

CONTEXT IN MEANING CONSTRUCTION: A FUNCTIONAL LINGUISTICS APPLICATION TO LITERARY TEXTS

NURUL FADHILLAH¹, ANDI ASRIFAN², NURLAILA³, ALEXIS ARIZABAL ENRIQUEZ⁴

^{1,3} Institut Agama Islam Negeri Lhokseumawe, ²Universitas Negeri Makassar, ⁴Abra State Institute of Science and Technology

nurulfadhillah@iainlhokseumawe.ac.id, andiasrifan@unm.ac.id, nurlaila@iainlhokseumawe.ac.id, aenriquez@assist.edu.ph

DOI: <http://dx.doi.org/10.29300/ling.v11i2.7079>

Received: Januari 23rd 2025

Accepted: September 9th 2025

Published: December 20th 2025

Abstract

Context and meaning formation are crucial to functional linguistics, especially literary texts. Using language within texts and meanings drawn from textual units to form interpretations, this essay examines this dynamic. Based on systemic-functional linguistics (SFL), the exploration stresses language's flexibility and ability to connect micro and macro textual elements. The study uses Halliday's context description as a fluid, ever-changing construct to analyse how context influences and reshapes meaning through meaning-making. The structure explains the context, analyses lexicogrammatical selections and patterns, and applies these theoretical descriptions to literary narratives. The study examines fictive narratives, integrates socio-semantic theory to show how context works in diverse literary settings, and reflects on SFL in literary studies. According to functional linguistics, literary interpretation is based on the fundamental processes that shape literary texts. So that understanding related to language constructing meaning in literature by using genre-specific frameworks, digital humanities tools, cross-cultural studies, interdisciplinary collaborations, and dynamic socio-cultural contexts can be better and these methods will illuminate the broad and complex realm of literary expression.

Keywords: Contextual Meaning, Systemic-Functional Linguistics, Literary Analysis, Lexicogrammatical Patterns, Socio-Semantic Theory

INTRODUCTION

Functional linguistics, particularly in literary texts, emphasizes context and meaning formation. (Hao, 2020; Jeffries, 2023; Catalano & Waugh, 2020). This study, grounded in Systemic-Functional Linguistics (SFL), highlights language's flexibility and its capacity to explicitly connect micro and macro textual features. Following M.A.K. Halliday's work, context is viewed as a dynamic construct that constantly modifies meaning. The discussion defines context, examines lexicogrammatical choices and patterns within SFL, and applies these concepts to literary narratives to illustrate how context operates in different literary settings. Ultimately, functional linguistics helps understand how literary texts are produced and interpreted within their contexts, revealing the dynamic nature of literary meaning (Rosmala, 2024; Purser et al., 2020).

Literary criticism, which began in the 8th century BCE, has evolved from focusing on text-creator/society relationships to emphasizing the interplay between text, reader, and context in meaning construction. This shift underscores the importance of understanding how literature creates meaning. Our research uses SFL and Teun A. van Dijk's socio-semantic theory to examine how texts, readers, and context produce meaning, particularly within the framework of literature as a discourse activity defined by text type rather than mere content (Smith et al., 2021; Leyland, 2021).

Foundations of Functional Linguistics

M.A.K. Halliday's Systemic Functional Linguistics (SFL) framework offers insight into language usage in context (Fontaine & McCabe, 2023; Xuan, 2022; Martin, 2022;

Schleppegrell & Oteñza, 2023). Functional linguistics posits that language is social, and meaning arises from communication, emphasizing context over inherent word meanings. SFL highlights the relationship between language and social situations, where the communicative environment (communicators, social roles, setting, objective) primarily influences meaning. Halliday's paradigm includes ideational, interpersonal, and textual metafunctions, through which language constructs experiences, social interactions, and knowledge.

SFL emphasizes the relationship between language and social situation (Schleppegrell & Oteñza, 2023; Maagerø et al., 2021). It claims that language environment primarily influences meaning rather than linguistic structures. This comprises the communicators, their social roles, the setting, and the objective. Halliday's paradigm has ideational, interpersonal, and textual metafunctions (Shekhani and Taha, 2023; Wang, 2022; Sánchez, 2021). Language builds experiences, social interactions, and knowledge through these metafunctions.

SFL stresses the significance of lexicogrammatical selections and patterns, which guide readers through texts and into extra-textual worlds (Christensen et al, 2021; Da Silveira et al. 2022). Analyzing these patterns helps researchers understand how texts convey meanings and how readers interpret them. This method is highly beneficial for literary analysis, where language and context interact complexly. SFL also integrates socio-semantic theory, especially van Dijk's work, which links macro-contexts (socio-cultural values) with micro-contexts (textual instantiations of those values), offering a robust framework for studying how literary texts create and interpret meaning (Wang & Ma, 2022; Aida, 2022).

Contextual Factors in Meaning Construction

Systemic Functional Linguistics (SFL), especially literary analysis, emphasizes context in meaning creation. Context shapes text meaning (Smith et al., 2021; Schleppegrell & Oteñza, 2023). Literary works lack meaning in words and sentences. Contextual elements are crucial to comprehending literary texts since they derive from their use in certain contexts.

SFL states that context exists on numerous levels, including the immediate situational context, the socio-cultural context, and the dynamic text-reader interaction (Ryshina-Pankova et al., 2021). Location, participants, and roles make up the situational context of a text's production and consumption. Literary analysis considers the historical period, geographical place, and social conditions of a work's development and reception. These aspects influence how readers interpret and relate to the text's ideas, characters, and events.

Culture, values, and ideologies influence the text and its development (Romano, 2021; Al-Awawdeh, 2022; Djimet, 2022). Literary writings often reflect and critique the socio-cultural setting, making them ideal for studying how cultural circumstances shape meaning. A historical fiction may reveal social structures, gender roles, and political tensions, revealing the greater cultural environment (Lugea, 2022). Understanding these socio-cultural backgrounds helps readers understand the text's deeper meanings and social commentary.

SFL emphasises intertextuality, where texts reference or draw on others to add meaning (Faradina & Emilia, 2024; Schwarz & Hamman-Ortiz, 2020). Through the interaction between texts and their environments, literary writings are part of a larger cultural discourse that constructs meaning. These intertextual links help interpret literary works by showing how they interact with other texts and cultural narratives.

Context is key to literary meaning. Systemic Functional Linguistics examines situational and socio-cultural circumstances, intertextual relationships, and the reader's context to explain how literature creates and interprets meaning (Hakim & Medina, 2015; Garcia 2023). This approach highlights the role of context in generating literary works' rich and complex meanings, shedding light on language, text, and context. Furthermore, reader context is vital

to meaning creation. Readers interpret texts based on their experiences, expertise, and culture. Text-reader interaction emphasizes the subjective element of meaning-making, as readers may interpret the same text differently dependent on their surroundings.

Socio-Cultural Contexts

Sociocultural context is critical for literary meaning, providing a framework for studying how cultural norms, values, and ideologies shape interpretation (Barratt-Pugh, 2020; Shevtsova, 2022). These contexts include social, cultural, historical, and ideological elements that affect literary production and reception, often reflecting society's complexities. Understanding a literary work's socio-cultural context requires considering the author's background, audience, and the cultural/political climate, as seen in Charles Dickens's novels critiquing Victorian England's social issues (Zrazhevska, 2023; Prinsloo & Krause-Alzaidi, 2023).

Socio-cultural circumstances also affect authors' themes and styles (Vershinina & Ilyushkina, 2020; Malbas et al., 2023). Literary works use cultural myths, symbols, and narratives, which have specific meanings in each society. Readers familiar with the setting appreciate these cultural references, improving their reading. James Joyce's "Ulysses" uses mythological allusions from classical literature to create a complex interplay of meanings that mirror ancient and current situations.

Text and socio-cultural context affect literary reception and interpretation (Tsakona & Chovanec, 2020; Mohammed and Mohammed2023). Readers interpret texts based on their cultural origins, experiences, and values. Subjective engagement shows how meaning production is dynamic, with texts having varied meanings across cultures and time.

Pragmatic Contexts

Pragmatic contexts, which include immediate situational and interactional aspects, are essential for literary meaning formation (Gibbs Jr & Colston, 2020; Cutting & Fordyce, 2020; Antoniou et al., 2020). In SFL, this context covers the speaker/writer's intentions, participant relationships, and communicative purpose. Authors write to entertain, persuade, critique, or evoke emotions, shaping language, style, and structure. The author-audience relationship significantly influences communication delivery and reception, exemplified by Shakespeare's adaptation to his Elizabethan audience (Farahani & Kazemian, 2021; Do et al., 2020). The communicative goal of a literary work, whether to narrate, comment, or explore philosophy, also influences how readers engage and interpret the narrative.

Analytical Frameworks in Functional Linguistics

Functional linguistics analytical frameworks, especially Systemic Functional Linguistics (SFL), help explain text meaning (Fontaine & McCabe, 2023; Sun, 2022). These frameworks allow detailed research of language at multiple levels by focusing on linguistic forms and their roles in social situations. Metafunctions—ideational, interpersonal, and textual—are key to SFL analysis. Using text content, the ideational metafunction examines how language expresses experiences and produces reality. To grasp events and ideas, examine the text's processes, participants, and conditions. Literary analysis can examine how a story creates its universe and assigns roles to people and events.

Interpersonal metafunction examines how language expresses attitudes and judgments and social connections (Wan, 2023; Logi & Zappavigna, 2023). To understand how the author engages with and positions the reader in the story, examine the text's tone, mood, and modality. Literary texts use interpersonal metafunction to show how authors view individuals and events and how they affect readers emotionally and evaluatively.

Textual metafunction examines how language organizes information into coherent texts (Lutfiyana & Kurniawan, 2023; Pasaribu et al., 2020). This involves examining the text's thematic arrangement, information flow, and coherent devices like conjunctions and references. This shows how literature uses narrative structure to guide readers through the material and make reading enjoyable.

In conclusion, functional linguistics analytical frameworks, notably SFL, are useful for studying text meaning creation. These frameworks illuminate the complex interaction between language, text, and context by concentrating on metafunctions, lexicogrammatical choices, and macro-micro-contexts. This method improves our understanding of literature by helping us study and interpret literary texts' rich and complicated meanings.

Application of Functional Linguistics to Literary Texts

Using Systemic Functional Linguistics (SFL) to analyze literary works can reveal how language creates meaning in various settings (Pasaribu et al., 2020; Fontaine & McCabe, 2023; Ryshina-Pankova et al., 2021). By exploring how language represents experiences, enacts social interactions, and organizes texts, SFL provides a complete framework for examining literature's numerous meanings.

SFL emphasises language's ideational, interpersonal, and textual metafunctions, which aids literary analysis. The ideational metafunction explains how literary texts generate tales, depict characters, and reflect the world (Cahyani et al., 2021; Ramadhani, 2023). A novel's techniques, participants, and situations might disclose how the author creates reality and themes. This helps analyze complex narratives and understand their themes and ideologies.

The interpersonal metafunction is essential for studying how literary texts engage readers, convey attitudes, and form social relationships. Mood, modality, and evaluative language reveal how authors communicate their position, generate tone, and connect with their audience (Koivunen et al., 2021; Izquierdo & Blanco, 2023). Analyzing literary works' emotional and psychological aspects can indicate how authors generate empathy, criticism, or other reader responses.

Textual metafunction emphasizes text coherence and order (Zahra et al., 2021; Pasaribu, 2020; Fadhillah and Rahmadina, 2021). This involves analysing a book's theme, information flow, and cohesive devices. These characteristics reveal how authors direct readers, emphasize, and build a unified and interesting story. Analyzing a poem's structure or a novel's narrative can show how it works.

SFL's incorporation of socio-semantic theory, particularly Teun A. van Dijk's work, expands the study to include literary texts' socio-cultural and ideological contexts (Said, 2023; Miller & Luporini, 2020). This perspective shows how literature examines social values, historical events, and cultural conventions. We can better understand how literary works participate in cultural and ideological discussions by evaluating their macro- and micro-contexts.

Functional linguistics offers a deep and sophisticated literary analysis. SFL allows extensive analysis of literature's meaning construction by focusing on the three metafunctions, lexicogrammatical choices, and macro-micro-contexts. This technique helps us understand literary works by revealing the complex and dynamic relationships between language, context, and meaning.

Interdisciplinary Perspectives

Integrating Systemic Functional Linguistics (SFL) with cognitive science, sociology, and cultural studies enhances literary text analysis (Fontaine & McCabe, 2023; Suissa et al, 2022; James, 2021; Matthiessen, 2020; Matthiessen et al., 2022). This interdisciplinary approach

considers various factors that shape texts and their reception. Interdisciplinary approaches help analyze multimodal works like graphic novels and films, where verbal and visual elements create meaning (Wu & Pan, 2023). In short, multidisciplinary views enhance SFL literary analysis. We can better comprehend literary meaning construction by combining cognitive linguistics, sociology, cultural studies, narratology, and visual semiotics. This holistic approach shows how language, cognition, society, and culture shape literature and its interpretation.

Intersection with Cognitive Linguistics

Combining SFL with cognitive linguistics, which studies how language shapes thought, illuminates literary meaning construction. (Faradina & Emilia, 2024; Thwaite et al., 2020). Cognitive linguistics examines how language alters our mental processes and impacts our worldview. This interdisciplinary method illuminates literary meaning construction when combined with SFL, which stresses language's social functions.

Cognitive linguistics utilizes conceptual metaphors, mental schemas, and frame semantics to analyze literary works. SFL's ideational metafunction can explore how conceptual metaphors convey complex ideas (e.g., Emily Dickinson's "death as a journey"). The intersection with mental schemas, organizing information, helps reveal how authors manipulate narrative structure to influence reader expectations (e.g., "whodunit" schemas in detective fiction) (Almehamawi, 2020); Kövecses, 2022). Conceptual metaphors show how tangible experiences explain abstract concepts, according to Lakoff and Johnson. We may analyze these metaphors' use in the narrative to convey complicated ideas and emotions using SFL's ideational metafunction tools. Emily Dickinson's poetry explores death as a journey's cognitive and linguistic ramifications, offering a dual perspective on meaning construction (Hertel & Hühn, 2022).

SFL and cognitive linguistics improve literary analysis and interpretation. We analyze literature's meaning construction and communication by merging cognitive ideas like conceptual metaphors, mental schemas, and frame semantics with SFL's focus on ideational, interpersonal, and textual metafunctions. This multidisciplinary approach illuminates the cognitive and linguistic mechanisms that influence literary engagement.

Challenges and Future Directions

While SFL offers profound insights into literary analysis, challenges remain, particularly in integrating its precise linguistic research with literary studies' interpretive goals (Matthiessen et al., 2022; Ryshina-Pankova, 2021). The complexity of literary texts, with their multiple meanings, symbolism, and ambiguity, requires flexible interpretation methods within SFL's rigorous analytical framework (Hu, 2021; Smith, 2022; Suratno, 2020). Future study should explore ways to combine linguistic analysis' precision with literary critique's interpretive flexibility. This may require hybrid techniques embracing various linguistic and literary theories.

The variety of literary genres and styles is another issue. SFL is broadly applicable, however poetry, drama, and narrative fiction may require adaptations (Gresser, 2021; Quammie-Wallen, 2021). Poetry achieves consistency and coherence differently than prose. Another topic for further study is sociocultural background (Feher & Katona, 2021; Axon, 2020; Luppicini & Walabe, 2021). SFL stresses the relevance of context in meaning production, although cultural and social circumstances are dynamic and hard to capture.

Based on the challenges, future research should focus on: (1) Genre-specific adaptations: Refining SFL tools for diverse genres like poetry, drama, and narrative fiction; (2) Sociocultural context integration: Combining SFL with cultural studies and sociology to

create more dynamic context models; (3) Technological advances: Utilizing corpus linguistics and computational analysis to analyze large text volumes and identify patterns (Kapau, 2021); (4) Interdisciplinary collaboration: Fostering cooperation with cognitive scientists, sociologists, and digital humanists for a holistic understanding of literary language.

Finally, using SFL to literary analysis brings obstacles but also fascinating research potential. Scholars can improve SFL's utility and depth in understanding language and literature by adapting methodologies, refining genre-specific tools, incorporating dynamic models of context, leveraging technological advances, and fostering interdisciplinary collaboration.

CONCLUSION

Systemic Functional Linguistics (SFL) provides a comprehensive framework for understanding how literary meaning is constructed. By focusing on the ideational, interpersonal, and textual metafunctions, SFL reveals how language expresses experiences, enacts social interactions, and organizes information, making it well-suited for analyzing the complexity of literary works. Interdisciplinary perspectives—including cognitive linguistics, cultural studies, and digital humanities—further enhance this analysis by uncovering cognitive and socio-cultural aspects of literature. Despite methodological challenges, the potential research avenues in SFL are vast, promising deeper insights into language, context, and meaning in literature through genre-specific frameworks, technological integration, cross-cultural studies, and continued interdisciplinary collaboration. Interdisciplinarity is another promising study area. Literary analysis can be more holistic when combined with SFL, cognitive science, sociology, cultural studies, and narratology. Cognitive linguistics can illuminate how readers comprehend metaphors and narrative structures, while cultural studies can explain a text's socio-political impacts. Interdisciplinary techniques can help us grasp literary texts' intricate language, cognition, and cultural interactions. Finally, studying literature's shifting socio-cultural surroundings helps improve analysis. Researchers can examine how historical and cultural changes affect literary production and reception. This can involve longitudinal examinations of how literary topics or language elements change over time, reflecting socio-cultural developments. SFL research on literary texts has several possibilities. Researchers can better understand how language constructs meaning in literature by using genre-specific frameworks, digital humanities tools, cross-cultural studies, interdisciplinary collaborations, and dynamic socio-cultural contexts. These methods will illuminate the vast and intricate realm of literary expression.

REFERENCES

- Aida, N. (2022). *Representation of Elon Musk in business segment of New York Times during Tesla controversy* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim Malang)
- Al-Awawdeh, N. (2022). The function of ideology in translation: a case study of selected Aljazeera news headlines translated into Arabic. *Ijaz Arabi Journal of Arabic Learning*, 5(1). 48-58.
- Alean, A. M. M., Tuiran, K. J. R., & Lara, D. G. (2023). *Short story-based systemic functional linguistics (SFL) and reading comprehension skills in 10th graders: An action research* [Thesis, Universidad de Córdoba]. Universidad de Córdoba.

- Almehamawi, S. A. (2020). Schema, culture, and language: A cognitive linguistic study. *Journal of Al-Qadisiya in Arts & Educational Science*, 20(2).
- Antoniou, K., Veenstra, A., Kissine, M., & Katsos, N. (2020). How does childhood bilingualism and bi-dialectalism affect the interpretation and processing of pragmatic meanings? *Bilingualism: Language and Cognition*, 23(1), 186–203. <https://doi.org/10.1017/S1366728918001193>
- Axon, S. (2020). The socio-cultural dimensions of community-based sustainability: Implications for transformational change. *Journal of Cleaner Production*, 267, 122108. <https://doi.org/10.1016/j.jclepro.2020.122108>
- Barratt-Pugh, C. (2020). The socio-cultural context of literacy learning. In C. Barratt-Pugh & M. R. Rohl (Eds.), *Literacy learning in the early years*. Routledge.
- Catalano, T., & Waugh, L. R. (2020). *Critical discourse analysis, critical discourse studies and beyond* (Vol. 11). Cham: Springer
- Cahyani, F. P. K., Rukmini, D., & Fitriati, S. W. (2021). The role of representational meaning of images in supporting ideational meaning in English in Mind: Students' Book. *English Education Journal*, 11(1), 74–104.
- Christensen, J., Ekelund, N., Melin, M., & Widén, P. (2021). The beautiful risk of collaborative and interdisciplinary research. A challenging collaborative and critical approach toward sustainable learning processes in academic profession. *Sustainability*, 13(9), 4723
- Cutting, J., & Fordyce, K. (2020). *Pragmatics: a resource book for students*. Routledge.
- Da Silveira, F. M., De Sousa, F. D. J. S., Diniz, G., Gonçalves, H. A. R. D. F., & Sousa, L. E. M. (2022). The banalization of mental disorders and its relationship with the improper judicial sentence of individuals in the prison system. *International Journal of English Literature and Social Sciences (IJELS)*, 7 (1), 55-63.
- DJIMET, I. (2022). Exploring feminism in Ama Ata Aidoo's Changes and Anowa: A systemic functional approach. *Liberty Publisher*
- Do, M. L., Papafragou, A., & Trueswell, J. (2020). *Cognitive and pragmatic factors in language production: Evidence from source-goal motion events*. Cognition.
- Fadhillah, A. M., & Rahmadina, K. P. (2021). Interpersonal metafunction analysis of a literary response text in tertiary education. *Indonesian Journal of Functional Linguistics*, 1(2), 58–71.
- Faradina, W. N., & Emilia, E. (2024). An Analysis of Student's Recount Text: An SFL Approach. *Indonesian Journal of EFL and Linguistics*, 83-98
- Farahani, M. V., & Kazemian, R. (2021). Speaker-audience interaction in spoken political discourse: A contrastive parallel corpus-based study of English-Persian translation of metadiscourse features in TED talks. *Corpus Pragmatics*, 5(2), 271-298.
- Feher, K., & Katona, A. I. (2021). Fifteen shadows of socio-cultural AI: A systematic review and future perspectives. *Futures*, 132, 102817

- Fontaine, L., & McCabe, A. (2023). Systemic functional linguistics. In *The Routledge Handbook of Applied Linguistics*(pp. 322-335). Routledge
- Garcia, A. O. G. (2023). *Reading Suffering Between the Lines: Trauma and Witnessing in Old and Middle English Literature*. University of South Florida
- Gibbs Jr, R. W., & Colston, H. L. (2020). Pragmatics always matters: An expanded vision of experimental pragmatics. *Frontiers in Psychology*, 11, 1619
- Gresser, V. (2021). *Elementary Pre-service Teachers Learning to Use SFL-Informed Strategies for Literacy Instruction* (Doctoral dissertation, University of Florida).
- Hakim, M. A. R., & Medina, S. (2017). Metaphorical expressions in the book Ngawur Karena Benar by Sujivo Tejo: A pragmatic approach. *Journal on English as a Foreign Language*, 7(1), 17-34
- Hamman-Ortiz, L., Santiago Schwarz, V., Hamm-Rodríguez, M., & Gort, M. (2023). Engaging teachers in genre-based pedagogy for writing arguments: A case study of shifts in practice and understanding. *Tesol Quarterly*, 57(2), 402-432
- Hao, J. (2020). *Analysing scientific discourse from a systemic functional linguistic perspective: A framework for exploring knowledge building in biology*. Routledge
- Hermayanti, W. D., & Gunawan, W. (2024). Understanding analytical exposition text writing with an SFL approach: A comparative analysis of model text and student's text. *JEPAL (Journal of English Pedagogy and Applied Linguistics)*, 4(2), 124-136
- Hertel, R., & Hühn, P. (2022). From the Second Half of the 20th Century to the 21st Century. In *English Poetry in Context: From the 16th to the 21st Century* (pp. 325-408). Erich Schmidt Verlag GmbH & Co. KG, Berlin
- Hu, Z. (2021, May). A multimodal approach to translation quality assessment of interlingual subtitling: Theoretical reflections. In 7th International Conference on Humanities and Social Science Research (ICHSSR 2021) (pp. 297–309). Atlantis Press.
- Izquierdo, M., & Blanco, M. P. (2023). Interactional metadiscourse: Building rapport and solidarity in informational-persuasive discourse. An English–Spanish case study. *Journal of Pragmatics*.
- James, J. (2021). Systemic Functional Linguistics in the Community College Composition Class: A Multimodal Approach to Teaching Composition Using the Metalanguage of SFL.
- Jeffries, L. (2023). Critical stylistics. The Routledge Handbook of Stylistics.
- Kapau, H. M. (2021). A study of the ideational metafunction in Achebe's Things Fall Apart: A monogeneric corpus-based analysis.
- Koivunen, A., Kanner, A., Janicki, M., Harju, A., Hokkanen, J., & Mäkelä, E. (2021). Emotive, evaluative, epistemic: A linguistic analysis of affectivity in news journalism. *Journalism*, 22(5), 1190–1206.

- Kövecses, Z. (2021). *Standard and extended conceptual metaphor theory*. The Routledge Handbook of Cognitive Linguistics.
- Kövecses, Z. (2022). Cognitive Linguistics: A Perspective on Emotion in Literature. In *The Routledge Companion to Literature and Emotion* (pp. 38–49). Routledge.
- Leyland, C. (2021). The interactional construction of the academic reader in writing tutorials for international students: An advice-giving resource. *Linguistics and Education*, 61, 100900..
- Logi, L., & Zappavigna, M. (2023). A social semiotic perspective on emoji: How emoji and language interact to make meaning in digital messages. *New Media & Society*, 25(12), 3222-3246.
- Lugea, J. (2022). Dementia mind styles in contemporary narrative fiction. *Language and Literature*, 31(2), 168-195
- Luppicini, R., & Walabe, E. (2021). Exploring the socio-cultural aspects of e-learning delivery in Saudi Arabia. *Journal of Information, Communication and Ethics in Society*, 19(4), 560-579
- Maagerø, E., Mulvad, R., & Tønnessen, E. S. (2021). *Women in social semiotics and SFL: making a difference*. Routledge
- Malbas, M., Dacanay, L., & Kilag, O. K. (2023). The Synergy Between Generative Grammars and Literary Style: A Chomskyan Perspective. *Excellencia: International Multi-disciplinary Journal of Education*, 1(5), 73–84.
- Matthiessen, C. M. (2020). Translation, multilingual text production and cognition viewed in terms of systemic functional linguistics. In *The Routledge Handbook of Translation and Cognition* (pp. 517–544). Routledge.
- Matthiessen, C. M., & Yousefi, M. (2022). Systemic functional linguistics as a resource for teacher education and writing development: Emerging properties and applications. *Language, Context and Text*, 4(1), 114-145.
- Matthiessen, C. M., & Yousefi, M. (2022). Systemic functional linguistics as a resource for teacher education and writing development: Emerging properties and applications. *Language, Context and Text*, 4(1), 114-145
- Matthiessen, C. M., Wang, B., Ma, Y., & Mwinlaaru, I. N. (2022). Some conceptual issues in systemic functional linguistics. In *Systemic Functional Insights on Language and Linguistics* (pp. 93–124). Springer Singapore.
- Miller, D. R., & Luporini, A. (2020). Guiding towards register awareness in an undergraduate EFL curriculum in Italy: The special case of verbal art. *Register Studies*, 2(2), 209-240.
- Mohammed, H. H., & Mohammed, M. A. (2023). Author–Text–Reader: Hermeneutic, Interpretations and Reception Theory: Based on the Material of James Joyce “Ulysses”. *Journal of Namibian Studies: History Politics Culture*, 33, 2042–2064.
- Prinsloo, M., & Krause-Alzaidi, L. (2023). Culture and literacy: situated social literacies. *International Encyclopedia of Education*, 296-307

- Purser, E., Dreyfus, S., & Jones, P. (2020). Big ideas & sharp focus: Researching and developing students' academic writing across the disciplines. *Journal of English for Academic Purposes*, 43, 100807
- Quammie-Wallen, P. (2021). A Functional-Stylistic Approach to Stage Directions.
- Ramadhani, M., Nainggolan, J. K., & Sitompul, D. M. (2023). Analysis Ideational Metafunction In Recount Text At SMAN 1 Panai Hilir Labuhanbatu, Sumatera Utara. *Jurnal Ilmu Pendidikan dan Sosial*, 2(1), 29–35.
- Romano, M. (2021). Creating new discourses for new feminisms: A critical socio-cognitive approach. *Language & Communication*, 78, 88-99
- Rosmala, D. (2024). *Investigation of rhetorical strategies in writing English argumentative essay by Indonesian EFL and Native English students* (Doctoral dissertation, University of York).
- Ryshina-Pankova, M., Barthold, W., & Barthold, E. (2021). Enhancing the content-and language-integrated multiple literacies framework: Systemic functional linguistics for teaching regional diversity. *System*, 96, 102403.
- Said, K. (2023). The grammar of folklorization: An integrated critical discourse analysis of the linguistic depiction of Amazigh social actors in selected Moroccan EFL textbooks (1980s-present). *Cogent Education*, 10(2), 2240162
- Sánchez, M. Á. C. (2021). From the Metafunctions of Language to the Hyperfunctions. The New Multimodal Reality of Hypertext. *International Journal of Transmedia Literacy (IJTL)*, 2, 25-35
- Schleppegrell, M. J., & Oteíza, T. (2023). Systemic functional linguistics: Exploring meaning in language. In *The Routledge handbook of discourse analysis* (pp. 156-169). Routledge.
- Schwarz, V. S., & Hamman-Ortiz, L. (2020). Systemic functional linguistics, teacher education, and writing outcomes for US elementary English learners: A review of the literature. *Journal of Second Language Writing*, 49, 100727
- Shekhani, H. A., & Taha, J. A. (2023). Halliday's Interpersonal Meta-function Analysis of Entrepreneur's Public Speech in English and Central Kurdish: A Comparative Study. *Koya University Journal of Humanities and Social Sciences*, 6(1), 22–31.
- Shevtsova, M. (2022). Interaction-interpretation: The Mahabharata from a socio-cultural perspective. In *Peter Brook and the Mahabharata* (pp. 206-227). Routledge
- Smith, CA (2022) *Understanding Multimodal Discourses in English Language Teaching Textbooks: Implications for Students and Practitioners*. London: Bloomsbury Publishing..
- Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). *The role of background knowledge in reading comprehension: A critical review*. Reading Psychology.

- Suissa, O., Elmalech, A., & Zhitomirsky-Geffet, M. (2022). Text analysis using deep neural networks in digital humanities and information science. *Journal of the Association for Information Science and Technology*, 73(2), 268–287.
- Sun, Y. (2022). Literary translation and communication. *Frontiers in Communication*, 7, 1073773
- Suratno, A. (2020). *Discourse Research in The Multitude of Approaches: An Academic Journey of Anton Suratno*. Available in <http://repository.unika.ac.id/id/eprint/22883>
- Thwaite, A., Jones, P., & Simpson, A. (2020). Enacting dialogic pedagogy in primary literacy classrooms: Insights from systemic functional linguistics. *The Australian Journal of Language and Literacy*, 43(1), 33–46.
- Tian, J. (2020). Construction of top university identity in high-stakes genres of public communication—a systemic functional discourse analysis of three genres of PKU and THU presidential talk and letter to prospective students. *Journal of World Languages*, 6(1-2), 113-160.
- Troyan, F. J., Harman, R., & Zhang, X. (2021). Critical SFL praxis in teacher education: Insights from Australian SFL scholars. *Language and Education*, 35(5), 383-401.
- Troyan, F. J., Herazo, J. D., & Ryshina-Pankova, M. (2022). SFL pedagogies in language education: Special issue introduction. *System*, 104, 102694
- Tsakona, V., & Chovanec, J. (2020). Revisiting intertextuality and humour: fresh perspectives on a classic topic. *The European Journal of Humour Research*, 8(3), 1-15..
- Vershinina, T. S., & Ilyushkina, M. Y. (2020). Social practices of advertising discourse: influence of stylistic expressive means on forming value orientations. *Russian Linguistic Bulletin*, (3 (23)), 94-101..
- Wan, Y. N. (2023). Exploring Interpersonal Language in Wedding Discourse on Social Media. *International Journal of English Language Studies*, 5(3), 48-57
- Wang, B., & Ma, Y. (2022). *Introducing MAK Halliday*. Routledge.
- Wang, K. (2022). A Contrastive Analysis of Lexical Features of Government Work Report for 2020 and Its Translation-From the Perspective of Halliday's Three Meta-Functions Theory. *Theory and Practice in Language Studies*, 12(10), 2133-2142.
- Wu, X., & Pan, L. (2023). Introduction: Multimodality in translation studies: Themes and models. In *Multimodality in Translation Studies* (pp. 1-20). Routledge.
- Xuan, W. W. (2022). *Writing as meaning-making: A systemic functional linguistic approach to EFL writing*. Springer Nature
- Zahra, G. M., Emilia, E., & Nurlaelawati, I. (2021, April). An analysis of cohesion and coherence of descriptive texts written by junior high school students. In *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)* (pp. 195-202). Atlantis Press.

Zrazhevska, N. (2023). Theoretical foundations of the media culture study as a socio-communicative phenomenon. *State and regions. series: social communications*, 4 (52), 3-10.