An Analysis of *Pygmalion* and *Educating Rita*: A Systemic Functional Grammar Approach

An M.A. Thesis

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دراسة تحليلية لمسرحتي بيجماليون و إديوكيتنج ريتا (تعليم ريتا) مستخدمة الإطار النظامي الوظائفي

مقدمة من الطالبة

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لقسم اللغة الانجليزية

كلية الآداب

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للحصول علي درجة الماجستير في علم اللغة الانجليزية

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Abstract

This study applies Halliday's systemic functional grammar to some excerpts from ***Pygmalion*** and ***Educating Rita*** in order to clarify how language functions in these texts. This takes place through applying the Transitivity System on clauses used by Shaw and Russell to construct the language of Eliza and Rita, showing their low class illiterate status, their continuum of development, and their transformation into refined young ladies among the upper class representatives of London so that they are able to talk and behave as young refined ladies. Moreover, the chosen clause are analysed according to Taxis and Logico-semantic relations, which is the degree of Interdependency between clauses. To what extent Shaw and Russell succeeded in creating the identity of their heroines through structuring the language and its usage in their plays, is the main investigation of this research.

Key words: Systemic Functional Grammar, Transitivity System, Process Types, Taxis, Clause Simplex, Clause Complex, Logico-semantic relations.

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Chapater One

1.1. Introduction:

Humans are social beings by nature. Interaction and communication is an essential need and a central feature of human identity. Language is a fundamental tool to convey and share ideas, to express thoughts, needs and desires. We can guess a person's education, profession, place of origin, and social status by listening to his speech.

Authors have made use of this fact in constructing the identity of their fictional characters making use of some linguistic features and discourse markers. Thus, the aim of this research is to define the identity of the two protagonists of George Bernard Shaw and Willy Russell in ***Pygmalion*** and ***Educating Rita*** respectively, through the use of linguistic features and discourse markers.

1.2 . Aim of the Study:

The present study focuses on an analysis of some clauses and processes chosen by both Shaw and Russell to be said by Eliza and Rita in ***Pygmalion*** and ***Educating Rita*** respectively, investigating their language and revealing their experience of the world.

The objectives of the study are tackled qualitatively and quantitatively through the following:

- An analysis of Eliza and Rita's language according to the theoretical framework, picking up some processes used by Shaw and Russell to construct their protagonists' identities at every stage of their development.
- A thorough analysis of the chosen situations in which those processes are used according to the theory of Systemic Functional Grammar.

- Examining the effect of the situation on the lexcogrammatical choices made by both authors to show their heroines identities and their inner and outer perception of the world.

- Classifying the processes used by Shaw and Russell according to the theoretical framework.

- Comparing and contrasting the choices used by both authors

- The frequency or rarity of using certain processes by Shaw and Russell

- Comparing the two authors showing the differences and similarities between their respective manipulation of language.

Hence, it is convenient to apply the transitivity system and the types of relationships between clauses applying the taxis of Systemic Functional Grammar (SFG).

1.3. The Research Approaches:

There are two main basic approaches to research namely the quantitative approach and the qualitative approach. "Qualitative research is concerned with finding the answers to questions which begin with: why? how? and in what way? However, quantitative research, on the other hand, is more concerned with questions about: how much? how many? how often? to what extent?" (Hancock 1998)

1.3.1. The Qualitative Approach:

The qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviours. Such an approach to research generates results either in non-quantitative form or in the form which is not subjected to rigorous

quantitative analysis. By definition, it involves description and analysis rather than, for example, the counting of features. In the qualitative research method "the emphasis is on exploring the type of strategy- the qualities- in the data and ascertaining why particular speakers use these strategies in specific contexts with particular people."(Projects in Linguistics. p.95) The qualitative research approach is an appropriate way of research for descriptive, exploratory, analytical and conceptual studies.

1.3.2. The Quantitative Approach:

The quantitative approach or research methods are designed to produce statistically reliable data that tells us for example, how many people do or think about something. The quantitative analysis of data typically produces numerical forms of results such as averages, ratios or ranges and hence is considered more "objective".

The present study is concerned more with the analysis of the style of language used in Pygmalion and Educatind Rita, comparing the two styles and coming out with results showing to what extent Shaw and Willy Russell were successful in manipulating variables of language to build up the character and identity of their two protagonists.

Therefore, the present study is tackled qualitatively and quantitatively. It is rooted in a qualitative position showing connection between the use of language, social position and the situation in which it is used, passing through samples manifesting the development of the two characters. In the meanwhile, the study is handled quantitatively using some statistical analysis: examining the frequency and rarity of the processes used.