivity system, the selected text.

1- WHAT ARE THEMATIC RELATIONS?

Crystal (2003: 463) defines thematic roles as a term used to highlight the role of each argument such as subject or complement in a predicate. Each argument can be shown within a restricted universal set of thematic relations in a way similar to semantic cases in Fillmore's (1971) case grammar.

These cases show the roles of such relations such as agent , patient , source and goal .

Featherston and Winkler (2009:123) have considered the study of thematic relations as the most difficult topic in linguistic examinations, because it deals with lexical, syntactic and semantic issues, and at the same time attempts to combine them .The main function of thematic relations is to link syntax and semantics, and to clarify the mapping of semantic representation with syntactic structure, in other words they are partially responsible for transferring meaning into form. The way of mapping between syntax and semantics vary from approach to another. Part of the problem lies in the fact that there is no overall agreement on how many thematic roles are involved, and what kind of thematic relations exist. Most researchers who work on thematic roles use terms such as Agent, Patient, Theme, Instrument, Goal, Source, Location, Experiencer and Benefactive. The thematic roles in the approaches under study are not mutually exclusive but they often overlap .

According to Kallfass (2004: 3) thematic relations as a phenomenon attempts to describe specific connections between a predicate and its special arguments . The understanding of this connection or relations is, in particular important in the field of language acquisition or as generally stated for the process of understanding. So anyone who has knowledge of the grammar of a language he really knows this language. Since grammar takes a closer look at units of speech such as sentences, and smaller units of sentences, so one must adopt strategies to explain these units and the kind of connection they have with each other. In order to understand grammatical theories one should understand the structural strategies. Grammatical theories are some of these strategies which concentrate on “who does what to whom in a clause“. In other words, a predicate can specify certain thematic roles to its respective arguments.

Jackendoff (1987:369-411) has adopted a different approach to determine thematic relations. He suggested some layers of thematic relations such as, a layer of an action and a temporal layer, as well as, the basic level of a thematic layer. The basic level deals with motion and location, an action layer deals with qualities of liability and effect. The temporal layer deals with aspectual features of events. The basic thematic layer deals mainly with the roles of theme, goal, and source, the patient and agent occur only on the action layer. See below the examples from Jackendoff (1987):

- 1- The car [Theme _{TH}] hits the tree [Goal _{TH}; patient _{Ac}].
- 2-Peter [source _{TH}; Agent _{Ac}] threw the ball [Theme _{TH}; patient _{Ac}].
- 3-Bill [Theme _{TH}; Agent _{Ac}] entered the room [Goal _{TH}].

In above examples 'TH' denotes a role from the thematic layer, thus theme, goal and source (Henceforth TH). 'Ac' one from the action layer, thus agent and patient (Henceforth Ac).

In this system, an argument may bear many specific thematic relations, each expressing one part of its interpretation.

Thematic relations are semantic functional relations that explain the connection between a predicate and its argument, and present events' basic structure. They denote to a way of talking about to whom an action performs and who did the action, in other words, it specifies the receiver of an action (whom) and its doer (who). These relations lay an impact on linguistic theories and on every syntactic theory used these notions in some way or another. These semantic functional relations have a variety of terms in different theories: case roles, thematic relations, semantic roles, participant roles, and so on. These names first introduced by Gruber (1965), who called them "thematic relations", and by Fillmore (1968), who termed them "Case Roles ". The standard terms which are used

in generative grammar are also named "Thematic Relations" and "Thematic Roles". (Valin :1999 , pp .150 - 162) .

Payne (1997:47) asserts that:

Semantic roles are conceptual relationships in the "message world". Though they influence the morphosyntax profoundly, they are not primarily morphosyntactic categories. They are part of the "content" of linguistic messages rather than categories of linguistic form. Ideally, semantic roles are the roles that participants play in message world situations, quite apart from the linguistic encoding of those situations.

Velupillai (2012: 231) has mentioned some common semantic roles which are expressed as subjects, objects or indirect objects such as:

1- A prototypical agent

The entity which performs an activity and has a high degree of control, in other words, the act has been carried out on purpose. e.g :

4- Nada washed the clothes.

2-A prototypical instrument

The means by which an action is performed. This entity has no conscious control, but is only a tool being used for an action. e.g:

5- Huda broke the window with a hammer.

3- A prototypical experiencer

The entity which gets cognitive stimulus in one way or another. The experiencer cannot control the cognitive stimulus that it receives. e.g:

6- Zainab loves chocolate.

4- A prototypical recipient

The entity which receives something. e.g:

7- Ali gave the notebook to Huda .

5- A prototypical benefactive

The entity for whose benefit the action is carried out. e.g :

8- I bought some flowers for my mother.

6- A prototypical patient

The entity which is affected by the event and has no control .e.g:

9- Suha broke the door.

7- A prototypical theme

The entity which undergoes a change of its position. e.g.:

10- Salam put the keys on the table.

According to (ibid: 232) the following semantic roles are often expressed as adverbial or obliques (optional participants) such as:

8- A prototypical comitative

The entity which accompanies someone or something. e.g :

11- Ahmed went to the cinema with his friend .

9- A prototypical locative

The place where the event takes place. e.g:

12- We met in London.

10- A prototypical goal

The entity which expresses the endpoint for a motion. e.g:

13- Huda travelled to India.

11- A prototypical source

The entity which refers to start point of a motion. e.g:

14- Qasim ran from his house to school.

2- VALENCY GRAMMAR

Thematic relations are related to the term Valency which is introduced by the French linguist Lucien Tesniere (1893 -1954), and has been particularly influential in the development of models of Dependency Grammar in Europe and Russia of that time. According to Richards and Schmidt (2002:149), dependency grammar is a grammatical theory which considers the verb as a central factor and an important unit in the sentence. However, according to this theory, verbs are divided in terms of the number of noun phrases or arguments where the verb falls in an order to complete a sentence . This number is called "Valency of verb".

Seiler and Premper (1991 :240) have stated that Valency is the characteristic of a verb which decides the number of its participants, regardless of whether the number is obligatory or optional, and it also determines the morphosyntactic form of the semantic class or lexical membership (e.g. +_ animate , +_ human and +_ non - animate), and their thematic roles such as agent, patient, recipient. Valency provides information on the nature of the semantic and syntactic relations which exists between the verb and its participants. The clause is considered ungrammatical if the verb joins more or less participants than required, or when the participants do not appear in the morphosyntactic form or class membership. The number of participants as well as, all semantic and morphsyntactic features that combine the relation between a verb and its participants that are expected to be contained in the verb can be considered a Valency too .

To Kreidler (1998: 82) Valency is "A proposition consists of a predicate and varying numbers of arguments, or referring expressions. The number of arguments that accompany a particular predicate is called its valency" .

This quotation has grammatical and stylistic errors, because the author uses the article A before the plural forms

such as numbers and arguments, also he has presented an incomplete phrase such as referring expressions instead of saying other referring expressions.

According to Kreidler (1998:68- 74), there are three types of valency such as:

A - Zero Valency as in the sentence 15 below:

15- It is snowing .

I assume that Kreidler (ibid) has classified sentence 15 above as Zero Valency because the verb snow is intransitive verb and does not take an object thus, it has no argument. The subject in this sentence is (it), but does not name something equals to anything else in the underlying proposition. So the verb snow has a zero – argument.

B - One Valency

16- The child is crying.

The argument in this sentence is the child.

C-Two Valency

17-Ahmed broke the vase.

The arguments in this sentence are Ahmed as an "agent" and the vase as an "affected" or "goal " according to Halliday (1967 ,1968) .

3- CASE GRAMMAR

Also thematic relations are related to case grammar which is concerned with the analysis of the structure of sentences in terms of semantic case relations. Case grammar is introduced by the American linguist Charles Fillmore in the late (1960).

Murphy and Koskela (2010 : 26) describe case to: Be used to refer to the morphological marking of the role of the noun phrase in a sentence, or, in some theories, to an underlying abstract relational category that may or may not be

morphologically marked. In the abstract sense, it is usually spelt with a capital 'C' and sometimes called deep case.

The paper of Fillmore (1968:vii) "The Case for Case" which was first presented at a conference on language universals described as representing " a universal underlying set of case – like relations that play an essential role in determining syntactic and semantic relations in all languages ". He developed Chomsky's theory and presented some new notions which are referred to as Fillmore's case grammar .

According to Crystal (2003 :64), the model of case grammar by Fillmore , primarily , was a reaction against the standard theory of sentences , where ideas or notions such as subject, object ... etc are neglected in favor of the analysis of the terms NP , VP ...etc .

Fillmore (1968:2) stated that "what is needed is a conception of base structure in which case relationships are primitive terms of the theory, and in which such concepts as subject and object are missing". So the object and subject categories go back to Chomsky's surface structure not to deep structure .

Fillmore (1968: 23) claimed that deep structure of any sentence comprises of a proposition (P) and a modality (M) . The modality constituent consists of factors which qualify the sentence as a whole, such as tense, mood, aspect and negation. The proposition comprises of a verb and a set of cases such as : marked noun phrases (C) . Each marked case consists of a case marker (K) (which perhaps realized as preposition , case affix or postposition) (Fillmore ,1968: 33) .

The model of (Fillmore 1968) represents seven types of cases such as:

1 . Agentive (A)

It is the case of the animate that causes the event. It occurs in subject position in a simple active sentence (Fillmore,1968:24).
e.g :

18- Ali cut the bread .

2. Instrumental (I)

It is the case of the inanimate entity which is involved in the action or state described by the verb (ibid:24) . e.g:

19- The stone broke the window.

3. Dative (D)

The case of the animate being influenced by the action or state described by the verb (ibid:24) . e.g:

20 - Suha believed the story.

4. Objective (O)

"The semantically most neutral case, the case of anything representable by a noun whose role in the action or state identified by the verb is identified by the semantic interpretation of the verb itself" (Fillmore,1968:25). Objective case must not be confused with the term direct object or with the surface notion.

This quotation is semantically ambiguous and not clear. Accordingly, I suggest that to remove the ambiguity and to reinforce the style should be as follows:

The semantically most neutral case, the case of any item representable by a noun whose role in the action is identified by a verb which is, by its role, is also represented by the semantic interpretation of the verb itself, as in :

21 -Nada opened the book .

5. Factive (F)

The case which is responsible for completing the meaning of the verb, and is used for cognate object constructions (Fillmore, 1968:85) .e.g :

22- Huda dreamed a dream .

6. Locative (L)

The case which determines the exact place of the event caused by the verb (Fillmore, 1968:25). e.g:

23-The balls are in the box .

7. Comitative (C)

This case is not defined, it used to explain accompaniment .The prepositional marker used with this case is *with* (Fillmore, 1968:81). e.g :

24-The baby is with Suha.

4- TRANSITIVITY

Transitivity is another notion which is related to thematic relations. According to Fontain (2013:73), transitivity is a concept that is connected with a verb. A verb is either transitive or intransitive. The difference between verbs is based on the presence or absence of a direct and /or an indirect object .This means that the relation concerns objects distribution, regardless of whether it is an argument, an object or a participant. Halliday (1976:30) builds his view of transitivity on verbs, but he extends his view to cover the participants:

“Transitivity is a grammar of processes ... and the participants in these processes, and attendant circumstances ”.

This sentence expresses the description of clause in terms of process. In this description the main verb is considered the key item, because it explains the event or the means of connection, such as eating, writing or reading ...etc .

Halliday (2005: 61), developed the traditional notion of transitivity to refer generally to that which “defines some of the roles which nominal elements may occupy “. This definition was the first stone word to word understanding transitivity which relates different participating entities in a clause .

According to Simpson (2004:22-25), there are six types of processes in the transitivity system , namely :

A - Material processes

Material processes are processes of doing, connected with two innate participants, one is the actor which is considered the obligatory element in this processes. The second is, the goal which is an optional element in the process.

25- The lion caught the tourist.

Actor process Goal

26- The car broke down.

Actor process

B – Mental processes

This process expresses the world of awareness, and includes three types such as Reaction (verbs of liking or hate), Perception (verbs of seeing or hearing), and Cognition (verbs of thinking or wondering). This process is connected with two participants, the Sensor and the Phenomenon.

27- Nada likes her mother. (Reaction)

Sensor process Phenomenon

28- Ali witnessed the accident. (Perception)

Sensor process phenomenon

29- My mother believes me. (Cognition)

Sensor process phenomenon

C- Behavioral processes

This process includes physiology behavior like breathing, crying, coughing and laughing. The doing of these actions is called Behavior.

30- The child was crying all night.

Behavior process circumstances

D- Verbalisation processes

It is the process which shows conscious thought in speech or writing. The participant who speaks is called Sayer, the Addressee who receives the speech is called Receiver , and what is said is Verbiage .

31- The teacher announced the results to pupils .
Sayer process Verbiage Receiver

E- Relational processes

It is the process of being in the sense of establishing relationship between two entities . There are three main kinds of relational processes , and these three kinds consist of two modes , the attributive mode and the identifying mode .

- intensive relational process which suggests a relationship of equivalence between two entities , that is ' x is not y ' .
- possessive relational process expressed by a relationship of possession between two entities , that is ' x has y ' .
- circumstantial relational process described the entity in terms of manner , time , location , that is ' x is at / is in / is on / is with / y ' .

In the attributive mode, the participant roles are connected with this process called "Carrier" which refers to the entity , person or concept being described , and "Attribute" refers to the quality belonged to that Carrier .

32- Nora is beautiful. (Intensive)
Carrier process Attribute

33- Hassan has a car. (possessive)
Carrier process Attribute

34- The exam is on Monday. (circumstantial)
Carrier process Attribute

In the identifying mode, one entity is identified by reference to a hidden entity, so the two parts of the clause refer to the same thing. The participant roles connected with this process are (the identifier) which picks out and defines the other part (the identified) .

35- Ali is the teacher. (intensive)
Identified process Identifier

- | | | |
|-------------|---------|-----------------------------|
| 36- The car | is | Ahmed's. (possessive) |
| Identified | process | Identifier |
| 37- Today | is | the tenth. (circumstantial) |
| Identified | process | Identifier |

F- Existential processes

These are processes of existing and occurrence, and these processes have the word ' there ' as a dummy subject, these processes contain only one participant role, the ' Existent ' .

- | | |
|---------------------|-----------------|
| 38- There was | a social event. |
| Process existential | Existent |
| 39- There was | a wedding. |
| Process existential | Existent |

5-DATA ANALYSIS

The data under analysis consists of selected text. At the beginning of the analysis, I will follow Halliday's approach Systemic Functional Linguistics (Transitivity system) whenever it is necessary, but I will develop my own approach which is suitable to the data of this study.

5-1 Halliday's Approach (Transitivity System)

Halliday in his book (An Introduction to Functional Grammar) (1994: 106) concentrates on the clause in its connotational meaning, and considers it as a method of embodying patterns of experience. Since language helps people to build a mental picture of reality, to understand activities which takes place around them and within themselves. Again the clause plays a main role, because it represents a general principle for modeling experience. This principle is reality which is made up of processes. The experience consists of activities, occurrence, feeling, becoming and existing. All these events are ordered in the grammar of the clause, and the grammatical system which accomplishes transitivity. Transitivity system interprets the

world of experience into a possible set of process types (the transitivity system is mentioned in details, see above) .

Analysis of Selected Text

(See Appendix A at the end of this paper)

The Selected Text

In this analysis, I will use abbreviations such as:

Process (henceforth Pr) , Circumstances (henceforth Circ)

The distinct and motionless group [Actor]

stirred [Pr: Material]

broke up [Pr: Material]

began to move [Pr: Material]

forward [Circ: Location ; Spatial]

"Wait" [Verbiage]

cried [Pr: Verbal]

a deep , ringing voice [Sayer]

Mr. Baker [Actor]

spun round [Pr: Material]

open – mouthed [Goal]

at last [Circ: Location ; Temporal]

He [Sayer]

blurted out [Pr: Verbal]

"What's this? Who said 'Wait'? What" [Verbiage]

He [Senser]

saw [Pr: Mental]

a tall figure [Phenomenon]

standing on the rail [Circ: Manner]

it [Actor]

came down and pushed [Pr: Material]

through the crowd [Circ: Location ; Spatial]

marching with a heavy tread towards the light on the quarter –
deck [Circ: Manner]

then again [Circ: Location ; Temporal]

the sonorous voice [Sayer]

said [Pr: Verbal]
with insistence [Circ: Manner]
"Wait" [Verbiage]
The lamplight [Actor]
lit up [Pr: Material]
the man's body [Goal]
He [Carrier]
was [Pr: Relational ; intensive]
tall [Attribute]
His head [Carrier]
was [Pr: Relational ; intensive]
away [Attribute]
up [Circ: Manner]
in the shadows of lifeboats that stood on skids above the deck
[Circ: Location ; Spatial]
The whites of his eyes and his teeth [Carrier]
gleamed [Pr: Relational ; intensive]
distinctly [Circ: Manner]
but the face [Carrier]
was [Pr: Relational ; intensive]
indistinguishable [Attribute]
His hands [Carrier]
were [Pr: Relational ; intensive]
big [Attribute]
and seemed [Pr: Relational ; intensive]
gloved [Attribute]
Mr. Baker [Actor]
advanced [Pr: Material]
intrepidly [Circ: Manner]
"Who are you? How dare you ..." [Verbiage]
He [Sayer]
began [Pr: Verbal]
The boy [Actor]
raised [Pr: Material]
the light [Goal]

to the man's face [Circ: Location ; Spatial]

it [Carrier]

was [Pr: Relational ; intensive]

black [Attribute]

A surprised hum – a faint hum that sounded like the suppressed mutter of the word "Nigger" [Actor]

ran along [Pr: Material]

the deck [Scope]

and escaped [Pr: Material]

out [Circ: Location ; Spatial]

into the night [Circ: Location ; Temporal]

After a moment [Circ: Location ; Temporal]

he [Sayer]

said [Pr: Verbal]

calmly [Circ: Manner]

"My name is Wait – James Wait." [Verbiage]

5-2 The Syntactic Analysis of the Data

After I have examined Halliday's approach, I have derived this approach , because it best suits this study in order to show the semantic relations via the string of sentence structure. So I will analyze the same Selected text syntactically. My abbreviations will be as follows :

Adj	adjective	ObjPro	object pronoun
AdvP	adverb phrase	O _d	direct object
AD	adverb of direction	O _i	indirect object
AF	adverb of frequency	PhrV	phrasal verb
AM	adverb of manner	Prep	preposition
AP	adverb of place	PrepPh	preposition phrase
AT	adverb of time	PossA	possessive adjective
AuxV	auxiliary verb	Poss's	possessive 's
Conj	conjunction	Quan	quantifier
DefA	definite article	RefIPro	reflexive pronoun
IntransV	intransitive verb	RelPro	relative pronoun
IndefA	indefinite article	S	subject
N	noun	TransV	transitive verb

NP	noun phrase	VerN	verbal noun
MV	main verb		

(See Appendix A at the end of this paper)

The Selected Text

The (DefA)

distinct (Adj)

and (Conj)

motionless (Adj)

group (N)

the NP [the distinct and motionless group] occupies the place of S

stirred (MV)

broke up (PhrV)

began (MV)

to (Partical)

move (IntransV)

the infinitive clause [to move] occupies the place of O_d

forward(AP)

"Wait" (O_d)

cried (TransV)

a (IndefA)

deep (Adj)

ringing (VerN acting as adj)

voice (N)

the NP [a deep, ringing voice] occupies the place of S

All (Quan)

stood (IntransV)

still (Adj)

Mr. Baker (S)

Who (RelPro)

had (AuxV. to have)

turned away (PhrV)

yawning (VerN acting as an AM)

the whole clause [who had turned away yawning] is a relative clause adds additional information to S

spun round (PhrV)

open – mouthed (O_d)

At (Prep)

last (N)

the PrepPh [At last] acting as an AT

furious (Adj)

He (S)

blurted out (PhrV)

"What's this? Who said 'Wait'? What ..." (Wh – interrogative clause as O_d)

But (conj)

He (S)

saw (TransV)

a (IndefA)

tall (Adj)

figure (N)

the NP [a tall figure] occupies the place of O_d

standing (VerN acting as an adj)

on (Prep)

the (DefA)

rail (N)

the non- finite clause [standing on the rail] modifies the noun figure

It (S)

came down (PhrV)

and (Conj)

pushed (IntransV)

through (Prep)

the (DefA)

crowd (N)

the PrepPh [through the crowd] acting as an AP

marching (VerN acting as an adj)

with (Prep)

a (IndefA)
heavy (Adj)
tread (N)
towards (Prep)
the (DefA)
light (N)
on (Prep)
the (DefA)
quarter (N occupies the place of an adj)
deck (N)
the whole non- finite clause [marching with a heavy tread
towards the light on the quarter- deck] acting as an AdvP
then (AT)
again (AF)
the (DefA)
sonorous (Adj)
voice (N)
the NP [the sonorous voice] acting as S
said (TransV)
with (Prep)
insistence (N)
the PrepPh [with insistence] acting as an AM
"Wait" (O_d)
The (DefA)
lamplight (N)
the NP [the lamplight] acting as S
lit up (PhrV)
the (DefA)
man(N)
's (Poss's)
body (N)
the NP [the man's body] occupies the place of O_d
He (S)
was (MV. to be)
tall (Adj)

his (PossA)

head (N)

the NP [his head] acting as S

was (MV. to be)

away (Adj)

up (Adv. of direction)

in (Prep)

the (DefA)

shadows (N)

of (Prep)

lifeboats (N)

that (Conj)

stood (IntransV)

on (Prep)

skids (N)

above (Prep)

the (DefA)

deck (N)

the whole PrepPh [in the shadows of lifeboats that stood on skids above the deck] acting as an AP

the (DefA)

whites (N)

of (Prep)

his (PossA)

eyes (N)

and (Conj)

his (PossA)

teeth (N)

the NP [the whites of his eyes and his teeth] occupies the place of S

gleamed (IntransV)

distinctly (AM)

but (conj)

the (DefA)

face (N)

the NP [the face] functions as S
was (MV. to be)
indistinguishable (Adj)
His (PossA)
hands (N)
the NP [his hands] acting as S
were (MV. to be)
big (Adj)
and (conj)
seemed (MV. linking verb)
gloved (Adj)
Mr. Baker (S)
advanced (IntransV)
intrepidly (AM)
Who (Wh. Q.W . asks about the person)
are (MV . to be)
you (ObjPro)
How (Wh.Q.W. asks about the how of something)
dare (MV. V. of challenge)
you (ObjPro)
the Wh- interrogative clause ["Who are you? How dare you ..."]
occupies the place of O_d
He (S)
began (TransV)
the (DefA)
boy (N)
the NP [the boy] functions as S
amazed (-ed participle acting as Adj)
like (Prep)
the (DefA)
rest (N)
the non – finite clause [amazed like the rest] adds additional
information to the noun boy
raised (TransV)
the (DefA)

light (N)

the NP [the light] acting as O_d

to (Prep)

the (DefA)

man (N)

's (Poss's)

face (N)

the PrepPh [to the man's face] acting as AP

It (S)

was (MV . to be)

black (Adj)

A (IndefA)

surprised (Adj)

hum (N)

a (IndefA)

faint (Adj)

hum (N)

the NP [A surprised hum – a faint hum] occupies the place of S

that (Conj)

sounded (MV)

like (Prep)

the (DefA)

suppressed (Adj)

mutter (N)

of (Prep)

the (DefA)

word (N)

nigger (N)

the nominal clause [that sounded like the suppressed mutter of the word "nigger"] modifies the noun hum

ran along (PhrV)

the (DefA)

deck (N)

the NP [the deck] occupies the place of O_d

and (conj)

escaped (MV)

out (AP)

into (Prep)

the (DefA)

night (N)

the PrepPh [into the night] acting as an AT

the (DefA)

nigger (N)

the NP [the nigger] occupies the place of S

seemed (IntransV)

not (negative)

to (partical)

hear (IntransV)

the infinitive clause [to hear] acting as Adj because the V. seem is intransitive verb thus , it does not take an object

He (S)

balanced (TransV)

himself (RefPro) occupies the position of O_i

where (Wh.Adv.W) acting as linking word

he (S)

stood (MV)

in (Prep)

a (IndefA)

swagger (N)

that (Conj)

marked (MV)

time (O_d)

the nominal clause [where he stood in a swagger that marked time] occupies the place of O_d

After (Prep)

a (IndefA)

moment (N)

the PrepPh [After a moment] acting as an AT

He (S)

said (MV)

calmly (AM)

My (PossA)

name (N)

the NP [My name] functioning as S

is (MV . to be)

Wait (N)

The nominal clause [My name is Wait – James Wait] acting as O_d

THE FINDINGS OF THE RESEARCH

The results of transitivity analysis will be represented as follows:

- 1- The number of material process is 10 .
- 2- The number of relational process is 7 .
- 3- The number of verbal process is 5 .
- 4- The number of mental process is 1 .
- 5- The number of behavioural process is 0 .
- 6- The number of existential process is 0 .

As a researcher, I concluded from the results of transitivity analysis that Joseph Conrad reveals in his short story more physically actions than being or having process that creates link between the actor and his feature. Also the results revealed that the conversation between the speaker and the addressee is used more than psychological process. The results revealed that behavioural and existential processes do not used at all in this selected text.

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Title : The Nigger of the 'Narcissus'

Author : Joseph Conrad

Appendix A

(The Selected Text) p.16

The distinct and motionless group stirred, broke up, began to move forward .

"Wait" cried a deep , ringing voice .

All stood still. Mr. Baker, who had turned away yawning , spun round open- mouthed. At last, furious, he blurted out: - "What's this? Who said 'Wait'? What"

But he saw a tall figure standing on the rail . It came down and pushed through the crowd , marching with a heavy tread towards the light on the quarter-deck. Then again the sonorous voice said with insistence :- "Wait " The lamplight lit up the man's body . He was tall. His head was away up in the shadows of lifeboats that stood on skids above the deck . The whites of his eyes and his teeth gleamed distinctly , but the face was indistinguishable . His hands were big and seemed gloved .

Mr. Baker advanced intrepidly . "Who are you ? How dare you ..." he began .

The boy, amazed like the rest , raised the light to the man's face. It was black . A surprised hum- a faint hum that sounded like the suppressed mutter of the word "Nigger" - ran along the deck and escaped out into the night. The nigger seemed not to hear. He balanced himself where he stood in a swagger that marked time. After a moment he said calmly:- "My name is Wait – James Wait."