



## Discourse Analysis of Circumstantial Elements in R. B. Sheridan's Play *The School for Scandal*

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### Abstract

The study focuses upon the investigation the role of circumstantial elements in Act 1 of R. B. Sheridan's play *The School for Scandal*. The study aims to identify the most dominant type of the circumstantial elements utilized in Act 1 of Sheridan's play *The School for Scandal* and to analyze these elements in order to find to what extent these elements are utilized at the transitivity clauses in Act 1 of the play and finally to show their significant role in shaping and defining the transitivity processes and their domains at the level of clauses. The study is a descriptive qualitative analysis. The model adopted for the study is Halliday and Matthiessen's classification of circumstantial elements (2004), which has a number of types. These elements are a part of ideational metafunction. The findings of the data analysis come up to the fact that for enhancing, location (place) is the most dominant type of circumstances utilized and then projection, matter, comes in the second position whereas accompaniment, comitative type, occupies the third rank among the other types. Furthermore, these element are greatly utilized in Act 1 of the play. Lastly, they play a significant role in specifying and defining the transitivity processes as well as their scopes at the level of clauses.

**Key Words:** Circumstantial elements, Discourse analysis, Ideational metafunction, Systemic Functional Linguistics, Transitivity

### تحليل خطابي للعناصر الظرفية في مسرحية آر. بي. شيريدان "مدرسة الفضائح"

ميثاق خميس خلف

تركز الدراسة على بحث دور العناصر الظرفية في الفصل الأول من مسرحية "مدرسة الفضائح" لـ ر. ب. شيريدان. إذ تهدف الدراسة إلى تحديد أكثر أنواع العناصر الظرفية شيوعاً في الفصل الأول من مسرحية شيريدان "مدرسة الفضائح"، ودراسة هذه العناصر لتحديد مدى استخدامها في جمل متعددة الفعل في الفصل الأول من المسرحية، وأخيراً إظهار دورها الجوهرية في تشكيل وتحديد أنواع متعددة الفعل ونطاقاتها على مستوى الجمل. حيث إن الدراسة تحليل وصفي نوعي. يعتمد هذا البحث على تصنيف هاليداي وماتيسن للعناصر الظرفية (2004) والذي يتضمن عدة أنواع. وتعد هذه العناصر جزءاً من الوظيفة الفكرية. تشير نتائج تحليل البيانات إلى أن الموقع (المكان) هو أكثر أنواع الظروف استخداماً، يليه الإسقاط (المسألة) في المرتبة الثانية، بينما يحتل المرافق (النوع التوافقي) المرتبة الثالثة. علاوة على ذلك، تُستخدم هذه العناصر بكثرة في الفصل الأول من المسرحية. وأخيراً، تلعب دوراً هاماً في تحديد وتوضيح أنواع متعددة الفعل ونطاقها على مستوى الجمل.

**الكلمات المفتاحية:** العناصر الظرفية، تحليل الخطاب، الوظيفة الفكرية، علم اللغة الوظيفي النظامي، متعددة الفعل



## Introduction

Language is one of communication ways that people use to express actions and feelings and to convey their thoughts and ideas to each other in their everyday conversations in order not only to create a sociable relationship but also to appear their identities in specific community. Systemic functional linguistics, (henceforth 'SFL'), emphasizes on how language is socially utilized in real situation. Hewings & Hewings (2005) state that SFL is obviously related with language to perform two aspects of importance: "how language is used and how it is structured for this use." The clause is what the SFL based on. Each element in the clause has its own grammatical and semantic functions. One of these elements that provides additional information to their conversation (or speech) is the circumstantial elements, which are optional tools at the clause level. In other words, they add more information about certain action or event such as time, place, condition, cause,...etc. They have a vital role in giving specific details related to the action or event itself.

Halliday (1979) interprets the circumstance notion from three aspects. The first one is that the circumstances are related with the process of the clause such as referring to the event location in its place, time, cause,...etc. Accordingly, they reflect the traditional approach to link these circumstances to the WH-forms, (i. e.), 'where', 'when', 'how' and 'why'. These circumstances come in the form of adverbs rather than nouns. Secondly, the grammatical function of participants is either a subject or a complement at the clause level whereas circumstances are adjuncts. Thirdly, circumstances are either adverbial groups or prepositional phrases.

As a matter of fact, a number of studies are existed on Sheridan's literary works but they do not shape how the circumstantial elements provide extra information to the transitivity processes at the clause level. Many events generally take place in different literary texts, including plays. Sometimes, readers meet a difficulty or a confusion to comprehend the great number of the series events in literary texts. They require additional information to create specificity and to avoid vague in clarifying them. In other way, readers need to know where, when, how or other contextual information that the event happened in order to link their understanding with the series of events within the boundary of the literary text itself. For this reason, the current study sheds light on the role of the circumstantial elements in a specific literary text, which is Sheridan's play *The School for Scandal*. The study aims to find the most dominant type of the circumstantial elements utilized in Act 1 of R. B. Sheridan's play *The School for Scandal*, to identify and investigate these elements, to find to what extent these elements are utilized at the transitivity clause in Act 1 of the play and finally to show their significant role in shaping and defining the transitivity processes and their domains at the level of clauses. These elements are identified by a number



of types: extent, location, manner, cause, contingency, accompaniment, role, matter and angle. The study reveals the importance of these elements in creating a complete informative text by adding extra information to the transitivity process at the clause level. 'The School for Scandal' is the data of the current study. It deals with a variety of themes: politics, wit, class, gender, sex,...etc. (Pearson Edexcel , 2017). It was originally published in 1777 in the late of 18<sup>th</sup> C. It took place with the aristocratic class in London society which was rampant with "gossip, scandal, and social climbing". It talked about a wealthy uncle who made a test to his nephews, Charles Surface and Joseph Surface, to inherit his fortune. Unfortunately, those nephews were entangled in love with Maria. Sheridan displayed some "the moral decay and hypocrisy of his time" which was represented by "scandalous rumors and an abundance of manipulative schemes"(Rubens, 2025, n.p.)

## 2 Literature Review

### 2.1 Previous Studies

It is necessary to focus upon the previous studies of circumstances written by the scholars and researchers in order to show the significance of the current study. Those scholars and researchers dealt with the topic from different perspectives. Some of them can be summarized as follows:

"Circumstantiation: taking a broader look at circumstantial meanings" is a study presented by Shoshana Dreyfus and Isabelle Bennett in 2017. They tackled the circumstantial meaning view, which is a part of ideational meaning, in their study. The study aimed to analyze all the realisations of circumstantial meanings,(i.e), semantically and structurally. They dealt with the whole rank of clausal circumstantial constituent into two aspects: from the clause circumstance constituent, to the partial or within of the constituent, e.g., qualifier. The study was analyzed in terms of Halliday and Matthiessen's circumstantial classification (2004) and Martin (1992). Those models were utilized to analyze a corpus which was four introductions to published journal articles, specifically two chemistry and two history articles. The findings revealed that the most dominant for making circumstantial meanings was circumstance, but enhancing clauses, processes and qualifiers were also used with fewer rates.

The second study was conducted by Nurhasanah in 2017 entitled " Circumstantial Adjuncts Used in The Tale: The Taming of the Shrew." The study aim was to discover the dominant type of circumstantial element used in the data, which was "The Taming of the Shrew." It followed a descriptive qualitative technique and its data analysis relied on Halliday's circumstance theory (1994). After analyzing the data, the results came up to the fact that nearly all the types of those elements were used except angle type and location was the most type that was used in it.



The third study was "The Circumstantial Relational Process Clauses in Scientific Texts in the Framework of SFL" whose researcher was Mulyati Khorina written in (2018). In the study, two objectives were determined. They were to specify and analyze the relational processes, which were realized by lexical verbs, at the clause level and then to identify the most dominant type at that relational process clause. The data of the study was three textbooks about mechanical engineering. It was based on the SFL and its method was a qualitative one. As a result to the data analysis, the results proved that attributive type of the relational process was the dominant type in comparison to the identifying type in it by using a variety of lexical verbs.

The last study was entitled "Circumstantial Elements Analysis of Lydia Machova's Speech in The Secrets of Learning a New Language Ted Talks: A Systemic Functional Linguistics Study" which was written by A. Setiawati, E. Hastuti and T. Oswari in (2022). The study was about the analysis of circumstantial elements that were utilized in L. Machova's speech at "The Secret of Learning a New Language TED Talks", which was a video belonging to TED YouTube. The study objective was to investigate and analyze all the circumstantial element types and to find the most frequent type utilized in her speech in the area of Halliday & Matthiessen (2004), the modals. The study results were that all the circumstantial elements were found in it and location was the most frequent type used in it.

All the studies above dealt with the SFL, specifically the circumstantial elements, in the frame of Halliday and Matthiessen's classification of circumstantial elements (1994) and (2004). Similarly, the current study tackles the previous approach and the models to be the basis to analyze chosen data. However, the current study is concentrated on how the circumstantial elements shape the transitivity processes in serving the plot of play at the clause level. Also, the analysis data of the previous studies have various data which are different from the current one. The data of the current one is a comedy play entitled *The School for Scandal* written by R. B. Sheridan in 1777.

### **3. Halliday and Matthiessen's Classification of Circumstantial Elements (2004)**

SFL is a linguistic theory that language provides not a set of rules but also a source of creating meaning that is utilized in specific social context to perform certain purposes (Halliday and Matthiessen, 2014). Eggins (2004) considers language as a functional-semantic theory which is based on how people utilize language in various social contexts and how they structure it for certain social purposes. Thus, Halliday and Matthiessen (2004) provide three metafunctions for language. The first one is the ideational metafunction having two types: experiential and logical. This type of metafunction concentrates on human's experience. It interprets experience: both the inner and outer. Secondly, the



interpersonal metafunction deals with attitude and social relations and the textual meaning centres on how the text is structured or organized to be a coherent one. Halliday and Matthiessen (2004) add that the clause consists of three parts: the process, the participant in the process and finally the circumstantial elements. The focus of the current study will be on the third part, namely the circumstantial elements, which are optional ones whose function is to add extra information to the speaker/ reader's comprehension and understanding about the actions/ or events happening in specific situations. As a part of ideational metafunction, Halliday and Matthiessen (2004) classify these optional elements from three angles. Firstly, it is linked to the process or attendant on it such as indicating to an event location throughout time, space, its manner,...etc.. Thus, they are associated with WH questions such as when, where, how, and why since the happening actions / or events require adverbs rather than nouns to fulfil particular purposes. Secondly, within the frame of the clause, circumstances are regarded as adjuncts and the last perspective is that circumstances come either in the form of adverbial groups or prepositional phrases.

### 3.1 Circumstance Types

#### 3.1.1 Expansion: enhancing

It includes a number of circumstances and they are as follows:

##### 1. Extent

Extent unfolds the extent of the process in space and/ or time. Its measure units are represented by the forms of interrogative such as how far? (distance), how long ? (duration), how many times (frequency). It has the structure of a nominal noun with quantifier, it is either definite as in "five days" or indefinite as "a long way" and both are usually preceded by the preposition "for" (Halliday and Matthiessen, 2004).

##### 2. Location

This type states the process location in both space and / or time. The interrogative forms, using to unfold location, are '*where?*(place)' and '*when?*(time)'. In location, place refers to place, to the source, the path and the movement destination. Time comprises "static location, the temporal analogues of source, path and destination." Either an adverbial group or prepositional phrase is the usual structure of location "(Halliday and Matthiessen, 2004).

##### 3. Manner

Manner identifies how the process is achieved. Means, quality, comparison, and degree are its subdivisions.

(a) Means indicates to the means by which the clause process happens. It is identified by a prepositional phrase which is preceded by 'by' or 'with'. The



forms of interrogative are 'how?' and 'what with?'(Halliday and Matthiessen, 2004).

(b) Quality is usually represented by an adverbial phrase with an adverb ending with (-ly) as a head and "how" or "how" plus an adverb is the typical interrogative formula for it. The expressions of this type identify the clause process in relation to any variable which creates meaning (Halliday and Matthiessen, 2004).

(d) Degree is similar to the quality type above is indicated by an adverbial group with either a general reference to degree as in "much, a good deal, a lot" or it , or with a specific degree adverb as "deeply, profoundly, completely, heavily." The degree expressions state the actual extent of the process and their positions are either immediately preceding or following the process (Halliday and Matthiessen, 2004).

#### (4) Cause

Cause as type of the circumstantial element explains the reason behind the process is taken place. It has three types as follows:

(a) A reason circumstantial expression is related with the reason and cause of the process that happens. It comes in the form of a prepositional phrase or a complex preposition (Halliday and Matthiessen, 2004).

#### (b) Purpose

As a circumstantial element, purpose uncovers the purpose or the intention behind happening of an action (the process), which has the meaning of 'in order that'. Their expressions are shown either by a prepositional phrase or by a complex preposition. The interrogative form of this type is "what for" (Halliday and Matthiessen, 2004).

#### (c) Behalf

The behalf expressions are related with the entity, particularly an individual. It conveys the sense 'who/ or whose the action, the process, is achieved for'. They are reflected either by a prepositional phrase plus 'for' or by a complex preposition . The interrogative form is signaled by 'who for'(Halliday and Matthiessen, 2004).

#### (5) Contingency.

Contingency circumstances determine one element of conditions or circumstances under which the clause action, the process, occurs. Similarly, this type encompasses three subdivisions which can be stated in the following:

#### (a) Condition



Conditional Circumstantial elements illustrate the conditions or the circumstances which must be existed to actualize the process. Their sense is 'if' and their expressions are the prepositional phrases followed by the complex prepositions (Halliday and Matthiessen, 2004).

(b) Concession

This type explains "frustrated cause" whose sense is 'although'. It is displayed by the prepositional phrases accompanied by the prepositions only or the complex ones (Halliday and Matthiessen, 2004).

(c) Default

Default, as a type of circumstantial element, has the meaning "negative condition", (i.e.), 'if not' or 'unless'. They are identified by the prepositional phrases plus the complex prepositions (Halliday and Matthiessen, 2004).

### 3.1.2 Expansion: extending

It consists of three types that can be illustrated in the following:

#### 1. Accompaniment

Accompaniment means the others' participation in the process in addition to the participant. The interrogatives "and who/what else?, but not who/what?" are utilized for this type. It is signed by prepositional phrases followed by prepositions. It has two subcategories: comitative and additive. They will be summarized as follows:

(a) The **comitative type** refers to the process which is used as a single process instance. It varies from two aspects: the two entities can be combined as one element and they could not be combined (Halliday and Matthiessen, 2004).

(b) The **additive type** indicates to the process as two elements. The clause contains two entities sharing the same function of the participant, but one of these entities is circumstantially shown for the contrast purpose (Halliday and Matthiessen, 2004).

### 3.1.3 Elaborating

#### 1. Role

This category circumstantially has the sense of 'be' and 'become'. Role as a type of circumstances involves two subcategories: Guise represented by ('be') and Product represented by ('become').

(a) **Guise** has the interrogative form "*what as?*" and it interprets the sense of 'be' in the circumstance form.

(b) **Product** is similar to the interrogative "*what into?*" having the sense of 'become' (Halliday and Matthiessen, 2004).



### 3.1.4 Projection

#### 1. Matter

Matter is firstly associated with the verbal process. It has the interrogative "what about?". It is represented by prepositions.

#### 2. Angle

Angle has two relationships between types of clauses. The first type is called 'source' and it is related to 'verbal' clause, namely 'the Sayer'. The second one is to the mental process, specifically the Senser. of a 'mental' clause and it is called viewpoint (Halliday and Matthiessen, 2004).

### 4. Methodology

#### 4.1 Data collection

The selected data is Act 1 of a comedy play entitled *The School for Scandal* written by R. B. Sheridan and published in 1777. Act 1 is taken to be analyzed as a sample for the whole play. It is the basis for the whole play plot since it draws the frames and the identities of the characters, places, time and even social relations and they will be developed in the following Acts. Act 1 reveals how Sheridan used the circumstantial elements to shape the transitivity processes at the clause level. These clauses are taken from the characters' dialogues. It will be analyzed in terms of Halliday and Matthiessen's classification of circumstantial elements (2004). They consist of nine types: extent, location, manner, cause, contingency, accompaniment, role, matter and angle.

#### 4.2 The Procedures of the Study

The current study follows the following procedures for performing the study objectives and they are as follows:

1. Determining the text clauses to identify and investigate the circumstantial elements that are found in the first Act of the play.
2. Drawing a table to analyze these elements in the frame of Halliday and Matthiessen's classification (2004) which encompasses nine kinds: extent, location, manner, cause, contingency, accompaniment, role, matter and angle.
3. Providing an interpretation for each type of circumstantial elements, that is identified in the selected data within the boundary of each clause to add and to reinforce the clause process.
4. Making a discussion to the findings and having a statistical figure for all the types of the circumstantial elements that are utilized in the selected data.
5. Drawing the study conclusion which is based on the findings.

#### 4.3 Data Analysis

NO	The Text	Circum	Type of	The Analysis
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.		. Elemen t	Circum. Element	
1.	<b>Act One/ Scene One:</b> "I copied them myself <b>in</b> a feigned hand,... ." (p.15)	In ...	Manner/ quality	The circumstance "in" is the answer for the question "in what way" or "how". It shows the way of copying that was "feigned". The element describes how the material process "copied" is happened.
2.	"Did you circulate the report <b>of</b> Lady Brittle's intrigue ... <b>with</b> Captain Boastall?" (p.15)	of...  with...	projection/matte r  Accom./comitati ve	In this clause, the material process "circulate" functionally has the goal , " the report", belonging to "Lady Brittle's intrigue". "The report of Lady Brittle's intrigue" indicates the report topic or the matter. The clause also contains the circumstance "with". It determines the person, or the "who else", that participates in the "intrigue". So, there is an accompaniment (comitative type) relationship.
3.	"It must reach Mrs. Clackitt's ears <b>within</b> four-and-twenty hours;...."(p.15)	within ...	Extent/duration	"For how long" is the question for "within four-and-twenty hours". The material process "reach" is achieved within the temporal duration.
4.	"She wants that delicacy <b>of</b> tint and mellowness <b>of</b> sneer...."(p.15)	of ... of ...	Projection/ matter Projection/ matter	Both phrases " <b>of tint</b> " and " <b>of sneer</b> " reflect the desired object quality. They describes the senser's desire by the transitivity process "wants"
5.	"They happen ... <b>on</b> their side to...."(p.15)	on ...	location /place	Location (place) comes in the form of prepositional phrase. It specifies the clause process's place.
6.	"Love has no share whatever <b>in</b> the intercourse <b>between</b> Joseph Surface...."	In... betwee n...	location /place location /place	The relational possessive process, " has", is followed by two prepositional phrases describing where the process



	(p.16)			"has no share" exists.
7.	"You should interest yourself <b>in</b> his success." (p.16)	in...	Projection/ matter	The phrase " <b>in</b> his success" is the answer for " what about?". It identifies what the mental process "interest" is about.
8.	"I have found him out a long time <b>since</b> ."(p.17)	since...	Extent/ duration	The circumstance is found here to answer the question "how long". It reinforces the duration of the actor's discovery which is represented by the process "find out".
9.	"and <b>with</b> the assistance <b>of</b> his sentiment and hypocrisy he has brought him <b>entirely into</b> his interest <b>with regard to</b> Maria ;" (p.17)	with... of... entirely into... with...	Accom./comit. Projection/ matter Manner/degree location /place Projection/matter	A number of circumstances are found in the clause. To begin with, two abstract qualities, "with the assistance of his sentiment and hypocrisy", are used as means here to fulfill the interest. Then, "of" is the answer of "what about?". Further, "entirely" shows what the extent of the process. The circumstance "into" refers to place that the actor moves into abstract place which is "interest". Finally, the prepositional phrase "with regard to Maria" is specified the range of interest to " Maria".
10.	"while poor Charles has ... <b>in</b> the house,...." (p.17)	in...	location /place	"In the house" is a prepositional phrase limiting the place where the relational possessive process occurs.
11.	"he has a powerful one <b>in</b> Maria's heart,..." (p.17)	in...	location /place	The circumstantial element is a prepositional phrase specifying the emotional power in a specific place which is "Maria's heart". So, it enhances the relational possessive process in this clause.
12.	"Snake has ... <b>on</b> our mutual attachment:"(p.17)	on...	Projection/ matter	At the clause, "on our mutual attachment" determines the scope of the participant that the material process focuses on.



13.	"I have informed him <b>of</b> our real views." (p.17)	of...	Projection/ matter	The prepositional phrase " <b>of</b> our real views" is a prepositional phrase defining and determining the content of the verbal process "inform".
14.	"Some of your stories ... <b>on</b> Maria." (p.18)	on...	location /place	" <b>On</b> Maria" is a circumstantial element determining the target of the material process.
15.	"I am told he has ... <b>in</b> the house <b>yesterday</b> ." (p.18)	In... yesterday	location /place location /time	Both of these elements belong to location: place and time subsequently. They are related to the relational possessive process, "has" by restricting its place and time to be achieved.
16.	"You have put ... <b>in</b> that fellow." (p.18)	in...	location /place	The material process "put" requires a specific domain to have the goal, "confidence", which is an abstract noun. Hence, the phrase "in that fellow" is utilized to be the place for the process's achievement.
17.	"I have lately... <b>in</b> frequent conference <b>with</b> old Rowley,..." (p.18)	lately... In... with...	location/ time location /place Accom./comitative	Three prepositional phrases are utilized in the clause. All of them are essential information for "detection". The mental process "have" makes the sener have certain information about the phenomenon, "him".
18.	"his conversation is a perpetual libel <b>on</b> all his acquaintance." (p.19)	on...	Projection/ matter	It is a relational process which defines between "his conversation", identified, and "perpetual libel <b>on</b> all his acquaintance", identifier. It identifies a particular feature to a group of people. So, the clause is an answer to 'about whom is a libel?'
19.	"There is no advantage <b>in</b> not knowing him..." (p.19)	Of...	Manner / quality	" In what way" is the best question of the clause whose process is a relational one defining " the worst of it".



20.	"wit loses its respect <b>with</b> me,... ." (p.19)	with...	Accom./comitative	The material process, "loses" affects on the abstract clause goal, "its respect", which is specified with the speaker, "Maria". It is an answer to "with whom?".
21.	"I see it in company <b>with</b> malice." (p.19)	In...	Accom./comitative	The accompaniment circumstantial element identifies the way of the seeing, which is the perceptive mental process. Maria's perception and opinion of "wit" is that it is accompanied "with Malice". Hence, the mental process links two entities.
22.	"there's no possibility of being witty <b>without</b> a little ill-nature." (p.19)	without ...	Accom./comitative	The attributive relational process, "being", connects the phenomenon "witty" with "ill-natured" by the accompaniment circumstantial element.
23.	" <b>with</b> a very gross affectation of good nature and benevolence she does... ." (p.19)	With...	Manner /quality	In this clause, the circumstantial element adds features for the material process "does". The goal of the clause can be achieved " with a very gross... ."
24.	"I hear ... <b>against</b> the characters of my friends, ..." (p.19)	Against ...	Projection/matter	The matter circumstance limits the mental perceptive process's phenomenon "the current running". The phrase is the answer to "about whom is the current running?".
25.	"I never think them <b>in</b> such danger...." (p.19)	in...	Manner/quality	The mental cognitive process "think" describes "them" (the friends). It gives them a certain quality which is "in such danger".
26.	"I had this <b>from</b> very good authority." (p.20)	from...	Projection/angle	The relational possessive process, "had", is utilized with the circumstantial element in the clause referring to the



				source of the information which is seen as a credible and an accurate one. "This" is the goal of the relational process.
27.	"there are no grounds <b>for</b> that report."(p.20)	for...	Cause/ purpose	The phrase of the circumstance limits the reason and the scope for the existent of the clause which is "no grounds. Here, "are" is an existential process.
28.	"I back him <b>at</b> a rebus or a charade <b>against</b> ... <b>in</b> the kingdom."(p.21)	At... Against ... in...	Location/place Accom/comitative Location / place	Three circumstances with different types are utilized in this clause to narrow the social scope of the material process goal, "him". Each has its own function to the process and they are specifying the material process scope, making a contrast or a competition with another opponent and specifying a place,subsequently.
29.	As my little productions are mostly satires ... on particular people."(p.22)	Mostly on...	Manner/degree Projection/matter	Two elements are utilized. "Mostly" reflects the satires' extent to the carrier, "productions". The matter circumstance is used to decrease the scope of the relational process, an attributive type.
30.	"You ... <b>on</b> a beautiful quarto age,..."(p.22)	On...	Location /place	The perceptive mental process is " see" and a circumstance of place limits its phenomenon represented by "them". It conveys what is seen or thought to a physical real place.
31.	"they will be the most elegant things of their kind."(p.22)	of...	Projection/ matter	The circumstantial element, "of their kinds", specifies the scope of the attributive relational process's phenomenon "the most elegant things".
32.	"there was some	at...	Location /place	In this clause, "at bottom"



	reason for it <b>at</b> bottom."(p.22)			means 'essentially". It specifies the extent of the existent 's state, "some reason" ,(i.e.), where it is existed.
33.	"very trifling circumstances <b>often</b> give rise to the most injurious tales."(p.23)	often	Extent/ frequency	Here, the process is material that produces a "rise", the goal. Accordingly, the extent of the process is enhanced by "often".
34.	"no busy people have already prejudiced Sir Oliver <b>against</b> him."(p.23)	already against ...	location/time projection/angle	"Already" is used to specify the time of the material process to perform the goal. "Against" provides a connection between the process's goal "Sir Oliver" and its target, "him".
35.	"they have prayers <b>for</b> the recovery of his health <b>in</b> all the synagogues."(p.23)	for... in...	Cause/ purpose Location / place	" Prayers" is the material process of the clause. "For" is the purpose of the process. "In all the synagogues" is the phrase of place restricting the domain of the process's goal.
36.	"...:have a score of tradesmen waiting <b>in</b> the antechamber, and an officer <b>behind</b> every guest's chair."(p.23)	In... behind ...	Location / place Location / place	The prepositional phrase, " <b>in</b> the antechamber", is a place circumstance that defines the possessive relational process, "have". Another prepositional phrase is also a circumstance of place which identifies the process's domain. Both enhance the relational process' scope by shifting the processor from simple "tradesmen" to have prestige and power.
37.	"This may be entertainment <b>to</b> you, gentlemen."(p.23)	to...	Projection/ angle	The attribute relational process's attribute, "entertainment" is defined by the viewpoint angle circumstance, "to you".
38.	"you pay very little regard <b>to</b> the feelings <b>of</b> a brother."(p.23)	to... of...	Location / place Projection/ matter	"to the feelings of a brother" specifies the scope of the mental cognitive process's phenomenon "regard". Plus, it show the senser's paying " very little regard" to specific



				participant who is "a brother".
39.	"you must not give up the pursuit <b>for</b> that...."(p.23-24)	for...	Cause/ purpose	It serves to enhance and motivate the material process which affects on "pursuit", the goal. It gives the goal the reason to keep on the process. The best question for this clause is "for what purpose?"
40.	" <b>Now positively</b> you wrong her;...."(p.25)	Now positively	Location/time Manner/ quality	The circumstantial element "now" refers to the immediate time of the whole clause. "Positively" reinforces the validity and quality of the clause process, "wrong".
41.	"Evergreen does take some pains to repair the ravages <b>of</b> time, ...." (p.25)	of...	Cause/ purpose	The circumstance is utilized to enhance the material process "does take". It defines the domain of the process to heal all previous damage.
42.	"She draws ... it <b>positively</b> resembles the aperture <b>of</b> a poor's box,"(p.26)	Positively of...	Manner/ quality Projection/ matter	"Positively" provides strength to the relational process "resembles"and affirming the point of similarity. "of a poor's box," is another circumstance. It likens Mrs. Prime's mouth to "the aperture..." which is the attribute of the clause giving descriptive image.
43.	"you may see her <b>on</b> a little squat pony,..."(p.26)	on...	Location/ place	The clause is the answer of the question "where". The circumstance strengthens the mental process by giving a specific place.
44.	"tis a collection of features <b>from</b> all the different countries of the globe." (p.27)	from...	Location/place	The circumstance "from..." enhances the relational process's attribute, "a collection of features", which is featured by its source.
45.	"her face resembles a table d'hdte <b>at</b> Spa.....:(p.27)	at...	Location/place	Again, "resembles" is a relational process that differentiates between two entities, "her face" and " a table d'hdte". So, the



				circumstance enhances the process providing a particular setting for the two entities.
46.	"her nose and chin are the only parties <b>likely</b> to join issue." (p.27)	likely	Contingency/ condition (probability)	The circumstantial element is utilized to enhance the relational process by defining which of the identified entities, "her nose and chin", is "to join issue". The relational process here is a tie between the identified and identifier entities.
47.	"The lady they are abusing is a particular friend <b>of</b> mine, ... ." (p.27)	of...	Accom./ comitative	The circumstantial element reinforces the relational process, intensive type, to defend the lady who is " a particular friend" of the speaker. It shows the relationship between the speaker, "Sir B" and the carrier, "the lady".
48.	"he would have it put down <b>by</b> parliament." (p.28)	by...	Manner/ means	" by parliament" comes to shift the material process from a private thing to a legal form.
49.	"I would have law <b>for</b> them too;..." (p.28)	for...	Cause/ behalf	"The circumstance enhances the relational possessive process. It is used to narrow its domain to a certain persons.
50.	"the injured parties should have a right to come <b>on</b> any of the indorsers." (p.28)	on...	Manner/ means	The circumstantial element is used to specify the relational possessive process
51.	"there <b>never</b> was a scandalous tale <b>without</b> some foundation." (p.28)	never without ...	Extent/frequency Accom./ comitative	In this clause, the existential process' scope, "scandalous tale", is specified by the circumstance of negative accompaniment which provides an emphasis of "some foundation". Secondly, "never" is also a circumstance but it belongs to the extent which means no frequency of "scandalous tale", the existent.



52.	"I could tell you some stories <b>of</b> him that would make you laugh <b>heartily</b> ."(p.28)	of... heartily	Projection/ matter manner/quality	In this clause, the verbal process's domain is determined by "of him". Plus, the scope of" some stories", the verbiage, is narrowed to the phrase "of him". The circumstance "heartily" describes how the behavioural process, "laugh", is performed,(i.e.) the intensity of laughing.
53.	I see you have no satisfaction <b>in</b> this society.(p.28)	in...	location/place	"In this society" defines the place of the relational possessive process, " have", that is occurred in. The possessed phrase, "no satisfaction", is specified "in this society".
54.	"Humor Heaven grant me a double portion of dullness!" (p.29)	of...	Manner/quality	The material process is identified by the quantity of "dullness", (i.e.), " a double portion of dullness", the circumstance. In this way, Maria criticizes the society.
55.	"Maria, do not leave me <b>with</b> a frown..."(p.29)	with...	Accom./comitative	Again, the material process. the action of leaving, is defined by accompaniment circumstance "with a frown ". The clause shows the speaker's passion towards her when he transforms the scene from her leaving as an action to the state of leaving, "with a frown".
56.	"she might not be my enemy <b>with</b> Maria;"(p.30)	with...	Accom./comitative	Here, the circumstantial element defined the whole topic of the clause, not only the relational attributive clause. The state to be enemy or not is participated with Maria's presences.

## 5. Findings

Many elements of circumstances are utilized in Act 1 of "The school for scandals." These are greatly utilized with various rates. The data encompasses



(56) transitive clauses, and the total of the circumstantial elements, that are found in them, is (77) examples. Enhancing comes in the first rank having (48) examples (i.e.), (62%) out of the whole examples. Firstly, location has (26) examples that is distributed among its two types. Place occupies the first position among the other types, it scores (22) examples. Time type scores (4) examples. Secondly, manner, as a part of enhancing, is occurred in the second position scoring (12) examples distributed among its three types: degree(2), means(2), and quality (8), respectively. Thirdly, cause is found in (5) examples, it is divided between purpose type, (4) examples, and behalf type, an example only. Fourthly, extent records (4) occurrences. Fifthly, contingency, namely condition, comes in the last rank of the enhancing examples having one example only.

Another type of circumstantial types is the projection that comes in the second rank. It includes (18) examples,: matter records (15) examples, and angle (viewpoint) has (3) examples, (i.e.), (24%) out of the total examples.

Extending, utilized for accompaniment whose type is comitative, is shown in example (10), (i.e.), 14% out of the all the circumstantial elements. Lastly, no occurrence is noted for additive type in the selected data. Finally, elaborating is represented by 'role', as a type of circumstantial elements, is not utilized in the selected data. As a result of the data analysis, a great number of circumstances, (i.e.), (77) elements, are used in Act 1 of the play. Additionally, these elements show the significant role in specifying and defining the transitivity processes and their domains at the clause level, e.g.,

"Evergreen does take some pains to repair the ravages of time, .... ." (p.25)

In this clause, the circumstance is utilized to enhance the material process "does take". It also defines the domain of the process to heal all previous damage.

The following table states the whole occurrences of circumstantial elements types.

No.	The Classification	Type of Circum.	Total	Percentage
1.	Enhancing		48	62%
		a. Location	26	
		b. Manner	12	
		c. Cause	5	
		d. Extent	4	
		e. Contingency	1	
2.	Projection		18	24%
		a, Matter	15	



		b. Angle	3	
3.	Extending		11	14%
		a. Accompaniment	11	

The following diagram shows the representation of all the utilization of the Circumstantial Elements

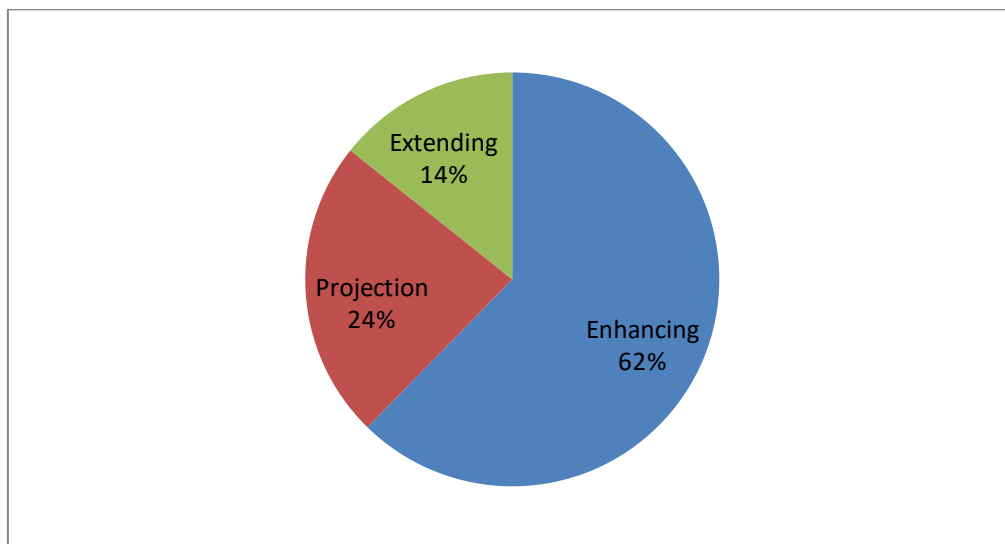


Figure (1) : The Representation of Circumstantial Elements

## 6. Discussion

According to the findings above, the circumstantial elements are utilized to shape and reinforce the processes at the clause level. Although, these elements are peripheral ones, they play a significant role in reflecting the process presentation and social interaction in the play plot. They logically have four semantic relations describing how they expand the transitivity clause or the context in which they occur. They are enhancing, extending, elaborating, and projection that are related to the clause processes. Depending on the data analysis and the findings above, they come up to certain facts that can be discussed as follows:

Enhancing is the most significant relation that is mainly utilized to expand the clause extent by providing necessary information to it. In the current study, this type of relations occupies the first positions among the others and it is utilized on the basis of its occurrences as: location, manner, cause, extent, and contingency, subsequently. Spatial Location circumstance, which is the most dominant type of utilization in the play, depicts the basic setting and scenes of the play where gossips and rumours are discussed and exchanged among the characters. In the previous study, " Circumstantial Adjuncts Used in The Tale: The Taming of the Shrew" , location circumstances are the most frequent type



utilized for creating the physical world belonging to the Italian Renaissance, the world of the whole play plot, but in Act 1 of "The school for scandal ", this type of circumstances present the social relations or circles . Places in London as the house of "Lady Sneerwell, her dressing room, the house of Sir P. Teazle are not places of actions but they are places to ruin people's reputations, (i.e.), exchanging scandals and remours.

The semantic relation of projection comes in the second rank. Matter type is utilized more than the angle type in Act 1 of the play. This proves that the main topic of the play, scandal, is more important to its characters to exchange than knowing its source. In other words, it gives the priority to the content of scandal to spread easily among people without requiring for the attribution and this reflects Sheridan's social satire and mockery. This finding diverges from the study patterns found in "The Circumstantial Relational Process Clauses in Scientific Texts" which states that the role of 'angle' type overcomes the 'matter' one in frequency in that the former augments the scientific authority and fact claims.

The last finding of the current study is extending, which includes accompaniment, occupying the third position in Act 1. Sheridan uses this type to draw the form of community complicity as in the clause

"I see it in company with malice."(p.19)

Here, there is a partnership or an alliance of "malice" between the two characters "Lady Sneerwell" and "Snake". The utilization of this circumstance is consistent with the patterns of "Circumstantial Adjuncts used in the Tale "the Timing of the Shrew" and Sheridan's Act 1 in identifying social partnerships or alliances but these alliances do not belong to the same type. In the former, it defines legal or formal alliances represented by the travelling of the suitor with the servant or the father's stance with his daughter while the latter defines the alliances between "Lady Sneerwell" and "Snake" as the alliances of reputation, (i.e.), belonging to the same school of scandal. Moreover, Sheridan uses a great number of circumstances and they are nearly (77) elements in Act 1.of the play. Finally, they show their significant role in shaping and defining the transitivity processes and their domains in Act 1 at the clause level.

## 7. Conclusions

As a part of SFL approach, circumstantial elements are very essential within specific contexts, they not only provide extra information to the event developments of the contexts but they assist to define and describe the processes' scope in most cases. A variety of these elements can be optionally occurred within particular contexts for certain purposes and they are nine types: extent, location, manner, cause, contingency, accompaniment, role, matter and



angle. In the current study, the most dominant type is location (place) that is employed to add information to the process throughout specifying and defining the settings and scenes of the play plot to the reader properly. Secondly, matter type, as a part of projection, takes the second position out of the whole other circumstances. By the utilization of manner type in Act 1, Sheridan tries to create social satire and mockery against the first-social class in London in 18<sup>th</sup> C. and to describe the hypocrisy of that class. The third rank is recorded by accompaniment type which gives significant partnerships and alliances to ruin people's reputations and they are belonging to the social school of scandal. Although these elements are optional ones, but their utilization in the play adds extra information to the text as well as the reader's understanding. Then, all these types are greatly utilized with different rates except elaborating, 'role' type. They are utilized to provide more information about the writer's thoughts to communicate effectively and to extend the reader's comprehension of the play development. Finally, these elements play a significant role in specifying and defining the transitivity processes and their domains at the clause level in most cases. This provides a good opportunity to the reader to understand the whole clause with a complete idea.

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