SYSTEMIC FUNCTIONAL GRAMMAR: A TOOL TO INVESTIGATE THE LEXICOGRAMMATICAL COMPLEXIFICATION OF ADVANCED PORTUGUESE-EFL INTERLANGUAGE[1]

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Abstract

Very few longitudinal studies have been conducted on classroom Second Language Development, aiming at revealing the lexicogrammatical characteristics of the simplification-complexification continuum of the different L2 interlanguage stages in an instructed setting. The objective of this study is to investigate the level of lexicogrammatical complexification of the Portuguese-English interlanguage of advanced learners. It is intended as a pilot cross-sectional study to verify the suitability of systemic functional grammar (SFG) as a data categorization framework. Ten English-as-a-Foreign-Language students from two universities in the state of Ceará, Brazil, were the subjects who provided the data: spoken and written narratives. Based on SFG, the narratives were segmented into ranking clauses and analyzed for the configurational functions that realize the systems of transitivity and mood. The narratives would be considered to bear a high level of complexification if they had more than 80% of complete clauses in terms of transitivity and mood configurational functions. The hypothesis that the spoken and written narratives would have a high level of complexification separately (87.61% and 94.14%) and together (90.72%)

was confirmed, and so was the hypothesis that the written narratives would present an even higher level. Although SFG proved to be suitable for the investigation of lexicogrammatical complexification at the advanced level, it is recommended that other cross-sectional studies be carried out with learners at beginning and intermediate levels.

Keywords: Systemic functional grammar; interlanguage; lexicogrammatical complexification; narratives.

1. Introduction

This study deals with the lexicogrammatical complexification of the interlanguage (IL) elicited from Brazilian students of English-as-a-Foreign-Language/EFL, within the register of spoken and written impromptu narratives about a remarkable personal experience. The adopted concept of IL is that proposed by Selinker (1974, 1992) and later updated by Ellis (1994, 1997) and Moita Lopes (1996). Within the domain of IL theory, what is here meant by lexicogrammatical complexification is the production of ranking clauses in the subjects' spoken and written narratives, which have all the lexicogrammatical structural slots filled in by the configurational functions that realize the systems of transitivity and mood as proposed by Halliday (1994). On the other hand, simplification or incompleteness refers to the occurrence of ranking clauses whose configurational functions, for the same two systems, are not all present simultaneously.

The general objective of the study is, hence, to investigate the level of lexicogrammatical complexification of the Portuguese-English IL produced by advanced EFL students who were taking up the Letras undergraduate program at *Universidade Estadual do Ceará - UECE* and *Universidade Federal do Ceará - UFC*. In order to achieve the general objective, two specific ones were set: to identify the lexicogrammatical complexification level of the subjects' spoken and written narratives (low, moderate, or high?); and to find out whether there is any difference as for the level of lexicogrammatical complexification between the subjects' spoken and written narratives.

The specific objectives generated the following working hypotheses: 1) since the subjects are advanced EFL learners, their spoken and written narratives (both separately and together) bear a high level of lexicogrammatical complexification; 2) since the writer has more time than the speaker to elaborate on her/his discoursal production, the subjects' written narratives will bear an even higher level of lexicogrammatical complexification than their spoken ones.

The relevance of this piece of investigation lies in the fact that it is being considered as a small scale pilot-study through which I will be able to evaluate whether the Hallidayan systemic functional approach to grammar is adequate for data categorization aimed at shedding light on a longitudinal investigation into the lexicogrammatical simplification-complexification continuum of a given IL. The need for such an evaluation is justified by Perrett's (2000, p. 107) statement that "there is not, as yet, an SFL [Systemic Functional Linguistics] account of how second language development occurs".[2]

This pilot-study is ultimately relevant as it provides evidence to confirm or not the suitability of the analytical dimension of the methodological aspect of future larger scale projects, inserted in the area of classroom SLD-Second Language Development.[3] Furthermore, it must be pointed out that a piece of research as is being here reported, regardless of its small scope, bears relevance for the teaching and learning of EFL in Brazil. Such a claim is justified by the fact that this type of investigation may lead to the design of more effective teaching procedures and materials in the sense of their being more appropriate to the students' different IL stages, aiming at the attempt to attenuate fossilization.

2. Interlanguage

IL theory was first proposed by Selinker (1974/1972), who defined it as a distinct system from both the learner's native language (NL/L1) and the target language (TL/L2) s/he is trying to learn. Selinker, thus, claims for

the existence of a separate linguistic system based on the observable output which results from a learner's attempted production of a TL norm. This linguistic system we will call 'interlanguage' (IL). (Selinker, 1974, p. 35)

Another relevant component of the definition of IL as Selinker (1992) himself puts it is "... that IL learning is best viewed as a 'cline progression' from stable plateau to stable plateau (...) the learner (...) operating with a system at each point ..." (p. 226). In order that the progression can actually take place, the stability of each plateau is only temporary. Ellis provides a more objective account of this aspect of IL:

> The learner's grammar is transitional. Learners change their grammar from one time to another by adding rules, deleting rules, and restructuring the whole system. This results in an **interlanguage continuum**. That is, learners construct a series of mental grammars or interlanguages as they gradually increase the complexity of their L2 knowledge. (Ellis, 1997, p. 33) (emphasis in the original text)

Selinker (1974, p. 34) postulates that, out of all the L2 learners, only 5% of them are thoroughly successful as to be able to reach the end-of-the-continuum stable plateau, mental grammar, or IL stage, which is, in other words, the target language itself as it is produced and comprehended by its native speakers. For the same theoretician, this is caused by fossilization, a process that

> underlies surface linguistic material speakers will tend to keep in their IL productive performance, no matter what the age of the learner or the amount of instruction he receives in the IL. (Selinker, 1974, p. 49)

The fossilization process, in turn, is evidenced by the phenomenon of backsliding, whereby "fossilized forms may sometimes seem to

disappear but are always likely to reappear in productive language use ..." (Ellis, 1994, p. 353).

Fossilized forms are determined by the operation of psycholinguistic processes, namely: a) language transfer (fossilization due to L1 influence); b) transfer of training (fossilization due to certain features found in the instruction); c) strategies of second language learning (fossilization due to some approach to the learning of L2 material adopted by the learner); d) strategies of second language communication (fossilization due to some approach used by the learner when communicating with L2 native speakers); e) overgeneralization (fossilization due to the use of an L2 rule in contexts where it is not required) (Selinker, 1974, p. 37).

Besides the fossilization-determining processes, in a later publication, Selinker (1992, p. 247) postulates that a learner's set of IL stages is subject to simplification and complexification strategies. Before Selinker's proposal of simplification and complexification, Ellis (1982) had already more adequately defined these terms as they relate to the IL continuum. Semantic and lexicogrammatical simplification of the L2 input is what makes it possible for the very first IL stable plateau or mental grammar to emerge: "The L2 learner utilizes his knowledge of the conceptual organization of events and simplifies their representation in the L2 according to principles of informativeness" (Ellis, 1982, pp. 214-15). On the other hand, semantic and lexicogrammatical complexification of the learner's language is what allows her/him to progress through the subsequent IL stages, by enabling her/him to become gradually independent from the immediate reality and progressively more dependent on a simple-complex continuum of lexicogrammatical features in order to convey meanings that also tend to be ever more complex.

An important contribution to the updating of IL theory was given by Moita Lopes (1996). He demonstrates, based on empirical evidence, that the concept of IL can be extended from the domain of one individual to account for the language of a group of learners, provided that they share the same L1 dialect, learning level, social experiences, and

motivation (Moita Lopes, 1996). Such a contribution is relevant not only for the L2 classroom but also for the data analysis of the present study. It is because of this theoretical advancement that the analysis for the level of the IL lexicogrammatical complexification was able to be carried out considering all the spoken and written narratives as one integral whole, and that the findings could, accordingly, be attributed to all of the subjects seen as a homogeneous group.

3. Systemic functional grammar

3.1 Metafunctions of language and their respective realizational systems

Halliday (1994), Halliday and Hasan (1989), and Hasan and Perrett (1994)[4] postulate that language is a multi-strata system. It starts out in the extra-linguistic realm of the social context of situation (register[5], with its variables of: field, tenor, and mode [cf. Figure 1]) and goes through the intra-linguistic strata of: 1) meanings (semantics with its metafunctional components: ideational, interpersonal, and textual); 2) forms/wordings (lexicogrammar with its metafunctional-related systems: transitivity, mood and modality, and theme); 3) expression[6] (phonology with its units: tone-group, foot, syllable, and phoneme; and graphology with its units: paragraph, orthographic sentence, sub-sentence, phrase, orthographic word, and letter) [Berry, 1976, p. 83/98]).

The strata are related to one another by means of bidirectional realization relationships, i.e., by an activation/construal type of relationship. These relationships are mediated by the metafunctional theoretical construct, as can be seen in Figure 1. Briefly, its contents mean that: 1) the register variable 'field' of the context of situation is realized by/activates the semantic component 'ideational metafunction', which, in turn, is realized by/activates the lexicogrammatical 'transitivity system', whose choices are realized by/activate a spoken or written medium of expression; 2)
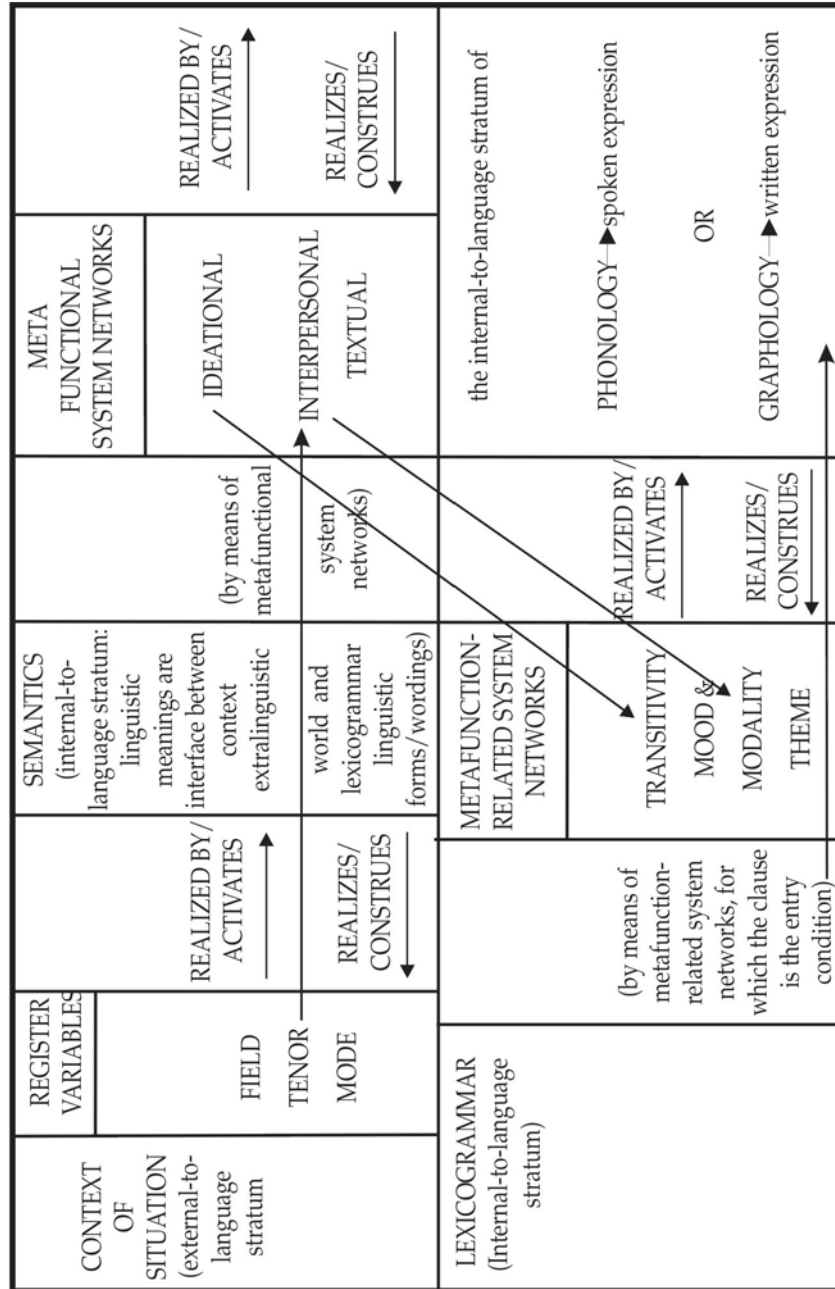
the register variable of the context of situation 'tenor' is realized by/activates the semantic component 'interpersonal metafunction', which, in turn, is realized by/activates the lexicogrammatical 'mood and modality systems', whose choices are realized by/activate a spoken or written medium of expression; 3) the register variable 'mode' of the context of situation is realized by/activates the semantic component 'textual metafunction', which, in turn, is realized by/activates the lexicogrammatical 'theme system', whose choices are realized by/activate a spoken or written medium of expression. It is necessary to point out that the linguistic output – the spoken or written expression channel – is a result of the simultaneous choices made within the systems of transitivity, mood and modality, and theme.

The following two sub-sections are dedicated to the descriptions of the configurational realization, at clause rank[7], of the transitivity and mood systems. The theme system will be left out as it is not relevant to the analysis of the data.

3.2 The transitivity system and its configurational realization

At the layer of the transitivity system, the clause is analyzed for its potential to represent both the outer and the inner worlds of human beings, which is what the ideational metafunction does (cf. Figure 1). The representation of reality is achieved by means of a set of processes, along with their participants and the circumstances in which they unfold.

Figure 1: The linguistic strata and their realization relationships. Based on Hasan & Perrett (1994)

CONTEXT OF SITUATION (external-to-language stratum)	REGISTER VARIABLES		SEMANTICS (internal-to-language stratum: linguistic meanings are interface between context extralinguistic		META FUNCTIONAL SYSTEM NETWORKS	
	FIELD	REALIZED BY / ACTIVATES →	world and lexicogrammar linguistic forms / wordings)	(by means of metafunctional system networks)	IDEATIONAL	REALIZED BY / ACTIVATES ↑
	TENOR				INTERPERSONAL	
	MODE	REALIZES / CONSTRUES ↓			TEXTUAL	REALIZES / CONSTRUES ↓

LEXICOGRAMMAR (Internal-to-language stratum)	METAFUNCTION-RELATED SYSTEM NETWORKS	(by means of metafunction-related system networks, for which the clause is the entry condition)		the internal-to-language stratum of	
	TRANSITIVITY		REALIZED BY / ACTIVATES ↑	PHONOLOGY → spoken expression	
	MOOD & MODALITY			OR	
	THEME		REALIZES / CONSTRUES ↓	GRAPHOLOGY → written expression	

The functional configurational realization of the transitivity system, in its most canonical format, is presented in Figure 2.

TRANSITIVITY CONSTITUENTS	Participant	Process	(Participant)[8]	(Circumstance)
CLASSES THAT INSTANTIATE CONSTITUENTS	Nominal Group	Verbal Group	Nominal Group	Adverbial Group or Prepositional Phrase

Figure 2: Configurational realization of transitivity

An example from the data, the 22nd ranking clause of the 8th spoken narrative (SN08), is in Figure 3:

we	sang	songs	in class
Participant	Process	Participant	Circumstance
Nominal Group	Verbal Group	Nominal Group	Prepositional Phrase

Figure 3: Ranking clause analyzed for transitivity

There are six process types: material, mental (cognition, perception, affection), relational, behavioral[9], verbal, and existential. The participants related to each are: Material → Actor (obligatory) and Goal (optional); Mental → Senser and Phenomenon (both are always potentially present; either may, however, be implicit); Relational → Attributive type: Carrier and Attribute OR Identifying type: Identifier and Identified; Behavioral → Behaver; Verbal → Sayer, Verbiage, Receiver, Target; Existential → Existent.

3.3 The mood system and its configurational realization

At the layer of the mood system, the clause is analyzed for its potential to make possible the exchanges/interactions in which the human beings get themselves involved within society, which is what the interpersonal metafunction does (cf. Figure 1). The verbal exchanges among the social interactants are carried out through the manipulation

of two clausal constituents – the Subject and the Finite, which make up the Mood of the clause. The remaining of the clause is the Residue, which, in turn, has these constituents: Predicator, Complement, and Adjunct.

The functional configurational actualization of the mood system is shown in Figure 4.

MOOD CONSTITUENTS	Subject	(Finite)	Predicator	(Complement)	(Adjunct)
CLASSES THAT INSTANTIATE CONSTITUENTS	Nominal Group	Temporal or Modal Operator	Lexical Verb	Nominal Group	Adverbial Group or prepositional Phrase

Figure 4: Configurational realization of mood

The same ranking clause from the data is used to exemplify, in Figure 5, the lexicogrammatical configuration of the mood system.

we	'past'	'sing'	songs	in class
Subject	Finite	Predicator	Complement	Adjunct
Nominal Group	Temporal Operator	Lexical Verb	Nominal Group	Prepositional Phrase
Mood		Residue		

Figure 5: Ranking clause analyzed for mood

3.4 Ranking and down-ranked clauses

Ranking clauses are those that relate paratactically or hypotactically (interdependency relationships) and by expansion or projection (logico-semantic relationships) only to same-rank grammatical units, i.e., other clauses. Down-ranked (rankshifted, embedded) clauses, on the other hand, are those that function as constituents or parts of constituents within the structure of the group, which is the grammatical unit that

comes one rank below. Whereas double "... vertical strokes ..." (|| ||) are the identifying notation for ranking clauses, the down-ranked ones are identified by double square brackets ([[ ]]) (Halliday, 1989, pp. 66-71). One example is:

- • Two ranking clauses:

||Have you seen my husband, || who came in with me? || (Halliday, 1989, p. 83)

Independent ranking clause   Dependent/hypotactic ranking clause that expands the meaning of the independent clause, elaborating it by means of extra information about the husband.

- • One ranking clause:

||Have you seen the man   who [[came in with me?||]](Halliday, 1989, p. 83)

down-ranked (rankshifted) clause (higher rank) that functions as post-modifier within the structure of the nominal group (one rank 'down' in relation to the clause) 'the man + post-modifier.

nominal group that functions as Phenomenon within the structure of the clause 'Have you seen + Phenomenon'.

ranking clause or outer clause, which contains a down-ranked clause.

Down-ranked clauses occur in the contexts described and exemplified as follows. The examples, with the exception of that for nominalization as complement of mental processes of affection, are taken from the data:

1) The down-ranked clause occupies the position of post-modifier of the Head of a nominal group:

> • The Head of the nominal group is a noun. The characteristic type of clause in this context is the defining relative clause. e.g.:
> a) SN01 – RC[10] # 5: The way [[we became lovers (...)]] was unforgettable.

> • The Head of the nominal group is an adjective functioning as Attribute or Identifier or Identified in relational process clauses. e.g.:
> b) WN03[11] – RC # 35: because I'm sure [[something bad could have happened to us.]]

2) The down-ranked clause is a type of nominalization which functions directly within the structure of the ranking clause (outer clause) that contains it, where it has one of the following configurational functions:

> • Subject of any process type, including the Subject anticipated by the 'dummy it'. e.g.:
> c) WN01 – RC # 3: So, it's possible [[to start a deep relationship with someone [[who is just a friend.]]]]

> • Complement of relational processes. e.g.:
> d) WN02 – RC # 3: [[The reason why I did so]] was [[that I wanted to feel free for a while, to do things [[I couldn't do with him by my side.]]]]

> • Complement of mental processes of perception. e.g.:
> e) SN09 – RC # 48: and we just heard [[people mumbling thing]]

• Complement of mental processes of affection, when the clausal complement is a proposition (statements and questions), not proposals (offers and commands). e.g.:
f) Mark Antony regretted [[(the fact) that Caesar was dead]] (Halliday, 1994, p. 267)

3) The down-ranked clause occupies the position of post-modifier of the Head of an adverbial group. e.g.:

g) SN06 – RC # 11: I had drunk a little bit more [[than I should have]]

4. Methodology

4.1 Subjects

Data were collected with thirty-two informants whose ages ranged from 20 to 35. They were all Brazilian *Letras* students (L1 = Brazilian Portuguese) majoring in EFL at two different universities: whereas twenty-two of them went to *UECE*, ten of them studied at *UFC*. Their learning level in English was advanced: at data collection time, they were all enrolled in the last academic semester of the *Letras* undergraduate program at both universities.

However, for the sake of time feasibility, only five informants from each institution, chosen randomly, were utilized as actual subjects in this study. Thus, the total number of subjects was ten.

4.2 Corpus

The corpus is composed of ten pairs of impromptu spoken and written narratives about a remarkable personal experience. The twenty texts can be better characterized by means of the contents of Figure 6, which are the result of a register analysis made in accordance with what is proposed by Halliday and Hasan (1989).

As for the aspects of each of the register variables – field, tenor, and mode, there are no differences between the spoken and the written narratives, except for the mode aspects of channel and medium: phonic vs. graphic and spoken vs. written, respectively. It is this register likeness, except for channel and medium, which, according to Beaman (1984), makes spoken and written texts comparable.

Text Type / Register Variables	SPOKEN TEXTS	WRITTEN TEXTS
FIELD	• SOCIAL ACTION: an experimental situation in the presence of the researcher. • COMMUNICATION GOAL: the realization of an experimental task requested by the researcher to be recorded on tape. • SUBJECT MATTER: a remarkable experience.	• SOCIAL ACTION: the same. • COMMUNICATION GOAL: the same (the recording is on paper). • SUBJECT MATTER: the same.
TENOR	• PARTICIPANTS: researcher and subject. •ROLES: researcher – requester of an experimental task; observer / listener. subject – realizer of an experimental task. • STATUS/DYADIC RELATION: asymmetric / hierarchic – the subject is socially subordinate to the researcher. • SOCIAL RELATION: temporary. • SOCIAL DISTANCE: maximal.	• PARTICIPANTS: the same. • ROLES: the same (the researcher is an observer / reader). • STATUS / DYADIC RELATION: the same. • SOCIAL RELATION: the same. • SOCIAL DISTANCE: the same.
MODE	• LANGUAGE ROLE: constitutive. • CHANNEL: **PHONIC**, but monologic. • MEDIUM: **SPOKEN**. • RHETORICAL GENRE: personal narrative.	• LANGUAGE ROLE: the same. • CHANNEL: **GRAPHIC** and monologic. • MEDIUM: **WRITTEN**. • RHETORICAL GENRE: the same.

Figure 6: Register analysis of the corpus texts

4.3 Data collection procedures

Each subject was called into a classroom on her/his university campus and was asked to take a seat in a chair opposite the table I was sitting at (on the table, there was a tape recorder). Then I started a conversation about the subject's personal life in general (family, job, etc) in order to bring her/him into the atmosphere of speaking English and to enable me to ask her/him to tell a story, made up of only one event, about a remarkable personal experience s/he had lived through up to the day of the interview. The subject was then free to tell her/his true story, which was taped, without my interference. There was no time control. As soon as the subject had finished, s/he received a sheet of paper, a pencil, and an eraser and was asked to tell the same remarkable personal experience in writing. For the written version of the narratives, the time was not controlled either.

4.4 Data categorization procedures and data analysis criteria

The spoken narratives were transcribed into regular orthographic script. The transcribed spoken narratives as well as the written ones were segmented into ranking and down-ranked clauses, but only the former type's[12] structural constituents were categorized according to the configurational functions proposed by Halliday (1994) within his multi-functional theoretical approach to the clause: as representation, realized by the system of transitivity; as exchange, realized by the system of mood. The message dimension of the clause, realized by the system of theme, was left out, due to time constraints.

The data were then analyzed quantitatively as follows: the ranking clauses in the ten spoken narratives and in the ten written ones were counted, respectively; the structurally complete clauses as for transitivity and mood simultaneously (all the functional configurational slots had to be filled in) and the structurally incomplete clauses as for transitivity or mood (at least one functional configurational slot had to be empty) were counted for each medium. Examples of both complete and incomplete ranking clauses from the data are shown below:

- Complete Ranking Clauses:

Spoken Narrative 01/Clause 9

		and	then	we		were	friends
TRANSITIVITY		X[13]	Circumstance	Carrier	Process: Relational		Attribute
MOOD		X			past	be	
		X	Adjunct	Subject	Finite	Predicator	Complement
		X	Re…		Mood		…sidue

Written Narrative 03/Clause 8

	She	was driving		the car [[we all would go home]]
TRANSITIVITY	Actor	Process: Material		Goal
MOOD		was	driving	
	Subject	Finite	Predicator	Complement
		Mood		Residue

- Incomplete Ranking Clauses:

3 || I saw a show a show by *esquadrilha da fumaça* 4 || this is a show very exciting 5 || **because the aircrafts the planes overflying very low… very low** ||

Spoken Narrative 07/Clause 5

	because	the aircrafts	overflying the planes		Ö	very low… very low
TRANSITIVITY	X	Actor	Process: Material		Goal lacking	Circumstance
MOOD	X		past (Ö)	overflying		
	X	Subject	Finite	Predicator	Complement lacking	Adjunct
	X	incomplete Mood		incomplete Residue		

Written Narrative 03/Clause 25

	Cristina	crying,	
TRANSITIVITY	Actor	Process: Material	
MOOD		past (Ö)	crying
	Subject	Finite lacking	Predicator
		incomplete Mood	Residue

As for the determination of the level of the subjects' IL lexicogrammatical complexification, the following *a priori* criteria were adopted: up to 50% of complete clauses – low level; from 50% (exclusive) to 80% (inclusive) of complete clauses – moderate level; higher than 80% of complete clauses – high level.

5. Data Analysis

Both within the two media and across them, the subjects' spoken and written narratives vary extensively in length. For the narratives to be quantitatively comparable as regards the feature of lexicogrammatical complexification, their variation in length must be neutralized. One way of achieving such neutralization is by means of transforming each absolute number into a simple frequency index-SFI, as defined by Beaman (1984, p. 53):

> A simple frequency index is calculated by dividing the total occurrences of a particular word/feature/structure by the total words in the narratives (...) then multiplying the result by 1000. This yields an index that is interpreted as a number of occurrences of that structure per every 1000 words.

Therefore, as a first step towards the analysis, the total numbers of words, per medium, in the narratives that make up the corpus were counted, and the results are displayed in Table 1.

	Spoken Narratives	Written Narratives
Total Numbers of Words	2,191	1,497

Table 1: Total numbers of words in the narratives per medium

A second step towards the analysis is the transformation, into simple frequency indices, of the absolute numbers related to the counts that are relevant for this study. The results can be seen in Table 2.

	Absolute Number	SFI
Total of Spoken Ranking Clauses	331	151.07
Complete Spoken Ranking Clauses for transitivity and mood	290	132.36
Incomplete Spoken Ranking Clauses for transitivity or mood	41	18.71
Total of Written Ranking Clauses	205	136.94
Complete Written Ranking Clauses for transitivity and mood	193	128.92
Incomplete Written Ranking Clauses for transitivity or mood	12	8.02

Table 2: Absolute numbers and respective simple frequency indices for the relevant counts

The analysis itself will be made in two moments, which are each concerned with the verification of the hypotheses.

5.1 Hypothesis 01
The first hypothesis, as stated in the 'Introduction', is: Since the subjects are advanced EFL learners, their spoken and written narratives (considered both separately and together) bear a high level of lexicogrammatical complexification.

The separate results can be seen in Table 3.

	Complete Ranking Clauses for transitivity and mood	Incomplete Ranking Clauses for transitivity or mood	Total Ranking Clauses
Spoken Narratives	132.36 (87.61%)	18.71 (12.39%)	151.07 (100%)
Written Narratives	128.92 (94.14%)	8.02 (5.86%)	136.94 (100%)

Table 3: Simple frequency indices and respective percentages for complete, incomplete, and total ranking clauses in the spoken & written narratives separately

As evidenced in Table 3, the spoken narratives have around 7 times as many complete ranking clauses as the incomplete ones, which means, for the spoken medium, a complexification level of 87.61% and a simplification level of 12.39%. The written narratives, in turn, have around 16 times as many complete ranking clauses as the incomplete ones, which means, for the written medium, a complexification level of 94.14% and simplification level of 5.86%.

Table 4 brings the results of the spoken and written narratives considered together.

	Complete Ranking Clauses for transitivity and mood	Incomplete Ranking Clauses for transitivity or mood	Total Ranking Clauses
Spoken & Written Narratives	261.28 (90.72%)	26.73 (9.28%)	288.01 (100%)

Table 4: Simple frequency indices and respective percentages for complete, incomplete, and total ranking clauses in the spoken & written narratives together

Table 4 shows that, when the spoken and written narratives are accounted for as a single group of texts, they have around 10 times as many complete ranking clauses as incomplete ones. This means complexification and simplification levels, regardless of the medium, of 90.72% and 9.28%, respectively.

Based on these results and on the *a priori* criteria as for the level of IL lexicogrammatical complexification, it can be claimed that Hypothesis 01 was confirmed. The subjects were able to produce over 80% of spoken and written ranking clauses whose structural slots are all filled in as for the configurational functions of transitivity (cf. Figure 2) and mood (cf. Figure 4), which means that it was possible to demonstrate, through SFG, the advanced level of their proficiency in English.

5.2 Hypothesis 02

The second hypothesis (cf. 'Introduction') was stated as follows: Since the writer has more time than the speaker to elaborate on her/his discoursal production, the subjects' written narratives will bear an even higher level of lexicogrammatical complexification than their spoken narratives.

Still in relation to Table 3, it can be seen that the lexicogrammatical complexification levels for the spoken narratives and the written ones are, respectively, 87.61% and 94.14%, which means a difference, in favor of the written medium, of 6.53%.

Although the level of IL lexicogrammatical complexification of the written narratives is not much higher than that of the spoken ones, Hypothesis 02 was also confirmed.

5. Discussion

Referring to the developmental aspects of second language acquisition, Ellis postulates that simplification (or non-complexification or lexicogrammatical clausal incompleteness)

... may occur either because learners have not yet acquired the necessary linguistic forms or because they are unable to access them in the production of specific utterances. In other words, they may reflect processes of language acquisition or of language production. (Ellis, 1994, p. 89)

Such a typological classification of simplification/incompleteness seems to be suitable to further verify the soundness of the findings arrived at in this study. However, some adaptations are necessary in order that spoken-language-specific features can also be encompassed within the classification, which I propose to be as presented in Figure 7.

Language Acquisition Processes (LAP)	Simplification is a result of the fact that "... learners have not yet acquired the necessary linguistic forms ..." (Ellis, 1994, p. 89).
Language Production Processes (LPP)	Simplification is a result of naturally occurring pauses in spoken language for discourse planning as a consequence of self-correction (on-line message adjustment), hesitation (Praxedes Filho, 1996, pp. 149-50), or the inability "... to access them [the necessary linguistic forms] in the production of specific utterances" (Ellis, 1994, p. 89).

Figure 7: A typological classification of lexicogrammatical clausal incompleteness

The LAP type of lexicogrammatical incompleteness is illustrated by the following ranking clauses from the corpus:

h)   SN03 – RC # 45: so we (Actor? / Subject) are trying... (Process: M? / Finite & part of Predicator) (IC[14]-Process / part of Predicator and Goal? / Complement lacking) → The

co-text indicates that this abrupt interruption is not a case of hesitation, correction, or inability to access an already acquired form. The abrupt interruption might be, however, a result of the lack, on the part of the subject, of vocabulary items to convey the intended meaning as regards the Process/part of Predicator and the post-Process Participant/Complement (lexical level).

i) SN05 – RC # 9: what it (Actor / Subject) will be happen (Process: M / Finite & part of the Predicator) (IC-grammatical suffix [present/active participle form 'ing'] on second constituent of Predicator lacking) → The co-text again signals that the problem with this case of incompleteness does not have to do with hesitation, correction, or inability to access acquired items. Possibly, the problem has to do with the lack, on the part of the subject, of the form for the Future Continuous Tense[15] (grammatical level).

j) WN07 – RC # 9: They (Senser / Subject) liked (Process: ML / Finite & Predicator) very much. (Circumstance / Adjunct) (IC-Phenomenon / Complement lacking) → The subject does not seem to know that the mental Process/Predicator 'like' requires a Phenomenon/Complement. Maybe this can be traced back to L1 transfer as, in Portuguese, the colloquial use of transitive verbs without their respective complements is, in many instances, acceptable.

k) WN08 – RC # 8: I (Senser / Subject) almost (Mood Adjunct) didn't understand (Process: ML / Finite & Predicator) (IC-Phenomenon / Complement lacking) → Same comment as for 'j', but the Process/Predicator is now 'understand'.

Examples of the LPP type of lexicogrammatical incompleteness are provided below:

l) SN01 – RC # 12: and we (Carrier / Subject) were not (Process: R / Finite {+ negative polarity} & Predicator) anymore... (Circumstance / Adjunct) (IC-Attribute / Complement lacking) → The co-text, the subsequent ranking clause – ‖ 13 we were not anymore friends ‖ , indicates that the incompleteness – the lack of the Attribute/Complement 'friends' – was due to a hesitation type of pause.

m) SN03 – RC # 60: he (Carrier / Subject) would... (Process: R? / Finite) (IC-Process / Predicator and Attribute? / Complement lacking) → The three subsequent ranking clauses – 61‖ I think 62 ‖ this was [[what he was trying to force a reaction]] 63 ‖ he would have a motive [[to...]] ‖ , demonstrate that the incompleteness of clause # 60 is a consequence of a hesitation type of pause (the lacking constituents – Process/Predicator 'have' and Attribute/ Complement 'a motive' – appear in clause # 63), but for the pragmatic purpose of furnishing, through clauses # 61 and 62, the listener with further information as to facilitate comprehension.

n) SN06 – RC # 2: and... well she (Carrier / Subject) had (Process: R / Finite & Predicator) (IC-Attribute / Complement lacking) → The co-text, the next clause in the sequence – 3 ‖ or she still has a very resembling sister ‖ , shows that the incompleteness – the lack of the Attribute/ Complement 'a very resembling sister' – was a result of a correction type of pause.

o) SN09 – RC # 10: lived (Process: M / Finite & Predicator) in the South of Eastern Germany (Circumstance / Adjunct) (IC-Actor / Subject lacking) → The co-text – 7 ‖ and his name is Steffen this friend of mine 8 ‖ and the two of us we decided 9 ‖ to visit... – indicates that the incompletness of the

subsequent clause # 10 might have been motivated by a temporary inability to access, "on line", the form for the Actor/Subject 'Steffen'.

Quantitatively, the occurrences of each type of lexicogrammatical clausal incompleteness – LAP and LPP – are exhibited in Tables 5 and 6.

	LAP	LPP	Total
Incomplete Spoken Ranking Clauses	6.39 (34.15%)	12.32 (65.85%)	18.71 (100%)
Incomplete Written Ranking Clauses	5.35 (66.71%)	2.67 (33.29%)	8.02 (100%)

Table 5: Simple frequency indices and respective percentages for LAP & LPP incompleteness types and their totals in the spoken & written narratives separately

	LAP	LPP	Total
Incomplete Spoken & Written Ranking Clauses	11.74 (43.92%)	14.99 (56.08%)	26.73 (100%)

Table 6: Simple frequency indices and respective percentages for LAP & LPP incompleteness types and their totals in the spoken & written narratives together

Table 5 shows, as expected, that: 1) there are almost twice as many LPP as LAP in the incomplete spoken ranking clauses (such expectation is explained by the fact that most LPP subtypes – correction and hesitation – are idiosyncratic and exclusive of spoken discourse); 2) there are exactly twice as many LAP as LPP in the incomplete written ranking clauses (such expectation is understood through the fact that written discourse is not susceptible to "on-line" corrections and hesitations; thus, most of its incompletenesses result from lack of acquired items); 3) across media, as for LAP, there is a small difference between indices, which are themselves very low (such expectation is

linked to the fact that the subjects are advanced learners and are not supposed to present a high level of non-acquired items); 4) across media, as for LPP, there is a difference of 4.61 times in favor of the incomplete spoken ranking clauses (such expectation is due to the fact that most LPP subtypes – correction and hesitation – are idiosyncratic and exclusive of spoken discourse).

Table 6 gives evidence that, on the whole, i.e., regardless of the medium, the twenty narratives have 1.28 as many LPP as LAP. Although the difference is small, the result in favor of LPP is congruent with the subjects' being at an advanced learning level.

It is clear by now that LPP, being idiosyncratic to spoken discourse, independently of whether the subject is a native or a non-native speaker of the language, cannot be used to characterize whether an IL stage is farther from or closer to the L2, along the lexicogrammatical simplification-complexification continuum. Therefore, unlike LAP, they should not be considered as actual incompleteness/simplification. In this study, they will be categorized as pseudo-incomplete clauses.

When the numbers for the pseudo-incomplete ranking clauses are added to those for the complete ranking ones, the hypotheses are over-confirmed as can be seen in Tables 7 and 8.

	Complete Ranking clauses for transitivity and mood **+** Pseudo-Incomplete Ranking Clauses (LPP)	Incomplete Ranking Clauses (LAP) for transitivity or mood	Total Ranking Clauses
Spoken Narratives	144.68 (95.77%)	6.39 (4.23%)	151.07 (100%)
Written Narratives	131.59 (96.09%)	5.35 (3.91%)	136.94 (100%)

Table 7: Simple frequency indices and respective percentages for (complete + pseudo-incomplete), incomplete, and total ranking clauses in the spoken & written narratives separately

	Complete Ranking clauses for transitivity and mood **+** Pseudo-Incomplete Ranking Clauses (LPP)	Incomplete Ranking Clauses (LAP) for transitivity or mood	Total Ranking Clauses
Spoken & Written Narratives	276.27 (95.92%)	1.74 (4.08%)	288.01 (100%)

Table 8: Simple frequency indices and respective percentages for (complete + pseudo-incomplete), incomplete, and total ranking clauses in the spoken & written narratives togethe**r**

In absolute numbers, there are 22 lexicogrammatical clausal incompletenesses of the actual type – LAP. Out of these actually incomplete clauses, 18 of them display the structure (Pre-Process Participant + Process) and (Mood [Subject + Finite[16]] & part of Residue [Predicator]) Thus, most of the LAP incomplete clauses lack one of the post-Process configurational functions, at the layer of the transitivity system, and one of the configurational functions within the Residue, at the layer of the mood system. The core of both systems – the Process + its preceding Participant and the Mood, respectively – are almost always present in the ranking clauses across the spoken and written texts in the corpus, which is in accordance with the subjects' advanced proficiency level. The 18 clauses can be categorized as for the lacking configurational functions as follows:

- 14 clauses lack the Complement:

- in 6 of them, the Complement would be the Goal. e.g.:

p) SN08 – RC # 30: and I (Actor / Subject) was learning (Process: M / Finite & Predicator) here (Circumstance / Adjunct) (IC-Goal / Complement lacking)

- in 4 of them, the Complement would be the Phenomenon. e.g.:

q) WN07 – RC # 9: They (Senser / Subject) liked (Process: ML / Finite & Predicator) very much. (Circumstance / Adjunct) (IC-Phenomenon / Complement lacking)

- in 3 of them, the Complement would be the Verbiage or the Target. e.g.:

r) SN05 – RC # 12: how (Circumstance / Adjunct) to describe (Process: V / Predicator) (IC-Verbiage / Complement lacking) (NFC = non-finite clause)

- in 1 of them, the Complement would be the Attribute. e.g.:

s) SN05 – RC # 10: and I (Carrier / Subject) was... (Process: R / Finite & Predicator) (IC-Attribute / Complement lacking)

• 3 clauses lack the Adjunct / Circumstance. e.g.:

t) SN03 – RC # 41: because no one (Actor / Subject) can get out (Process: M / Finite & Predicator) (IC- Circumstance of location:place / Adjunct lacking – 'of the car'? 'of the garage'?)

u) SN06 – RC # 20: 19 || I don't know 20 || this (Actor / Subject) really (Mood Adjunct) happened (Process: M / Finite & Predicator) (IC-'Wh' Circumstance / 'Wh' Adjunct lacking)

v)   WN07 – RC # 8: I (Actor / Subject) went (Process: M / Finite & Prdicator) with my grandbrother (sic) and a friend. (Circumstance: accompaniement / Adjunct) (IC-

Circumstance of location: place / Adjunct required by verb 'go' lacking)

• 1 clause lacks the grammatical suffix (present/active participle form 'ing') on the Predicator. e.g.:

w) SN05 – RC # 9: what it (Actor / Subject) will be happen (Process: M / Finite & part of the Predicator) (IC-grammatical suffix [present/active participle form 'ing'] on second constituent of Predicator lacking)

Regarding the clauses exemplified above and the fact that they are part of an advanced IL stable plateau or mental grammar, the following questionings can be raised: are their lacking structural elements/constituents fossilized items of the IL stage the subjects' were at or of a previous IL stage? If so, would the fossilization in clauses 'p' through 's' and 'v' be due to the psycholinguistic process of language transfer? Would the fossilization in clauses 't' and 'u' be a result of the psycholinguistic process of communication strategy? Would the fossilization in clause 'w' be a consequence of the psycholinguistic process of learning strategy or would it be a case of overgeneralization? If these are all genuine examples of fossilization, are they representative of the phenomenon of backsliding? Or else, are these incompletenesses motivated by lack of fluency? Is there any relationship between fossilization and fluency, although Hasan and Perrett (1994, p. 206) see the latter as "... a concept which is ill-defined"?

Seeking responses to these questions is out of the scope of the present study. Moreover, such questions can only be adequately addressed by means of a longitudinal piece of research.

6. Conclusion

Inasmuch as the scope of this study is concerned, I can say that the objectives initially set were achieved: the lexicogrammatical

complexification levels regarding the presence, in the subjects' advanced spoken and written narrative IL, of ranking clauses with complete transitivity and mood structural configurations were identified; it was found that the two media have, for the same subjects, slightly different complexification levels. Still within the scope of the present study, I can also say that the hypotheses were confirmed: for the investigated advanced EFL learners, their spoken and written narratives bear high lexicogrammatical complexification levels both separately – 87.61% for the spoken medium and 94.14% for the written one, and together – 90.72% of all ranking clauses in the corpus have complete transitivity and mood structural configurations; due to the writer's having more elaboration time than that of the speaker, the subjects' written narratives are 6.53% more lexicogrammatically complexified than their spoken ones.

The fact that the objectives were easily achieved and the hypotheses confirmed is related, in my view, to the theoretical and methodological choices made. Theoretically speaking, SFG proved to be suitable for the categorization of the data. As regards the methodology, two aspects were of great contribution: 1) the choice of the narrative rhetorical mode for the reason that it is simple to be elicited in a small scale pilot-study due to its having a rather fixed surface structure and to the subjects' being very much acquainted with it as "... all human beings live within ongoing narratives, and (...) we all make sense of our lives by constantly constructing narratives" (Meurer, 1998, pp. 23-24); 2) the choice of the data collection design which made it possible for the narratives to be rendered in an impromptu manner – in case the subjects had had planning time before producing their spoken and written narratives, the findings as to the high levels of lexicogrammatical complexification of the subjects' IL could not, by any means, have been attributed only to its being an advanced stable plateau or stage along the continuum; the previous elaboration time would definitely have influenced the results.

On the other hand, I have to admit that the *a priori* criteria adopted for determining the lexicogrammatical complexification level of the narratives were not statistically based. However, they were coherent enough for the purposes of a small scale cross-sectional pilot-study.

The contributions to the field of SLA/SLD amount to four points: 1) more globally, the study can be considered as one more empirical corroboration of the usefulness of SFG for "... practical tasks where problems have to be solved" (Halliday, 1994, p. xxix); 2) more specifically, the study partially shows the adequateness of the use of SFG for data categorization in longitudinal investigations whose aim is to reveal the lexicogrammatical features of an IL continuum in terms of its simplification-complexification development; 3) the incorporation of Ellis's (1994) concepts of LAP and LPP to the concept of incompleteness/simplification as defined in this study; 4) further elaboration of the concept of LPP through the addition of the pauses that naturally occur in spoken discourse.

EFL teachers should be made aware of their pupils' LAP type of incompleteness/simplifications at the different learning levels so that the problematic areas can be further practiced in the classroom. The teachers, thus, ought to be encouraged to analyze the students' spoken and written texts lexicogrammatically. This can only be accomplished if teachers are offered in-service trainings in the basics of SFG.

For a more encompassing and effective evaluation of the adequateness of SFG as a data categorization framework in longitudinal investigations aimed at studying the simplification-towards-complexification process of IL, other cross-sectional studies, similar to this one, are recommended to be carried out with different learning levels[17] . Furthermore, other studies should be undertaken in order to find out the lexicogrammatical complexification level of texts within the same rhetorical mode instantiated in genres that are different from the telling of remarkable personal experiences as well as of texts belonging to other rhetorical modes – description and exposition, for instance, in different genres. Another suggestion for future research is

the replication of the same kind of investigation here reported with the inclusion of the down-ranked clauses to see if any relevant difference is observed in the level of lexicogrammatical complexification.

Notes

1   I am very thankful to the *Ilha do Desterro* anonymous reviewer for the valuable contributions to the improvement of this article; however, I need to assure that the many remaining flaws are attributable to myself alone.

2   Although Perrett (2000, p. 89) claims that "the theoretical framework of SFL (…) can provide (…) advantages for the study of SLD [Second Language Development], especially with regard to how language use changes over time", he provides no empirical evidence for his claim.

3   SLD is a term used by Ellis (1988) to name a **sub-area** of SLA-Second Language Acquisition. The same term is used as a **substitute** for SLA by systemic-functional linguists in general. The preference for SLD, among systemic-functional linguists, is justified by the fact that 'development', unlike 'acquisition', "…connotes the social nature of language learning" (Perrett, 2000, p. 88). Regardless of the term, IL development has not been thoroughly studied yet as Lakshmanan & Selinker (2001, p. 393) postulate that, out of two, one major objective of research on SLA is "to explain how it develops over time from an initial state to an end state, often a fossilized state".

4   Besides these references, for a more encompasing account of SFG, the reader should also refer to Berry (1975, 1976), Eggins (1994), Bloor and Bloor (1995), Lock (1996), Praxedes Filho (1996), Thompson (1996), Martin et al. (1997), Butt et al. (2000), Almeida (2002), Downing and Locke (2002), Droga and Humphrey (2002), and Halliday (2002).

5   Register differs from dialect. Whereas the former is linguistic variation according to use, the latter is linguistic variation according to user (Halliday, 1994).

6   No further explanations as for the expression stratum will be provided since it is outside the scope of this study.

7   SFG also revolves around what Halliday termed the rank scale: the clause complex ('sentence' in traditional terminology), the highest rank in the scale, is made up of

clauses. The clause, the second highest rank, is made up of groups ('syntagms' in traditional terminology). The group, the third highest rank, is made up of words. The word, the fourth highest rank, is made up of morphemes, the lowest rank in the scale.

8   The parentheses indicate that the constituent is optional

9   Occurrences of behavioral processes in the data were categorized as material, mental, or verbal processes due to the tenuous borderline between the first mentioned processes and the other three.

10   RC = ranking clause.

11   WN01, WN02, WN03, etc = Written Narrative # 01, 02, 03…; SN01, SN02, SN03, etc = Spoken Narrative # 01, 02, 03 … .

12   The down-ranked clauses were not taken into account since they were considered as either constituents or parts of constituents of the outer clause in which they are embedded; hence, their structural configurations were not analyzed for completeness.

13   'X' indicates that the constituent bears no configurational function as for the transitivity or mood system; it has relevance only within the domain of the theme system.

14   IC = incomplete clause as for transitivity or mood; M = Material Process; ML = Mental Process; R = Relational Process; V = Verbal Process; E = Existential Process.

15   In SFG terms, 'present in future' tense.

16   Except for example 'r', which is a non-finite clause. As such, it naturally lacks the Finite constituent.

17   Two other small scale studies were already carried out and can be found in Praxedes Filho (2002) and Praxedes Filho (2003). The conclusion drawn from the results of the three studies is that SFG is a suitable categorization framework to be used in longitudinal investigations into the lexicogrammatical simplification-complexification continuum of a given IL.

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APPENDIX (DATA CATEGORIZATION SAMPLE: NARRATIVE 'SN06')

KEY:

Processes: Material– M; Mental– ML; Relational– R; Verbal– V; Existential– E

Regularly incomplete clauses (those categorized as idiosyncratically incomplete in SFG - systemic functional grammar): non-finite clauses– NFC; anaphoric elliptical clauses– AEC; exophoric elliptical clauses– EEC; verb-less clauses– VLC.

Clauses without structure (those categorized by SFG as unanalyzable as for Transitivity, Mood, or Theme): minor clauses– MC.

Discourse markers: DM (these will be disconsidered since they are irrelevant to the aims of this piece of research).

Incomplete clauses as for Transitivity or Mood: IC

Complete clauses as for Transitivity and Mood: CC

Language-acquisition-process type of incompleteness: LAP

Language-production-process type of incompleteness: LPP

Spoken narrative # 01,02,03...: SN01, SN02, SN03, etc.
Written narrative # 01, 02, 03...: WN01, WN02, WN03, etc.
Boundary indication for ranking clauses: || ||
Boundary indication for down-ranked clauses: [[   ]]
Boundary indication for inserted clauses: ⟨⟨   ⟩⟩

SN06

|| Well || Discourse Marker **CLAUSE 1**: || there was a time [[when I five years ago I had a girlfriend]] || **(CC)**

	there	was	a time [[when I five years ago I had a girlfriend]]
TRANSITIVITY	X	Process:Existential	Existent
		past | be	
MOOD	Subject	Finite | Predicator	Complement
	Mood		Residue

CLAUSE 2: || and... well she had || **(IC) (LPP)**

	and well	she	had		φ
TRANSITIVITY	X	Carrier	Process: Relational		Attribute lacking
		past	have		
MOOD	X	Subject	Finite	Predicator	Complement lacking
	X	Mood		Residue	

CLAUSE 3: || or she still has a very resembling sister || **(CC)**

	or	she	still	has	a very resembling sister
TRANSITIVITY	X	Carrier	X	Process: Relational	Attribute
		present	have		
MOOD	X	Subject	Mood Adjunct	Finite | Predicator	Complement
	X	Mood			Residue

CLAUSE 4: || how can I say? || **(CC)**

	How	can	I	say?
TRANSITIVITY	Circumstance	Pro...	Sayer	...cess: Verbal
MOOD	Adjunct	Finite	Subject	Predicator
	Re...		Mood	...sidue

|| right? || Discourse Marker **CLAUSE 5**: || and... you can imagine... || **(IC) (LPP)**

	and	you	can	imagine	ϕ
TRANSITIVITY	X	Senser	Process: Mental		Phenomenon lacking
MOOD	X	Subject	Finite	Predicator	Complement lacking
	X		Mood		Residue

CLAUSE 6: || I was there in the house || **(CC)**

	I	was		there	in the house
TRANSITIVITY	Carrier	Process: Relational		Attribute	Circumstance
MOOD		past	be		
	Subject	Finite	Predicator	Complement	Adjunct
		Mood		Residue	

CLAUSE 7: || it was in her parents' house in Paracuru || **(CC)**

	it	was		in her parents' house	in Paracuru
TRANSITIVITY	Carrier	Process: Relational		Attribute	Circumstance
MOOD		past	be		
	Subject	Finite	Predicator	Complement	Adjunct
		Mood		Residue	

⟨⟨right?⟩⟩ Discourse Marker **CLAUSE 8**: || I think || **(CC)** (a **projecting independent clause**)

		I	think		+ β projected dependent clause
TRANSITIVITY		Senser	Process: Mental		
MOOD			present	think	
		Subject	Finite	Predicator	
			Mood	Residue	

CLAUSE 9: || yes in Paracuru || **(IC) (LPP)** (β **projected dependent clause**)

	yes	φ	φ		in Paracuru
TRANSITIVITY	X	Carrier lacking	Process: Relational lacking		Circumstance
MOOD	X	Subject lacking	Finite lacking lacking	Predicator	Complement
	X	Mood lacking		part of Residue	part of Residue

CLAUSE 10: || and I think || **(CC)** (α **projecting independent clause**)

	and	I	think		+ β projected dependent clause
TRANSITIVITY	X	Senser	Process: Mental		
			present	think	
MOOD	X	Subject	Finite	Predicator	
	X	Mood		Residue	

CLAUSE 11: || I had drunk a little bit more [[than I should have]] || **(CC)** (β **projected dependent clause**)

	I	had	drunk	a little bit more [[than I should have]]
TRANSITIVITY	Actor	Process: Material		Goal
MOOD	Subject	Finite	Predicator	Complement
		Mood		Residue

CLAUSE 12: || and I confused both the sister and this girl || **(CC)**

	and	I	confused		both the sister and this girl
TRANSITIVITY	X	Senser	Process: Mental		Phenomenon
MOOD			past	confuse	
	X	Subject	Finite	Predicator	Complement
	X	Mood		Residue	

CLAUSE 13: I think **(CC) (α projecting independent clause)**

	I	think		+ β projected dependent clause
TRANSITIVITY	Senser	Process: Mental		
MOOD		present	think	
	Subject	Finite	Predicator	
		Mood	Residue	

|| right? || Discourse Marker **CLAUSE 14**: || and this other girl was not so honest [[to tell me || that she wasn't [[who she should be]]]] || **(CC) (β projected dependent clause)**

	and	this other girl	was not		so honest [[to tell me || that she wasn't [[who she should be]]]]
TRANSITIVITY	X	Carrier	Process: Relational		Attribute
MOOD			past: neg.	be	
	X	Subject	Finite	Predicator	Complement
	X		Mood		Residue

CLAUSE 15: || but well at the end of the story my girl found it out || **(CC)**

	but well	at the end of the story	my girl	found		it	out
TRANSITIVITY	X	Circumstance	Senser	Pro...		Phenomenon	...cess: Mental
				past	find		out
MOOD	X	Adjunct	Subject	Finite	Pre...	Complement	...dicator
	X	Re...	Mood			...sidue	

CLAUSE 16: || and there was a very strong quarrel between us || **(CC)**

	and	there	was		a very strong quarrel	between us
TRANSITIVITY	X	X	Process: Existential		Existent	Circumstance
			past	be		
MOOD	X	Subject	Finite	Predicator	Complement	Adjunct
	X	Mood			Residue	

CLAUSE 17: || and it took me a long time [[to fix this whole story]] || **(CC)**

	and	it	took		me	a long time	[[to fix this whole story]]
TRANSITIVITY	X	Attri...	Process: Relational		Carrier	Circumstance	...bute
			past	take			
MOOD	X	Sub...	Finite	Predicator	Complement	Adjunct	...ject
	X	Mo...		Residue			...od

CLAUSE 18: || and it was very embarrassing and fool at the same time || **(CC)**

	and	it	was	very embarrassing and fool	at the same time
TRANSI TIVITY	X	Carrier	Process: Relational	Attribute	Circumstance
MOOD			past	be		
	X	Subject	Finite	Predicator	Complement	Adjunct
	X		Mood		Residue

CLAUSE 19: || I don't know || **(CC)** (α **projecting independent clause**)

	I	don't	know	+ β projected dependent clause
TRANSITIVITY	Senser	Process: Mental		
MOOD	Subject	Finite	Predicator	
		Mood	Residue	

CLAUSE 20: || this really happened || **(IC) (LAP)** (β **projected dependent clause**)

	φ	this	really	happened
TRANSITIVITY	lacking Wh- Circumstance	Actor	X	Process: Material
MOOD				past	happen
	lacking Wh- Adjunct	Subject	Mood Adjunct	Finite	Predicator
	Re...		Mood	...sidue

CLAUSE 21: || they were not even twins || **(CC)**

	they	were not even		twins
TRANSITIVITY	Carrier	Process: Relational		Attribute
MOOD		past: intensified neg.	be	
	Subject	Finite	Predicator	Complement
		Mood		Residue

CLAUSE 22: || just because I had drunk nothing more than four glasses of beer || **(CC)**

	just because	I	had	drunk	nothing more than four glasses of beer
TRANSITIVITY	X	Actor	Process: Material		Goal
MOOD	X	Subject	Finite	Predicator	Complement
	X	Mood		Residue	

CLAUSE 23: || I think || **(CC)** (a **projecting independent clause**)

	I	think		+ β + γ projected dependent clauses
TRANSITIVITY	Senser	Process: Mental		
MOOD		present	think	
	Subject	Finite	Predicator	
		Mood	Residue	

CLAUSE 24: || if I drink three || **(CC)** (β **projected dependent clause**)

	if	I		drink	three
TRANSITIVITY	X	Actor	Process: Material		Goal
MOOD			present	drink	
MOOD	X	Subject	Finite	Predicator	Complement
	X	Mood			Residue

CLAUSE 25: || I start to say things [[I should not]] || **(CC)** (γ **projected dependent clause**)

	I		start to say	things [[I should not]]
TRANSITIVITY	Sayer	Process: Verbal		Verbiage
MOOD		present	start to say	
	Subject	Finite	Predicator	Complement
	Mood		Residue	