# Ideational and Textual Metafunctions in Systemic Functional Grammar: A Review Article

## By

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**ملخص الدراسة**

إن دراسة الملامح اللغوية للنص باستخدام نظرية النحو النظامي الوظيفي لهاليداي لا تساهم فقط في فهم تركيبه ولكن أيضا فهم المعاني الخفية فيه. فعلى سبيل المثال، تحليل أي نص باستخدام هذه النظرية يكشف الجانب المستتر فيه مبرزا النوايا وراء الكلام وانعكاسات سياق الكلام للغة المستخدمة والذي ربما يبدو من الصعب على القارئ العادي فهمه. والأكثر من ذلك هو أن هذه النظرية تستخدم ليس فقط كوسيلة بحث لتحليل الممارسات اللغوية ولكن أيضا كأداة لدراسة التفاعلات اللغوية بين المتكلمين. كما يساعد تحليل النص باستخدامها على استكشاف ماهية اللغة وكيفية استخدامها لتحقيق أهداف تواصلية في سياقات مختلفة. ومثل هذا التحليل من الممكن أن يساهم في خلق بيئة تعلم لغوي تعكس بدقة كيفية استخدام اللغة. وهنا يحاول الباحث استخدام أدوات نظرية هاليداي والتي تحلل اللغة في سياق اجتماعي في دراسة الكلام كوسيلة وظيفية وليست شكلية باعتبار اللغة مصدرا للتواصل أكثر منها مجموعة من القواعد والضوابط المحكمة مما يساعد في دراسة جوانب نصية معينة والتي من الممكن أن تتضمن معاني خفية يمكن استكشافها بالدراسة العميقة بعيدا عن الرؤية السطحية للنص. وتحديدا، تركز الدراسة بالأساس على الجوانب اللغوية والخاصة بالمعاني من نظرية هاليداي وهي الافتراضات الفكرية والتفاعلية والنصية والتي تعكسها التفاعلات اللغوية في صورة تراكيب وجمل لغوية معقدة.

## Abstract

The examination of linguistic features of a text using Halliday's Systemic Functional Grammar (SFG) not only helps in understanding the structure of the text, but also the deep meanings of it. For example, an analysis of a text reveals the hidden-self of it bringing out the intentions behind the utterances and the reflections of the context of the language used which may appear difficult for

the ordinary reader to grasp. Furthermore, SFG analysis is used not only as a research method for investigating language practices, but also as a tool for studying interactions among language speakers. Such an analysis helps to explore what language is and how it is used to achieve communicative goals in different contexts. Thus it can help to create a language learning environment that more accurately reflects how language is used. Here, the researcher tries to study the tools of Halliday's theory which analyzes language in a social context as a functional means considering it a source of communication and not just a set of compact rules and regulations. This helps in studying certain textual aspects that may include embedded meanings which can be explored though deep study away from superficial reading. More specifically, this research mainly concerns the language aspects of Halliday's theory at the level of semantics in terms of ideational, interpersonal and textual metafunctions reflected by language interactions in the form of complex language clauses and structures.

**Key Words**: Systemic Functional Grammar – analysis – intentions – metafunctions

## 1. Previous Studies

So far, researchers have studied and analyzed different types of literature using Systemic Functional Theory (SFT henceforth). Using Critical Discourse Analysis theory and Systemic Functional Linguistics (SFL henceforth), Wang (2010) analyzed Barack Obama's presidential speeches in regards to transitivity and modality showing how language is used to reflect ideology and power. The study deduced that in his speeches, Barack Obama used an easy language with simple words and short sentences to bridge the gap

between him and the audience. Also, the study proved that the process material overwhelmed his speeches via the transitivity analysis to demonstrate the already-attained accomplishments of his government, the ongoing efforts and the future plans. The analysis illuminated that with his government he, through his speeches, endeavored to gain the trust of people during his rule. Moreover, the study showed that he used modality to express his viewpoint in relation to the real target behind a proposition conveyed by a sentence. He used modal verbs, tense and first person pronouns as forms of modality to make his speeches more comprehensible for his audience through utilizing present simple tense to feature the current local and global issues whether political, economic or cultural fields. To exhibit his forthcoming procedures and plans, he used future simple tense. In this way, he succeeded to gain the trust of his people and best exhibit the goals of his government.

Bilal (2012) checked the story written by Hughes from the point of 'transitivity functions' included in the discourse analysis which tells about the language and its reflection on processes, participants and circumstantial functions. He concluded that the main participant is 'Mrs. Jones' who acts most of the processes by counting all the sentences describing her or the ones in which she appears, so her dominancy is clear. To support his view, in his analysis he took into consideration that 'Ideational', 'Interpersonal', and 'Textual' functions of language are main targets for studying the text. The story is about racism which was a huge topic in the American southern states and when many African Americans had

problem looking for a job and the black in general had to fight for their freedom.

The study has illustrated that examining linguistic features of a text not only assists in understanding its structure, but also its profound meanings. The analysis shows the hidden-self of the characters bringing out their intentions behind the utterances which may seem challenging for the ordinary reader to grasp. Moreover, discourse analysis can be used by teachers not only as a research tool for examining their own teaching practices, but also as a method for studying interactions among language learners. On the other hand, discourse analysis can be used by learners to investigate what language is and how it is used to accomplish communicative aims in several contexts. In this way, discourse analysis can aid to make a second language learning environment which more precisely reflects how language is used and stimulates learners toward their target of competency in another language.

Badrawy's (2015) thesis used SFT to analyze talk show programs interviews for the English interviewer Piers Morgan with Tony Blair and Mitt Romney and the Egyptian interviewer Mahmoud Saad on the revolution of 25th of January with Essam Sultan and Amr Hamzawy. In regards to the interpersonal metafunctions, the study chiefly included the analysis of Mood, Modality and Pronoun. The main purpose of the study was to explore the way the major elements of the interpersonal metafunctions are achieved in political discourse. It concluded that Positive Declarative clauses are largely utilized by the interlocutors for both expressing data and persuading the audiences with positive facts. To show their fixed stamina to end missions and construct

their power, the interlocutors use Modal operators with high modal commitment. Also, "we" and "we"-"you"-"we" are used to bridge the gap between the interlocutors and the audience and convince the audience to take the same place of the interlocutor.

Alaei & Ahangari (2016) attempted to determine how ideology or opinion is expressed in Joseph Conrad's *Heart of Darkness* and what kind of lexico-grammatical strategies are used in the first part of this novella to convey the author's ideological meaning. By focusing on the lexico-grammatical choices in the transitivity system of the structure of the clauses, the researchers tried to shed light on the ideational meaning of the first section of the story. This means that the grammar of the clause, in the form of transitivity patterns, is the part which acts as the encoding of experiential meanings: meaning about the world, experience and how we understand and encounter what is happening. We can show how the field of situation is being formed by testing the transitivity patterns in a text, i.e. we can explain what is being talked about and how changes are accomplished in the field. Both Halliday and Hassan have integrated theoretical statements with demonstrations of text analyses (Hassan, Matthiessen, & Webster, 2005). In the same way, the researchers here display a textual demonstration of reading of a literary text. Hence, the researchers have identified patterns of ideational metafunctions found in the lexico-grammar of Joseph Conrad's *Heart of Darkness* and have noted the author's use of highlighting these patterns to contrast the racist and imperialistic ideologies being opposed to through the frame narration of the whole first part by Marlow as the chief

character said to be Conrad's own voice in the process of sailing and cruising on the Thames in a sailboat by the name of Nellie.

The researchers selected the complete text of the story for analysis on the basis of transitivity patterns of the clauses following Halliday's (1985) framework. Then the number and percentage of the process types, as well as the participant roles and circumstances, were shown in tables and figures. The construal of time was also analyzed in favor of a logically-oriented reliable foregrounding of the story and critically analyzing its discourse. The last quantification of the discourse of *Heart of Darkness* was done in relation to its verb tense types. Among the six tenses of the verbs simple past tense occupied the highest number with the frequency of almost 50% of the whole verb tenses in the story. As it is grammatically crystal clear, the meaning of an action done in the past and finished without any present influences is carried by simple past tense. This is in accordance with the fact that Conrad makes use of a prose fictional narrative for the statement of realities of history which have happened and are over. The subtle shifts in verb tense from simple past tense to present perfect tense with a frequency of 5% are also remarkably noticeable. Conrad makes use of this technique not only to make the reader pensive of what is the author implying, but also to remind him/her that whatsoever be the implied message of this text, the effects may remain; imperialism that colonizes native Africans and robs their properties in this case. Textual meaning analyzed on the main paragraph with the feasible maneuver features also demonstrated that, linguistically the author's ideology has been successfully expressed as literarily; syntax and semantics work their own ways in the same direction to imply the

facts which are done in the past and brought about the European imperialism, having its whole effect on the lives of Africans (Alaei & Ahangari, 2016).

Salama (2016) endeavored to test the main part played by language in conveying the suffering experienced by the Afro-American slaves via two narratives: Harriet Jacobs' (1861) *Incidents in the Life of a Slave Girl: Written by herself* and Frederick Douglass' (1845) *Narrative of the Life of Frederick Douglass, an American Slave: Written by himself.* In her study, she used Halliday's (2004) systemic functional theory and Geoff Thompson's (2014) transitivity patterns. She adopted one strand of meaning or metafunction which is the ideational meta-function with its chief three transitivity constituents: participants, processes and circumstances. She meant to explore the prominent classes of process, the roles played by the participants and kinds and locations of circumstances involved. She selected eight extracts from each novel for examining the constituents mentioned above considering the part played by gender to decide the particular processes used rather than others to express their personal experience in slavery. The study deduced that there is a great impact of gender on the language used by the two authors whose works reflected the dominance of material processes and circumstance of place to express the painful experience of slavery.

Qasim, Talaat, Khushi & Azher's study (2018) examined the way meanings are expressed and interpreted in a literary text. Adopting Halliday's (1994) Systemic Functional Linguistics in general and the transitivity aspect in particular, the study opted for

21 texts from Hamid's novel, Moth Smoke (MS) for data analysis. 1100 complex clauses with different processes, participants and circumstances were explored. Examining transitivity patterns was the chief interest of the study which led to the finding that the structures of transitivity illuminated that MS has all kinds of processes, mostly the material ones, relying on the rank of frequency. The first position was occupied by the frequency of occurrence (1076=51.45%) while the second position was occupied by the projection of mental processes (13.91%). Also, the study found out that the verbal processes represented (11.23%) and relational processes were (19.75%) whereas behavioral (2.63%) and existential (0.86%) processes represented the lowest projection. Material and verbal processes were adopted more by male characters while mental and attributive process clauses were adopted by females.

Saleh (2019) examined the textual and ideational meta-functions in Ernest Hemingway's *A Farewell to Arms* and *The Old Man and the Sea*. He meant to check the clause structures through thematic analysis in the two works by analyzing various kinds and tasks of Theme as a component of textual metafunction of language. He also analyzed the clause structures in regards to transitivity as a component of ideational metafunction of language as processes, participants and circumstances to grasp the ideology and the meanings in both works. The study adopted Halliday's Systemic Functional Theory (SFT) to achieve the targeted tasks. The conclusion of the study illustrated that thematic analysis shows how clauses start (Theme) generating some new meanings which are unclear for the ordinary reader. The study also illuminated that

transitivity analysis clarifies how action is carried out (transitivity) drawing great attention to the conveyance of the author's notions and ideology in addition to showing the relationship between the clauses on one side and the external world and the situation context on the other side.

## 2. Theoretical Framework

### 2.1. Systemic Functional Grammar

Emerging in the twentieth century, Halliday developed his theory of Systemic-Functional Grammar (SFG henceforth) affected by previous works especially and mostly those of Bronislaw Malinowski and J.R. Firth.

#### 2.1.1. Model of Malinowski

According to Malinowski (1935: 58), we need to investigate sentences or utterances through the context of the situation to be able to study the meaning behind them; we can't study just study individual words. He said, "... the real understanding of words is always ultimately derived from active experience of those aspects of reality to which the words belong".

As they both depend on the context to be unified in a whole, Malinowski linked between sentences and words. In addition, he argued that conversational facial expressions, body gestures and participants help in getting complete understanding of a sentence. For him, words can be grasped literally or functionally, i.e., directly or indirectly. Direct meaning refers to the use of words in "situations in which the same words have been used with all the pragmatic vigor of a request or imperative, with all the emotional content of hope or despair, situations in which the use of a word is

fraught with weighty consequences for the speaker and for his hearers" (Malinowski, 1935, p: 46). On the other hand, indirect meaning signifies words used in a context where "the real context of reference has to be reconstructed by the hearers even as it is being evoked by the speaker" (Malinowski, 1935, p: 46).

## 2.1.2. Halliday and Firth

Firth founded linguistics as a discipline in Great Britain as he thought that the context is reflected by the language used. According to him, language is chiefly used in "a relatively determined context [where] you are not free just to say what you please" (Firth 1935, p: 66, 70–71; cited in Stubbs 1996, p: 41). He also thought that the study of meaning ought to be the main interest of linguistics adopting the same principle of the early products of Malinowski whose products inspired Halliday and other linguists to study meaning on various strata.

Firth had the most effective impact on Halliday in developing his linguistic theory as he went on studying the Firthian principles to apply them on grammar the first of which he called 'Scale and Category Grammar.' Then he commenced preparing for his own theory and named it 'Systemic Functional Grammar' which adopts the principle that considers language a social system and language users obtain unrestricted options in making meanings. On producing language forms, interlocutors are able to opt for various means to create an utterance to convey a certain message. The majority of linguistic selections are spontaneous. Yet, the moment an utterance is made with no reflection, adopting the right forms in the proper context results in using the 'meaning potential' of language (Bloor & Bloor, 1995).

### 2.1.3. **Scope & Vision**

Systemic Functional Grammar (SFG) or Systemic Functional Linguistics (SFL) is an approach to linguistics or a social theory of language developed by Halliday in the twentieth century and it continues to evolve in this century in which Halliday sees language in a social context. It is a sort of directed social linguistic theory; it is the most important theory of applied linguistics in the 20th century. This theory considers language as a resource used for communication and not as a set of rules. In short, SFG states that particular aspects of a given context define the meanings likely to be expressed. It offers a number of structures that can be modified according to our needs in order to be functional or applicable in our real life. In Halliday's Systemic Functional Grammar (SFG), language is used "to organize, understand and express our perceptions of the world and of our own consciousness"; "to enable us to participate in communicative acts with other people, to take on roles and to express and understand feelings, attitude and judgments"; "to relate what is said (or written) to the real world and to other linguistic events" (Liping, 2017:195). SFL, according to Halliday, sees language as a system for expressing meaning in context. Most generally it is applied to understand the quality of texts, the most reliable outcomes of human social interaction: why a text means what it does, and why it is valued as it is. Viewing language as a strategic, meaning-making resource, SFL develops a theory about language as social process as well as an analytical methodology which permits the detailed and systematic description of language patterns.

Thus Halliday (1994: p.15) investigates the meaning of language from an unusual perspective as he considers language systemic by being "a network of systems or interrelated sets of options for making meaning". Since it tackles meaning, it is "functional". Consequently, Bloor & Bloor (1995: p.1) view grammar as "the study of how meanings are built up through the use of words and other linguistic forms such as tone and emphasis".

## 2.1.4. Basic Principles

There are five basic principles for SFL: social semiotics, language as a resource, text rather than sentences, texts and social context and constructing meaning. Social semiotics means that SFL sees language as a system of signs (Halliday and Martin, 1993) which are used for social purposes. 'Language as a resource' means that SFL sees language as a resource for making meaning rather than a system of rules (Halliday and Martin, 1993), so it describes language in terms of a set of options of meaning. 'Text rather than sentences' means that SFL concerns text rather than sentences as the basic unit through which meaning is negotiated suggesting that the object of language study should involve the whole text as the meaningful message of language (Halliday and Martin, 1993). 'Texts and social context' means that SFL focusses on close relations between texts and social context (Halliday and Martin, 1993) rather than text as the decontextualised structural entities. 'Constructing meaning' means that SFL concerns language as a system for construing meaning rather than conduit (Halliday and Martin, 1993) through which thoughts and feelings are born.

## 2.2. **Visible Text and Invisible Meaning**

We always try to express some ideas to others and interpret our experience in life by creating meanings with language and through language as talks among human beings are exchanges of meaning. Through this kind of interaction, we enact social relationship, and build the reality. Halliday (2005) thinks that we are living in a universe where the visible realm of matter and the invisible realm of meaning co-exist and interconnect. It is to say that reality is mediated through meaning, and meaning is theorizing about our experience of reality and language has the meaning-making potential. Hence, investigating real examples of language is needed in order to understand how people use it and this is what is called functional linguistics. Thus, people communicating in instinctive social contexts are the target of systemicists in terms of writing and genuine discourse.

## 2.3. **Grammar: Structure and Function**

Semiogenesis, the creation of meaning, has been promoted by Halliday & Matthiessen (1999) as a 'guiding principle' in their presentation of a systemic functional theory of language-that language has within itself the resources by which people can create new meanings. Hence, language is a system that makes meanings, but what makes this language-creation possible? It is grammar. The rules of language which help study the sentence and word structure are traditionally stereotyped as 'grammar' while Halliday's concept is totally different. According to him, grammar is more than a fixed set of prescriptive rules; it acts as a combination of both structural and functional approaches. It is the tool by which we use language

to create and exchange meaning which refers to its functional variation in interpreting language situations and activating social relationship through taking the context of the experience into consideration.

In 1985, Halliday published his book 'An Introduction to Functional Grammar' in which he says, "the theory on which this description is based, systemic theory follows in the European functional tradition. It is largely based on Firth's system-structure theory, but derives more abstract principles from Hjelmslev and owes many ideas to Prague School. The organizing concept is that of the "system", which is used essentially in Firth's sense of a functional Paradigm but developed into the formal construct of a 'system network'." (Halliday, 2000:52)

Systemic grammar and functional grammar are two constituents of SFG. In Hu Zhuanglin's book 'Linguistics, A course Book', he states that "Systemic grammar aims to explain the internal relations in language as a system network, or meaning potential. And this network consists of subsystem from which language users make choices." "In a functional grammar, on the other hand, the direction is reversed. A language is interpreted as a System of meanings can be realized." Halliday (1985). "Functional grammar aims to reveal that language is a means of social interaction, based on the position that language system and the forms that make it up are inescapably determined by the uses or functions which they serve." (Hu Zhuanglin 2001:409).

Halliday and Jonathan (2009: p.3) view that grammar is that abstract level of coding between meaning and expression; it is an origin for making meaning. The grammar "transforms experience

into meaning"; the grammar is itself "a theory of experience." Grammatics is theorizing about a theory of grammar; it is a theory for explaining how the grammar works and enables one to unconsciously construe experience. The following example is given by Halliday to show the way we use language to interpret our experience: "Glass cracks more quickly the harder you press on it." There are two processes – *cracks* and *press* – along with their associated participants and circumstances. The constituents of this sentence are as follows:

*glass* – participant;

*cracks* – process;

*more quickly* – circumstance;

*the harder* – circumstance;

*you* – participant;

*press* – process;

*on it* – circumstance (it = participant)

<div align="right">Halliday and Jonathan (2009: p.3)</div>

## 2.4. Language Stratification

From a more comprehensive perspective, SFL features the tools to examine language in four dimensions of meaning: metafunction (three broad functions of language), stratification (three levels of language), axis (complementary perspectives on language), and rank (layers of structure within each strata) (Rose, 2006). Metafunctions are systemic clusters; i.e., they are groups of semantic systems that make meanings of a related kind. The three metafunctions are mapped onto the structure of the clause. For this reason, systemic linguists analyze a clause from three

perspectives. In relation to stratification, in systemic functional framework, language is seen with numerous strata, which is called language stratification: context (of culture and situation), semantics, lexicogrammar, phonology and phonetics. Context of culture is the context of the overall linguistic system and context of situation is the context of a text. As for axis, it can be paradigmatic or syntagmatic. The systemic paradigmatic axis is primary in the particular sense that it defines the overall organization of the grammar of a language; and the structural syntagmatic axis is secondary in the particular sense that it is specified locally in the environment of the several terms of the systemic axis. This bifurcation into the paradigmatic axis and the syntagmatic axis makes it possible for the system to relate both to what is above and to what is below –in other words, both to what the system realizes and to what it is realized by.

## 2.4.1. **Three Strata: Semantics, Lexicogrammar and Phonology**

In SFG, language is analyzed according to the three strata: semantics, lexicogrammar and phonology. Semantics is the study of the meaning of words and sentences. Halliday (1994) says that semantics, a higher stratum inside the system of language, is an origin of meaning; it helps us to be able to behave via meaning. Semantics, through us, reflects on the world by changing it into meanings. He views that the principal task of language is a semantic one. He is extremely preoccupied with meanings is social life. Morley (1985, p.48) views that semantics justifies the three aspects of meaning in a text: ideational, interpersonal and textual. Lexicgrammar as a stratum of linguistic structure is a combination of

lexis, or vocabulary, and grammar, or syntax. In this wider sense, grammar is the form of wording (writing) of language. In relation to phonology, it is the study of the sound patterns that occur within language or the production and description of speech sounds; it is a resource for sounding wording. So, the wording is identified or conveyed in the form of sound (phonology) or writing (graphology). Phonology is also an origin of rhythm and of syllabic and phonemic articulation. This study relies partially on lexicogrammar and semantics as a theoretical framework and tools of analysis. SFL deals with language as a network of system or closely connected sets of choices for meaning production.

## 2.4.2. Concept of Rank

Rank refers to a hierarchical ordering of grammatical units such that a unit of a given rank normally is composed of units of the next lower rank, as, in English, the ordering sentence, clause, group or phrase, word, morpheme. Sentences are the typical method of organizing data or notions in written language, but SFG is interested in the clause. According to Bloor and Bloor (2004, p. 7), the clause is the main unit of structure which is composed of a group of constituents that follow a grammatical pattern identified by the notion of rank. They also confirmed that SFG utilizes the idea of rank. They made more focus on the clause components or the way clauses are made, i.e., a clause is composed of one or more groups; a group is composed of one or more words; a word is composed of one or more morphemes. Two clauses or more can be combined to constitute a clause complex.

As Thompson (2014) was also concerned with constructing a systematic approach to seeing the components on which the text analysis is going to formed, he considered the principle of rank scale. He stated that it relies on the hypothesis that any meaningful unit at one rank or level can ordinarily be divided into smaller units (p. 21). Halliday (1994) mentioned that the principal focus in SFG is on the higher units, particularly on CLAUSE. He gives reason to that saying it is due to the case of construing used here is a functional one, in which the clause (complex) is being clarified depending on the meaning, and there is a common concept in language which is that it is the larger units that work more instantaneously in the understanding of higher- level patterns (p. 19). Subsequently, this study analyses the text of Shelley's Frankenstein mostly in relation to the clause.

## 2.5. Constituency

In syntactic analysis, constituency is a main area of consideration. A constituent is a linguistic part of a larger sentence, phrase or clause. Studying the link between the meaning and structure of a clause (lexicogrammatical space) relies on the two dimensions of metafunction and rank. Metafunction refers to the different modes of meaning construed by the grammar while rank refers to the different 'sizes' of the grammatical units (layers of constituency).

Constituency depends on the part-whole relation; it puts beforehand a whole of which we recognize constituent parts. Wholes that exhibit an organic constituency structure are named grammatical units. Units have syntagmatic wholeness: they are used sequentially to make well-formed structures through which they

are completely explained, and they are not structurally blended with other units. Grammatical units are recognizable in functional terms, i.e., they are the points of origin of system networks (such as those of transitivity and mood in the clause) and also they work as constituents in their wholeness. It is possible to reach functionally determined units if a rank-based type of constituency is adopted. Rank orders units into a hierarchy according to their constituency relation: the highest-ranking units are composed of units of the rank directly below, these units consist of units at the next rank below, and so on, until we reach the units of the lowest rank that have no internal constituent structure. Rank is thus a concept of the universal dispensation of the units of the grammar. Rank scale in English grammar is: clause, group/ phrase, word and morpheme.

## 2.6. Language and Genre

Dealing with language as a stratified multifunctional system, the model of the meeting point of the three strata (semantics, lexicogrammar and phonology) can be drawn as a system network for option that makes it possible to create meaning. A sequence of choices leads to making a text. It starts with thinking of a meaning that needs to be expressed. Then a suitable entry point of grammar is considered which is the most fundamental lexicogrammatical part. This is followed by considering the structural realization of the ideational, interpersonal and textual meanings and the clause. Extending to phonology, the clause is realized through diversity in tone group (Eggins 2004).

This concept of materializing meaning in language is considered by Halliday to be similar to our contrasting situations

between matter and meaning. It is the link between the concrete and the abstract constituents which can be considered as a sequence or even overlapping strata. Hence, it is a state which is difficult to be measured or clearly known, and cannot be completely explained via a set of rough definitions forcing many limitations and fetters (Halliday 2005).

## 2.7. Language and Text

Whether literary or non-literary, SFG is mostly concerned with analyzing texts. According to Halliday and Hassan (1976, p. 1), the text is "any passage, spoken or written, of whatever length, that does form a unified whole". Bloor and Bloor (2004, p. 5) view text as "any stretch of language, regardless of length, that is spoken or written for the purposes of communication by real people in actual circumstances". Subsequently, any text is a form of social interaction.

According to Halliday and Hassan (1976, p. 2), a text is "a semantic unit: a unit not of form but of meaning". So, systemically, ideational, interpersonal and textual meanings can be simultaneously conveyed by a text. All the time, they are affected by the context in which they are formed. The cultural (genre) and situational (register) contexts are the contexts of these meanings. This study is meant to analyze meanings of selected extracts of Mary Shelley's text, *Frankenstein.*

Martin (2010) claims that "a genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of culture", "genres are how things get done, when language is used to accomplish them" (Eggins 1994). This means that when we identify the genre of a text, the cumulative impacts of kinds of

meanings utilized in the text in terms of lexemes or structural traits and the context of the occurrences and most importantly our discourse culture give allusions to the readers on how language makes sense. This is why a text is seen to be a part which has a target to perform in the culture and occurrence in which it is produced as a realization of a genre. As compared to the link between climate and weather, genre is the generalization of text-as-instance (Nicholas 1989).

## 2.8. Texture: Cohesion and Coherence

It is a must to identify the meaning and the use of term 'texture' to be able to differentiate between text and non-text. According to Eggins (2004, p. 24), texture is "what holds the clauses of a text together to give them unity". She also assured that it includes the integration of two constituents: cohesion, the method the factors with a text connect it as a 'unified whole', and coherence, or the text's link to its external context. According to Paltridge (2012, p. 130), "Texture results where there are language items that tie meanings together in the text as well as tie meanings in the text to the social context in which the text occurs".

## 2.9. Register: Field, Tenor and Mode of Language

On the other side, SFL deals with register in terms of three variables or parameters known as semiotic functions. These are Field, Tenor and Mode (Halliday 1978). Field is the area of external reality with which the text deals. Tenor concerns the relationships between those taking part in the linguistic act. Mode is the means through which the communication takes place.

It will be evident that there is a close connection between the three semiotic functions and the three semantic metafunctions. Indeed, they dovetail into one another:

*Field —> Ideational metafunction*

*Tenor—>Interpersonal metafunction*

*Mode —> Textual metafunction*

Just as the encoding in language depends on the semantic metafunctions, so the content of the metafunctions themselves depends on and is determined by the semiotic functions of register. Hence the insistence within SFL on the importance of the connection between context and language is justified, language cannot be isolated from the context which produces it.

In other words, Halliday was not interested in the kind of formalities that happen in both Chomsky's grammar and traditional grammar, but he was interested in the ways in which one's functional purpose in communicating is to shape the form of communication. He had three principal functions of language which happen all the time together in language. The first is what he called field or ideational metafunction which means that there is a talk about something which has a reference to something ideological in the world of the character. The second one is tenor or interpersonal metafunction which is a way of framing and building the personal relationships. The third thing is the mode or textual metafunction which is that texts have a kind of coherence, a structure and a form. Every single active meaning in speaking or writing always has simultaneously field, tenor and mode going on. From these functions, Halliday builds an extensive and elaborate grammar describing the way in which language works.

So, here, SFL is the theory for analysis at the level of register, in terms of Field, Tenor and Mode, as well as at the level of semantics in terms of ideational, interpersonal and textual metafunctions.

## 2.10. The Three Metafunctions of Language

One of Halliday's major contributions to linguistic analysis is his development of a detailed functional grammar of modern English (Halliday, 1994). In this theory, he shows how simultaneous strands of meaning (ideational, interpersonal, and textual metafunctions) are expressed in clause structures and related respectively to "the clause as representation," "the clause as exchange" and "the clause as message" (Martin, et al., 1997, p. 9). These three types of meanings or semantic metafunctions are expressed through language because these are the strands of meaning we need to make in order to make sense of each other and the world. These three strands of language meaning are closely connected to each other and have the same significance in SFL. In 1994, Halliday hereby developed a more specific theory of functional grammar of modern English in which he illustrates that there are three strands of meaning that help us gain mutual comprehension of each other and our surroundings. Language is seen "not as a set of structures but as a network of SYSTEMS, or interrelated sets of options for making meaning" (Halliday, 1994:15, upper case in original). In order to consider this meaning-making potential of language, Halliday (1994) puts forward three metafunctions at a lexico-grammatical level:

ideational – "construing a model of experience"

interpersonal – "enacting social relationships"

textual – "creating relevance to context"

(Halliday,

1994:36)

These three metafunctions are recalled simultaneously whenever language is perceived. The speaker/writer can be seen to have made lexico-grammatical options to reflect the world, both fictional and real, abstract and concrete (ideational metafunction), to convey their relationship to the listener/reader (interpersonal metafunction), and to arrange the exhibition of their message (textual metafunction). These metafunctions, though mainly arrange the basis of language, may also be thought of as 'tools' which enable the linguist to analyze, grasp and discuss the linguistic options made in a given text. The analyst may utilize them as tools to 'dissect' any message encoded within text in relation to the linguistic awareness in each metafunction.

## 3. Conclusion

So far, the theory has been presented in detail in order to design a model of analysis which is appropriate for studying the three metafunctions of language to recognize the embedded meanings in literary works. SFG helps the researchers to explore the implied idiologies, attitudes and features that are difficult to be gotten through superficial reading.

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