

**SYSTEMIC FUNCTIONAL LINGUISTICS:  
ACCESSIBILITY AND VISIBILITY  
ACROSS LANGUAGES, ACADEMIC PROFILES AND DISCIPLINES**

**LINGÜÍSTICA SISTÉMICA FUNCIONAL:  
ACCESIBILIDAD Y VISIBILIDAD  
A TRAVÉS DE LENGUAS, PERFILES ACADÉMICOS Y DISCIPLINAS**

JORGE ARÚS-HITA  
Universidad Complutense de Madrid  
[jarus@ucm.es](mailto:jarus@ucm.es)

 <https://orcid.org/0000-0002-8066-6691>

CHRISTIAN M.I.M. MATTHIESSEN  
Linguistics, UIBE (University of International Business and Economics), Beijing, P.R. China  
[cmatthie@mac.com](mailto:cmatthie@mac.com)

 <https://orcid.org/0000-0003-0247-5723>

Fecha de recepción: 05-11-2024  
Fecha de aceptación: 23-11-2024

**ABSTRACT**

This paper explores the accessibility and visibility of Systemic Functional Linguistics (SFL) in academic and professional contexts across languages, academic profiles, and disciplines through a questionnaire-based study. Developed by M.A.K. Halliday, SFL offers a unique, applicable approach to linguistics, positioning language as a resource for meaning-making. Despite its growing global influence, SFL faces visibility challenges, especially in contexts dominated by generative linguistics. Through responses from over 150 participants, the study reveals a geographical divergence: Chinese scholars exhibit stronger perceptions of SFL's accessibility

and cross-disciplinary visibility, arguably due to translations and institutional support. Conversely, respondents outside China indicate limited SFL visibility in neighbouring disciplines. This study highlights the need for interdisciplinary collaboration, broader translation efforts, and increased training opportunities. By enhancing these aspects, SFL can expand its relevance and accessibility within diverse linguistic and professional contexts.

KEYWORDS: accessibility; applicability; interdisciplinary; Linguistics; Systemic Functional Linguistics; visibility

#### RESUMEN

Este artículo explora la accesibilidad y visibilidad de la Lingüística Sistémica Funcional (LSF) en contextos académicos y profesionales de distintas lenguas, perfiles académicos y disciplinas mediante un estudio basado en un cuestionario. Desarrollada por M.A.K. Halliday, la LSF ofrece un enfoque único y aplicable de la lingüística, posicionando el lenguaje como un recurso para la creación de significados. A pesar de su creciente influencia mundial, la LSF se enfrenta a retos de visibilidad, especialmente en contextos dominados por la lingüística generativa. A través de las respuestas de más de 150 participantes, el estudio revela una divergencia geográfica: Los académicos chinos tienen una mayor percepción de la accesibilidad y visibilidad interdisciplinar de la LSF, probablemente debido a las traducciones y al apoyo institucional. Por el contrario, los encuestados de fuera de China indican una visibilidad limitada de la LSF en las disciplinas vecinas. Este estudio subraya la necesidad de una colaboración interdisciplinar, mayores esfuerzos de traducción y mayores oportunidades de formación. Potenciando estos aspectos, la LSF puede ampliar su relevancia y accesibilidad dentro de diversos contextos lingüísticos y profesionales.

PALABRAS CLAVE: accesibilidad; aplicabilidad; interdisciplinar; Lingüística; Lingüística Sistémica Funcional; visibilidad

## 1. INTRODUCTION

Systemic Functional Linguistics (SFL) was first developed by M.A.K. Halliday and his colleagues in the 1960s (e.g. Webster, 2015), building on earlier work in linguistics by Halliday's British teacher J.R. Firth (system-and-structure theory, prosodic analysis, also sometimes called the London School). Firth had already drawn on the Polish-British anthropologist Bronisław Malinowski's theory of context, as part of his functional anthropology (cf. Firth, 1957, 1958); and Halliday continued to derive insights from Malinowski as well as from US anthropological linguistics and European functionalism in linguistics (e.g. Halliday, 1985). Since the early work on developing SFL in the UK in the 1960s, it has been taken up in more and more places around the world, and now a quarter of a century into the 21<sup>st</sup> century it has strong presence in all continents, with growing numbers of developers and users (cf. Matthiessen and Teruya, 2024). Those who engage with SFL can be found in different disciplines, e.g.: in applied linguistics, in education, in computer and information science, in translation studies, in multimodal studies, in schools of nursing, in speech pathology.

One key reason for this diverse base is very positive; it is because SFL has been developed as an *appliable* kind of linguistics (e.g. Halliday, 2002, 2008; Mahboob and Knight, 2010; Matthiessen, 2014; Matthiessen and Teruya, 2024), which means as a resource for all phases of “doing linguistics” from basic theory and description to tailored applications in a variety of institutional settings. Another reason has to do with the history of linguistics: starting in the 1960s, Chomsky's version of generative linguistics became increasingly dominant, spreading in part because of the US strength in the related spheres of economy, politics, culture and military might, so other strands were pushed to the periphery of the discipline of linguistics. Quite a few strands did not survive, and had disappeared by the turn of the century, one example being K.L. Pike's Tagmemic Linguistics (cf. Pike, 2001). In contrast, SFL did not succumb to this fate; and in fact during the last three decades it has, as already indicated, flourished around the world.

However, in linguistics, SFL is still not very visible — it is even almost invisible, having been effaced during the decades of Chomskyan dominance. So, invisibility is a serious issue — a negative condition both for students and scholars within linguistics who are not aware of SFL, and for systemic functional linguists who need to engage broadly within linguistics. This should be an excellent period for very productive dialogue across different strands within linguistics: many of Halliday's pioneering insights from the 1960s onwards were out of phase with linguistics in the 1960s, 1970s and even 1980s; he was way ahead of his time. However, now

many of these insights resonate strongly with developments within other strands of linguistics (cf. Matthiessen, 2015) — e.g. the conception of grammar and lexis as a continuum, the theory of language as a probabilistic system (including the interpretation of language learning as including statistical learning) and hence the reliance of investigations based on large corpora, the semantic transparency of grammar (“natural grammar”), the understanding of language learning as development in interaction with others rather than in terms of the fundamentally misleading metaphor of “acquisition” (as Halliday has noted over the years; cf. now, in applied linguistics, Larsen-Freeman, 2015). The orientation of SFL also resonates powerfully with developments across a wide variety of disciplines, e.g. the emphasis on holistic systems thinking, the interpretation of organization in terms of networks (“network science”, e.g. Barabási, 2016), the hypothesis that language and the brain evolved together (e.g. Halliday, 1995; Deacon, 1992, 1997; Matthiessen, 2004) — and institutionally, the increasing value placed on science that is relevant to the community: on knowledge transfer, on positive impact, and on funding based on useful applications. In terms of ways of going about doing science, there has been increasing emphasis across campus on different kinds of “poly-disciplinarity” (see Matthiessen, forthcoming a) — with great value placed on trans-disciplinarity, i.e. on theme-based research and application rather than the traditional discipline-based way of organizing academic activities bureaucratically. Arguably, in key respects, SFL has been trans-disciplinary in orientation from the start.

This relates to our second major concern, i.e. *accessibility*. Given that as an applicable kind of linguistics, SFL is attracting interest from, and being taken up by, a growing number of different academic and professional groups, it is essential that it should be widely accessible. Unless it is accessible, it is hard for potential users to engage with it even if they had decided that it should play a central role in their work. Of course, it is very desirable that it should be documented with different interfaces designed for different user groups.

To take stock of the current situation regarding visibility and accessibility, we have turned to the SFL community to consult with them. In this phase of our investigation, we have relied on a questionnaire that we designed. Here we will report on the findings to date based on the questionnaire. Of course, there are complementary ways of exploring our questions about visibility and accessibility: a questionnaire-based study designed for students, scholars and practitioners who are not members of the SFL community; focus groups and ethnographic interviews; a study based on a systematic review of the literature with meta-analysis e.g. of citation patterns.

Before reporting on our study, let us provide a brief sketch of SFL as background to our study.

## 2. BRIEF PRESENTATION OF SFL

As we have already noted, although SFL has been developed centrally by linguists — by M.A.K. Halliday and those building on his work, it is not very visible in linguistics even today, at a time when it is being taken up enthusiastically and energetically by many groups around the world. So, what kind of linguistics is SFL in terms of its approach to linguistics, its conception and theory of language, and its activities?

Since the 1950s, the questions Halliday and his colleagues have asked about language include not only those that have been asked within linguistics but also questions that come “from outside”, both from other disciplines and from other institutions in the community (see e.g. Halliday, 1984, 1985; Martin, 1998; Matthiessen, 2012). This contrasts sharply with the agenda Chomsky (e.g. 1965, 2021) set for linguistics in the 1960s; he focussed on a question arising out of western philosophy, more specifically epistemology — rationalism vs. empiricism, setting to work on an account supporting the rationalist position: he launched a search for innate universal grammar. Quite a few linguists accepted his central question for linguistics, but tried to provide alternative answers to the direction he was moving in, either within generative linguistics or within another framework. By the time Chomsky set this agenda in the 1960s, Halliday and his colleagues had already been working on a much broader agenda since the 1950s (cf. Halliday, 1964, 1985, 2015), and he never accepted Chomsky’s narrow focus. In view of the developments in genetics and neuroscience since the 1960s, Halliday’s position seems prescient. For example, the gene-centred view where it might seem plausible to look for language specific genes and postulate a genetic mutation around the Upper Paleolithic is now crumbling and is being replaced by a holistic interpretation based on systems thinking: see e.g. Noble (2016) and Noble and Noble (2023).

In SFL, language is conceptualized as a *resource* for making meaning — a *meaning potential*, as Halliday (e.g. 1973, 1978) has formulated it. This image of language is characteristic of functional linguistics, and contrasts with the conception of language as *rule*, the image of language characteristic of formal linguistics, as outlined by Halliday (1977). Seuren (1998) draws a similar distinction between two approaches to language in western linguistics, viz. *ecologism* vs. *formalism* (for the two sets of contrasts, see Matthiessen, 2015a).

Halliday's conception in SFL of language as resource leads to a fundamental rethink about the two axes in theories of language — the paradigmatic axis and the syntagmatic one. Most contemporary theories treat the syntagmatic axis as primary. In contrast, J.R. Firth gave them equal weight in his system-structure theory. Uniquely, Halliday (e.g. 1966, 1969) gave priority to the paradigmatic axis, since this is how language can be theorized, modelled and described as a resource: see Matthiessen and Halliday (2009); Martin (2013); Matthiessen (2023). He also designed a representation of paradigmatic organization — the *system network* of SFL.

By giving the theory of language a paradigmatic base, Halliday opened up a wide range of insights into language:

- He noticed that the systems in system networks tended to cluster together in his description of the lexicogrammar of English as a resource, and this led him to his theory of the metafunctional organization of language. The two strata of the content plane of language are organized into simultaneous *metafunctions* — ideational, interpersonal, and textual (see e.g. Halliday, 1978; Halliday and Matthiessen, 2014).
- He modelled the *probabilistic nature of language*, by attaching probabilities to the contrasting terms (options, features) of systems (e.g. Halliday, 1993; Matthiessen, 2015b), and they have been studied in corpora through counts of relative frequencies (e.g. Nesbitt and Plum, 1988; Halliday and James, 1993; Matthiessen, 2006).
- He conceived of grammar and lexis as a unified resource, *lexicogrammar*, for creating meaning as wording, organized as a continuum along the cline of delicacy from systems of low delicacy (grammatical systems) to systems of high delicacy (lexical systems), with intermediate regions embodying a transition between the two (e.g. “constructions”).
- He integrated intonation fully in his description of English intonation and grammar (e.g. Halliday, 1967; Halliday and Greaves, 2008) by modelling it systemically in the first instance (contrasting with attempts to model it syntagmatically in terms of tonemes and the like).
- He showed how language development — “learning how to mean” in his formulation (e.g. Halliday, 1975) — can be interpreted as a gradual expansion and then transformation of young children's early protolinguistic meaning potentials.

We noted in the introduction that during the current phase of intellectual development, SFL is in tune a holistic stance in science in general that is growing stronger — with explorations of complex adaptive systems in general. This holistic, systems thinking contrasts with the

approach that has been dominant in the development of modern science — Cartesian Analysis (see e.g. Capra, 1996; Capra and Luisi, 2014; Noble, 2016; Noble and Noble, 2023).

To support systems thinking, we locate language within an ordered typology of systems within SFL: see e.g. Halliday and Matthiessen (1999), Halliday (2005), Matthiessen and Teruya (2024). There are four orders of systems of increasing complexity: physical systems < biological systems: physical systems + life < social systems: biological systems + value (or social order) < semiotic systems: social systems + meaning. Language is interpreted as a semiotic system of a certain kind — a higher-order semiotic system. As Halliday and Matthiessen (1999) explain, this interpretation of 4<sup>th</sup> order systems as systems of meaning complements the interpretation that has become dominant — 4<sup>th</sup> order systems as systems of knowledge, i.e. as cognitive systems.

**3. DATA AND METHODOLOGY**

After this brief sketch of SFL and its location within linguistics and the spectrum of disciplines more general, we will now present our study of the visibility and accessibility of SFL. The results presented in this paper were obtained through a questionnaire distributed to researchers across the world. The questionnaire was created using Google Forms and included the items shown in Table 1.

1. SFL is widely accessible to speakers of different languages.
2. SFL is accessible to academics in neighbouring disciplines and to professionals.
3. SFL is accessible to novices (students, professionals) through introductory textbooks targeting different groups.
4. SFL is very visible to fellow researchers working with other linguistic approaches.
5. SFL is highly applicable in various contexts such as education, health, tourism, communication or translation.
6. SFL is highly accessible to professionals from contexts such as education, health, tourism, communication or translation.
7. SFL tools are widely accessible to students, teachers and researchers.
8. The dissemination of SFL theory guarantees future generations’ accessibility to the theory and its early work.
9. SFL is highly applicable to ‘new’ semogenic models, e.g. multimodal, AI-driven...
10. The increasing obsession with metrics represented/represents an important challenge in my (early) career.
11. Open question: Is there anything you would like to share about visibility and/or accessibility issues of SFL? Or perhaps about what we can do as a community about the challenges of metrics for young researchers?

Table 1. Questionnaire about SFL accessibility and visibility

As can be seen in Table 1, the questions mostly, though not exclusively, address the accessibility and visibility of SFL, with the addition of two questions, 5 and 9, addressing the closely related issue of applicability – see Halliday (2002, 2008, 2013: 127-141) about the distinction between ‘applicability’ and the more real-world-oriented ‘applied’. Respondents were asked to answer using a 1 to 5 Likert scale, except for the last, open-ended question, designed to gather observations and suggestions from participants. The Likert scale (1. Strongly disagree; 2. Disagree; 3. Neutral; 4. Agree; 5. Strongly agree) was supplemented with an ‘I don’t know’ option.

The questionnaire was presented to the SFL community via the Sysfling and Asflanel email discussion lists, where the access link was shared. This resulted in a total of 61 responses, including a wealth of opinions and suggestions, which are discussed below. The questionnaire was also made available to the Chinese SFL community via WeChat, as Google Forms are not accessible from China.<sup>1</sup> We considered this important because SFL is widely used in China, as attested by the additional 94 responses obtained, bringing the total to 155 responses. An attempt was also made to reach non-SFL researchers, via ResearchGate and Academia, to gather contrasting insights from outside the SFL community. This effort, however, did not prove very successful, as only 4 colleagues completed the questionnaire. Therefore, except for sporadic mentions, the last set of answers is not reflected in the discussion below. Table 2 summarizes the data related to participation.

Questionnaire platform	Number of participants	Answer status
Google Forms	61	Valid
WeChat	94	Valid
ResearchGate / Academia	4	Discarded

Table 2. Participant groups in the questionnaire

The final step involved quantifying the results and going through the open-ended answers to obtain a global picture of the respondents’ views on the issues raised. The former task was facilitated by the fact that Google Forms provides graphical representations of results and WeChat allows downloading the data, which can then be processed by means of statistical tools. On this occasion, our Chinese colleague used the online tool Wenjuanxing (<https://www.wjx.cn/>)

---

<sup>1</sup> We would like to thank our colleague and friend Bo Wang for his invaluable help with this endeavour.



and kindly provided us with bar chart representation of the results obtained. Since Google Forms uses pie charts by default, these were converted into bar charts using Excel, for consistency. These graphs are displayed in Sections 4 through 9, below.

#### 4. SFL ACCESSIBILITY AND VISIBILITY ACROSS LANGUAGES

The first issue raised in the questionnaire concerns the accessibility and visibility of the theory in languages other than English, considering that the major reference works of SFL have been written in this language – e.g. Halliday and Matthiessen (2014, 1999), Halliday and Hasan (2014), Martin and Rose (2007), Martin (1992), Matthiessen and Teruya (2024). Making this kind of reference work more widely known through translations has important implications not only for visibility and accessibility, from the perspective of the theory, but also for the broader issue of inclusivity, from the LEP (Limited English Proficiency) users' end (about the importance of translations for LEP researchers, see Colina et al., 2022).

As shown by Figure 1, a large majority of respondents on Google Forms, i.e. 25 (41%), disagreed with this statement.<sup>2</sup> This means that, despite some major translation efforts – e.g. Ghio et al. (2017), Yamaguchi and Kakehi (2001) – arguably acknowledged by the 11 (18%) respondents who agreed with the statement, there still is much work to be done to achieve significantly greater accessibility and visibility (for a discussion of his translation of Halliday's Introduction to Functional Grammar into Vietnamese, see Hoang, 2021).

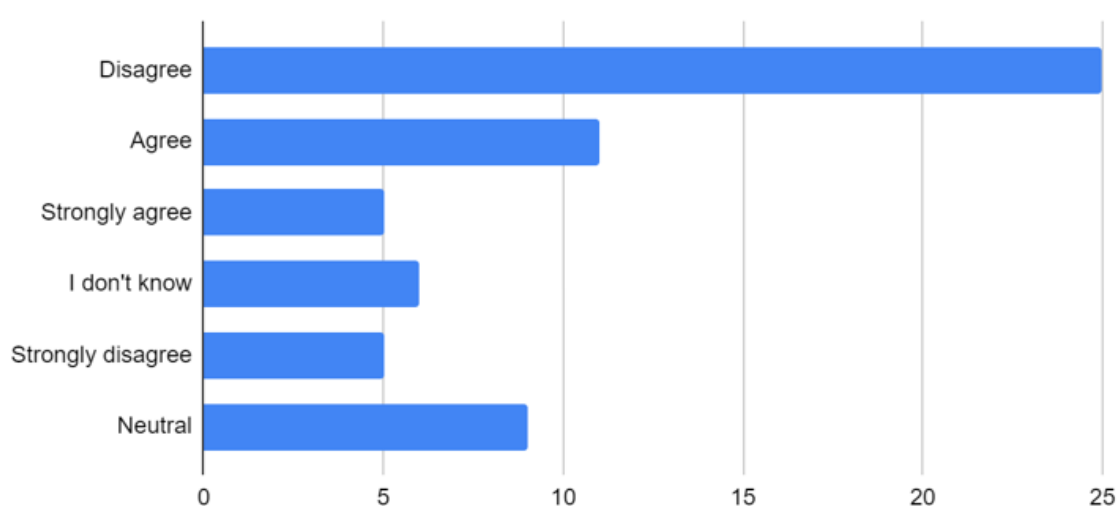


Figure 1. Google Forms results for 'SFL is widely accessible to speakers of different languages'

<sup>2</sup> Google Forms does not show percentages in the bar chart format. It does in the pie chart format, from where the percentages expressed here are taken.

The results on Google Forms sharply contrast with those on WeChat, where, as illustrated by Figure 2, the largest percentages of responses correspond to ‘agree’, i.e. 28.72%, and ‘strongly agree’, i.e. 23.4%. On the other hand, the 7 respondents strongly disagreeing represent but a mere 7.45% of the total, the second lowest after ‘I don’t know’, at 5.32%. These results arguably reflect that Chinese is the language into which the largest number of SFL works have been translated, including Halliday’s *Introduction to Functional Grammar* (Xuanwei et al., 2010, for the 2<sup>nd</sup> edition; He et al., 2024, for the 4<sup>th</sup> edition), Halliday and Hasan’s *Cohesion in English* (Delu, 2007) and Halliday and Matthiessen’s *Construing Experience through Meaning* (Li et al., 2022), among many others. It should be remembered that SFL has always had strong ties with China, beginning with the fact that Michael Halliday, the founder of the theory, was a sinologist and was significantly influenced in its development by the teachings of his professor Wang Li (Wang and Ma, 2022a: 10-13). Likewise, there is a longstanding tradition of collaboration between key SFL researchers and language departments in China. This is exemplified by Christian Matthiessen’s tenure as a chair professor at Hong Kong’s Polytechnic University (2018-2021) or his current affiliation as Distinguished Professor with Beijing’s University of International Business and Economics and as Guest Professor with Beijing Science and Technology University, as well as by the existence of research centres dedicated to SFL figures such as the Jim Martin Centre for Applicable Linguistics at Shanghai Jiao Tong University and The Halliday Centre for Intelligent Applications of Language Studies at CityU, Hong Kong.

选项	小计	比例
Strongly disagree	7	<div><div></div></div> 7.45%
Disagree	16	<div><div></div></div> 17.02%
Neutral	17	<div><div></div></div> 18.09%
Agree	27	<div><div></div></div> 28.72%
Strongly agree	22	<div><div></div></div> 23.4%
I don't know	5	<div><div></div></div> 5.32%
本题有效填写人次	94	

Figure 2. WeChat results for ‘SFL is widely accessible to speakers of different languages’

## 5. SFL ACCESSIBILITY AND VISIBILITY ACROSS LINGUISTIC APPROACHES

A key issue addressed in the questionnaire concerns the relationship between SFL and other linguistic approaches, particularly how SFL is perceived from the viewpoint of non-SFL researchers. Those working with the SFL model, notably novel researchers, sometimes feel that there is a certain reluctance by publishers and editors to accept papers using this paradigm. In reaction to this, one of the respondents to the survey claimed that ‘the SFL community suffers from a certain kind of victim mentality – as if it is intentionally marginalised within mainstream linguistics’.<sup>3</sup> Be that as it may, there seems to be evidence of a certain lack of appreciation – perhaps misunderstanding – of SFL in the academic community. As an example, this is the observation made by an evaluator of a research grant application based on SFL: ‘The model/theoretical framework of Systemic Functional Linguistics is nowadays surpassed by other perspectives and currents focused on discourse analysis’.<sup>4</sup> This certainly provides food for thought and raises the question of why there should be this perception of SFL and how widespread it is.

Criticism of a theoretical model is not inherently bad. Objective, constructive criticism is an important part of scholarly work and can be expected when different theoretical schools clash on their approach to specific issues. An example of criticism of different aspects of SFL theory can be found in Butler (2003). There is research, however, reflecting the lack of institutional support that SFL scholars endure in their attempts to implement SFL-based instruction and research, e.g. Harman (2018). This lack of support arguably undermines the chances of SFL becoming a better-known and more widely accepted theory, both in the educational and research contexts.

Responses from the Google Forms questionnaire (see Figure 3) show a rather sharp polarization, ‘disagree’ – 22 respondents, or 36.1% – and ‘agree’ – 19 respondents, or 31.1% – clearly being the two favoured options, far ahead of the 10 responses (16.4%) of the third most selected option, i.e. ‘neutral’. These results seem to reflect a disparity between SFL scholars complaining about the lack of support to, or appreciation of, SFL and those who feel more confident about the strength of the theory and its relevance in the overall landscape of linguistics, some of the latter probably aligning with the ‘victim mentality’ denunciation seen above.

---

<sup>3</sup> We use single quotes for opinions and comments from the questionnaire to differentiate them from academic quotes.

<sup>4</sup> English translation of the original Spanish: ‘El modelo / marco teórico de la Lingüística Sistémica Funcional se encuentra hoy en día superado por otras perspectivas y corrientes centradas en el análisis del discurso’.

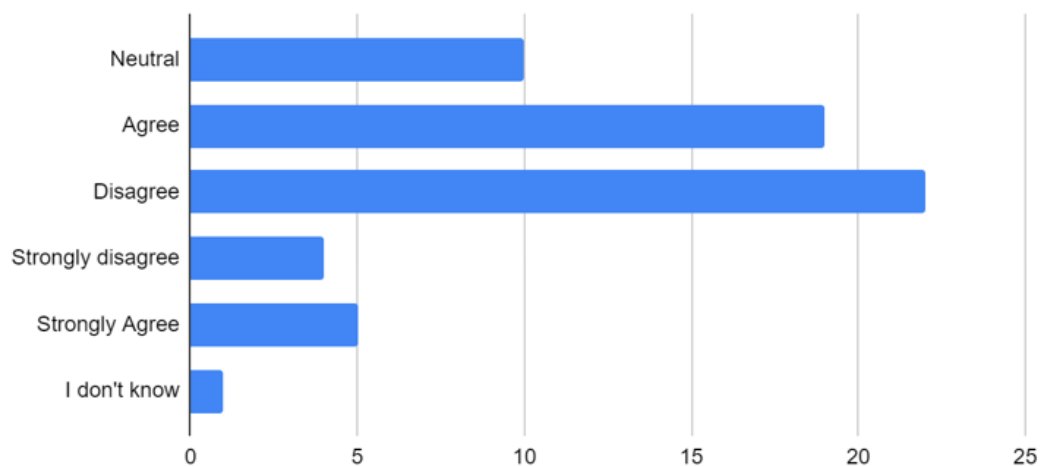


Figure 3. Google Forms results for ‘SFL is very visible to fellow researchers working with other linguistic approaches’

Results from the WeChat questionnaire, in turn, again contrast clearly with those from Google Forms. Figure 4 shows that ‘agree’ (37.23%) and ‘strongly agree’ (17.02%) combine for more than 50% of the total responses. On the other hand, those disagreeing (12.77%) and, notably, strongly disagreeing (1.06%), lag far behind, while a non-negligible 28.72% remain neutral. These results seem to suggest that SFL practitioners in China receive more institutional support and/or more recognition from their broader academic community. An interesting issue to explore in the future is whether this confidence in the visibility and accessibility of SFL to fellow researchers stems from a higher degree of collaboration among scholars from different approaches in the Chinese context.

选项	小计	比例
Strongly disagree	1	1.06%
Disagree	12	12.77%
Neutral	27	28.72%
Agree	35	37.23%
Strongly agree	16	17.02%
I don't know	3	3.19%
本题有效填写人次	94	

Figure 4. WeChat results for ‘SFL is very visible to fellow researchers working with other linguistic approaches’

## 6. SFL ACCESSIBILITY AND VISIBILITY ACROSS NEIGHBOURING DISCIPLINES AND PROFESSIONALS

Another issue we wanted to check in our survey was the visibility and accessibility of SFL beyond the realm of linguistics. A first caveat to be noted is that the questionnaire was answered by linguists, not by researchers from other disciplines or professionals. The results, therefore, should be interpreted with caution. It is interesting, however, to observe that respondents, at least on Google Forms, did not succumb to the temptation of simply assuming that SFL is widely accessible to researchers in other disciplines, instead leaning markedly toward a negative perception of this aspect of SFL theory (see Figure 5). This is reflected in the almost 55% of combined ‘disagree’ and ‘highly disagree’ responses, compared to 25% who agreed or strongly agreed. A second caveat concerning this issue is that the concept of ‘neighbouring disciplines’ may be open to different interpretations: for instance, will everyone consider computational linguistics a field of linguistics or do some researchers view it as an example of collaboration between linguistics and computer science?

The fact that some respondents agreed with the issue raised in this item points to the existence of non-linguistic research using SFL, as well as, notably, research looking at issues beyond linguistics from a SFL perspective. Some relatively recent examples of the latter are Hao (2021), in the context of biology, and Khorina and Nugraha (2022), in engineering contexts. This type of research can arguably spur interest in SFL by researchers and professionals in those fields. In relation to the latter, SFL has also been used in professional contexts, which is a way of making it visible to people working in those fields. This is discussed more in detail in Section 8, which deals with SFL accessibility and visibility across professional fields.

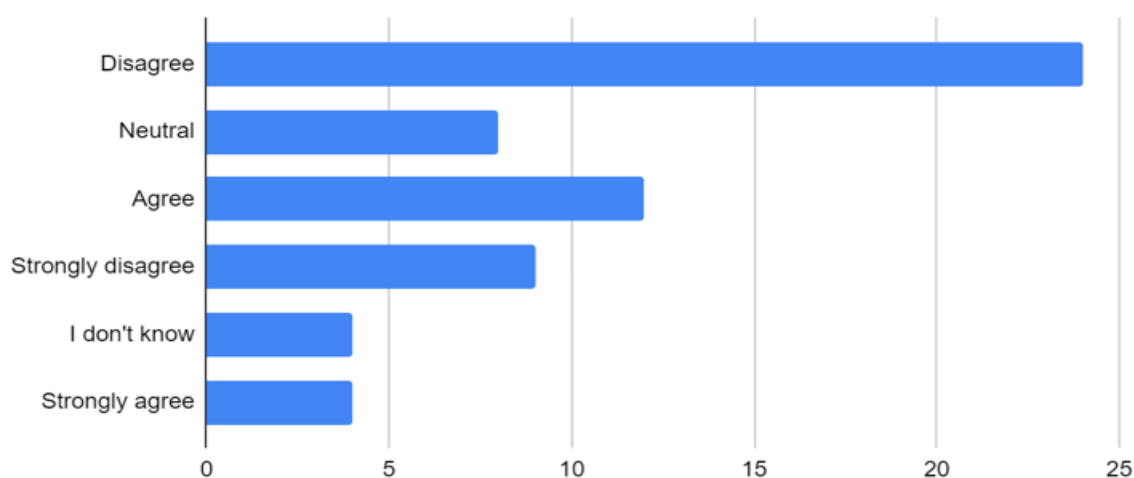


Figure 5. Google Forms results for ‘SFL is accessible to academics in neighbouring disciplines and to professionals’

As with other issues in the survey, results on WeChat (Figure 6) were in sharp contrast with those on Google Forms. The largest group of respondents, by far, agreed that SFL is accessible outside linguistics (40.43%), the second largest group being those who strongly agreed (21.28%), bringing the total of positive views to nearly 62% (compare 25% on Google Forms, as seen above). The reasons why SFL researchers in China feel more upbeat than their fellow SFL researchers about the relationship between SFL and neighbouring disciplines are certainly a point that deserves further investigation. While there is no specific evidence that the interdisciplinarity of SFL has progressed further in China than elsewhere, at this point it can only be assumed that perhaps among Chinese scholars this interdisciplinarity is more top-of-mind than among the rest of the SFL community. This might be reflected in the following comment by one of the respondents on WeChat: ‘I suggest encouraging interdisciplinary research collaborations that bring together SFL experts, educators, curriculum developers, and educational psychologists. Such collaborations can help integrate SFL more effectively into educational practices and provide empirical evidence of its benefits, which is crucial for broader acceptance and implementation’.

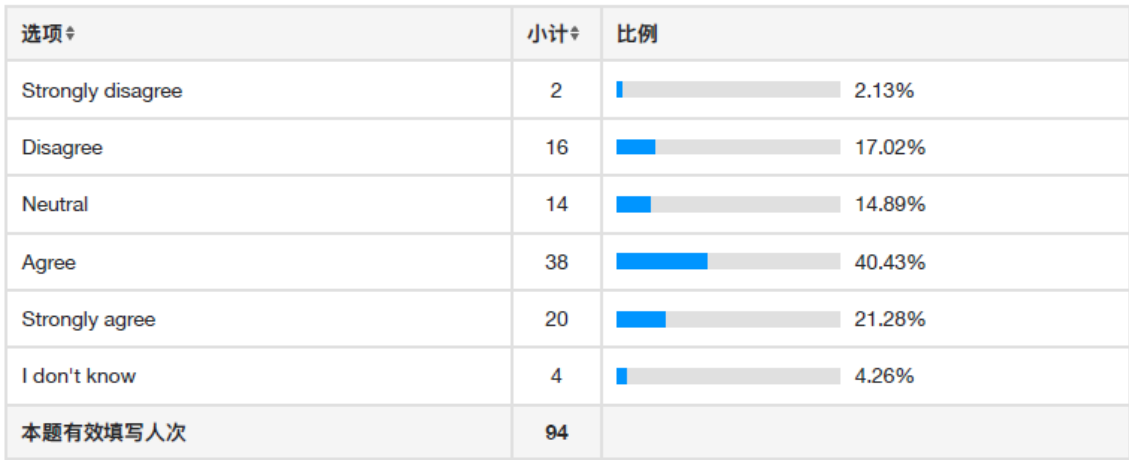


Figure 6. WeChat results for ‘SFL is accessible to academics in neighbouring disciplines and to professionals’

## 7. SFL ACCESSIBILITY AND VISIBILITY ACROSS ACADEMIC PROFILES

This Section includes the results from three different yet related issues from our survey, namely ‘SFL tools are widely accessible to students, teachers and researchers’, ‘The dissemination of SFL theory guarantees future generations’ accessibility to the theory and its early work’ and ‘SFL is accessible to novices (students, professionals) through introductory textbooks targeting

different groups'. The groups addressed in the three issues can be considered to represent a range of academic profiles across academic groups, time and career stage, respectively. For that reason, and for the sake of conciseness, we deemed it appropriate to discuss all three in the same section. The relatedness of these issues is evidenced by the fairly similar results concerning the favoured responses: all three issues raised have either 'agree' (Figures 7 and 9) or 'strongly agree' (Figure 8) as the most frequently selected option, two of them (Figures 7 and 9) featuring 'disagree' as the second most frequent response. SFL accessibility of future generations is the matter about which SFL scholars seem to be most optimistic, 39.3% strongly agreeing and 32.8% agreeing. In contrast, 'only' 9.8% expressed disagreement and 4.9% strong disagreement with the given statement (Figure 8).

The general positive view of the issues related to the accessibility and visibility of SFL across academic profiles may be explained by the existence of well-established reference books – including those mentioned in Section 4, e.g. Halliday and Matthiessen (2014, 1999), Halliday and Hasan (2014), Martin and Rose (2007), Martin (1992), among others – as well as freely available software for SFL-based annotation or the implementation of a variety studies, UAM CorpusTool (O'Donnell, 2021) arguably being the most widely used. That SFL scholars feel most hopeful about the accessibility of the theory to future generations may also be due to the efforts made to create repositories such as the Halliday and Hasan Archive (<https://asfla.net/halliday-hasan-archive-project/>) or the SFL thesis archive (<http://www.isfla.org/Systemics/Print/Theses.html>), along with the existence of email discussion lists, such as Sysfling and Asflanel, where new researchers can get valuable tips from the systemic community on SFL research and teaching.

Also a guarantee of the accessibility of the theory to future generations are the multiple Systemic Functional Conferences, seminars, symposiums and workshops, both on-site and online, taking place all over the world every year (<http://www.isfla.org/Systemics/Conferences/Conferences.html>). At these events, junior researchers can learn from senior ones not only by listening to their presentations but also by meeting and exchanging ideas with them.

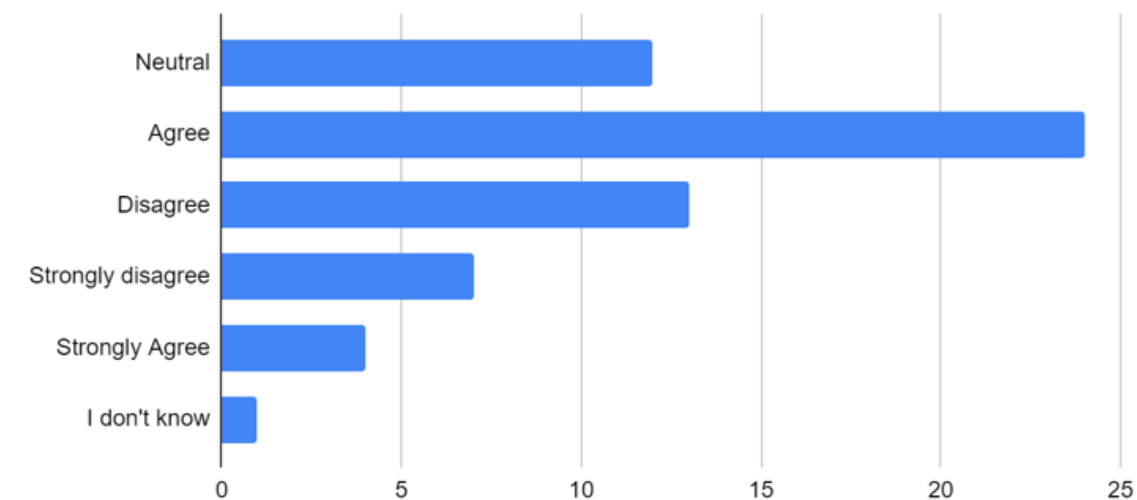


Figure 7. Google Forms results for ‘SFL tools are widely accessible to students, teachers and researchers.’

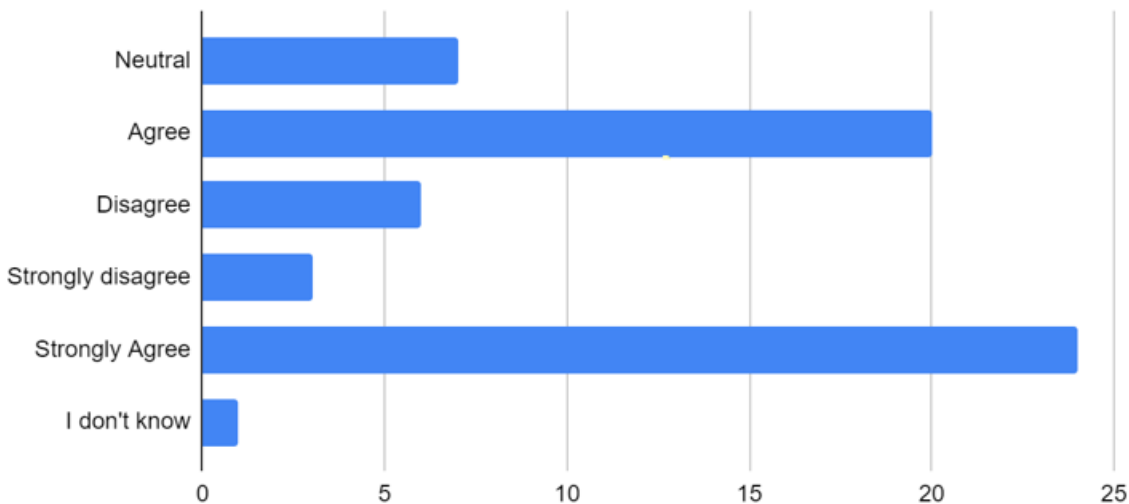


Figure 8. Google Forms results for ‘The dissemination of SFL theory guarantees future generations’ accessibility to the theory and its early work.’

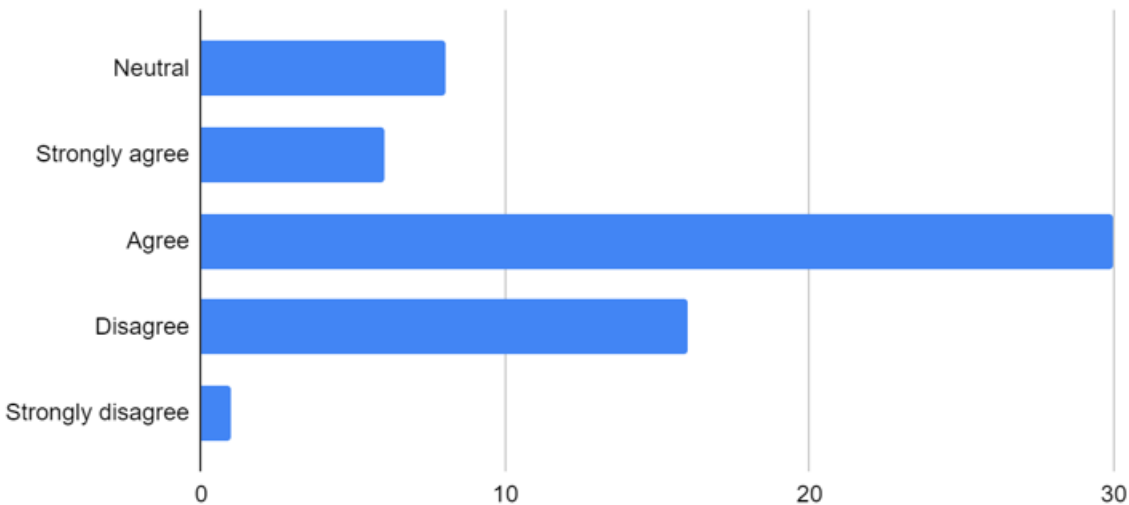


Figure 9. Google Forms results for ‘SFL is accessible to novices (students, professionals) through introductory textbooks targeting different groups.’



Results in the Chinese context are on this occasion more similar to those just discussed than they were in the previous sections, ‘agreement’ and ‘strong agreement’ also being the predominant choices (Figures 10-12). As in the Google Forms questionnaire, the matter reflecting the most positive views is that of the accessibility of future generations, with over 75% of combined responses (Figure 11). The sharpest difference between the two questionnaires is found in the results about the accessibility to novices (Figure 12), where WeChat respondents show a noticeably higher strong agreement (27.66%) than those from Google Forms (9.8%). Additionally, disagreement values, with a combined 19.5%, are much lower than agreement ones, with a combined 67.02% (whereas ‘disagreement’ was the second most frequent choice on Google Forms). All in all, however, results on WeChat, like those from Google Forms, reflect a more positive view regarding the visibility and accessibility of SFL across academic profiles than on the previously discussed issues. It can therefore be argued that the interpretations made for results on Google Forms can also be applied to the Chinese context.

The general favourable outlook regarding the issue discussed in this Section is also reflected in the lack of related comments in the open-ended question of either questionnaire. Only one WeChat respondent noted that ‘a worldwide database including the early works of SFL and the tools is needed’, something which will be partially addressed once the Halliday and Hasan Archive is completed and made available to the research community.

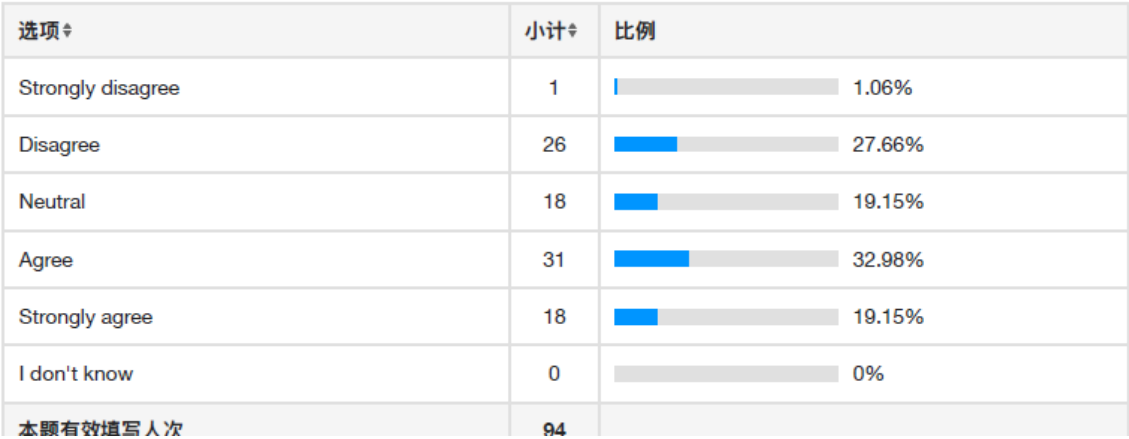


Figure 10. WeChat results for ‘SFL tools are widely accessible to students, teachers and researchers’

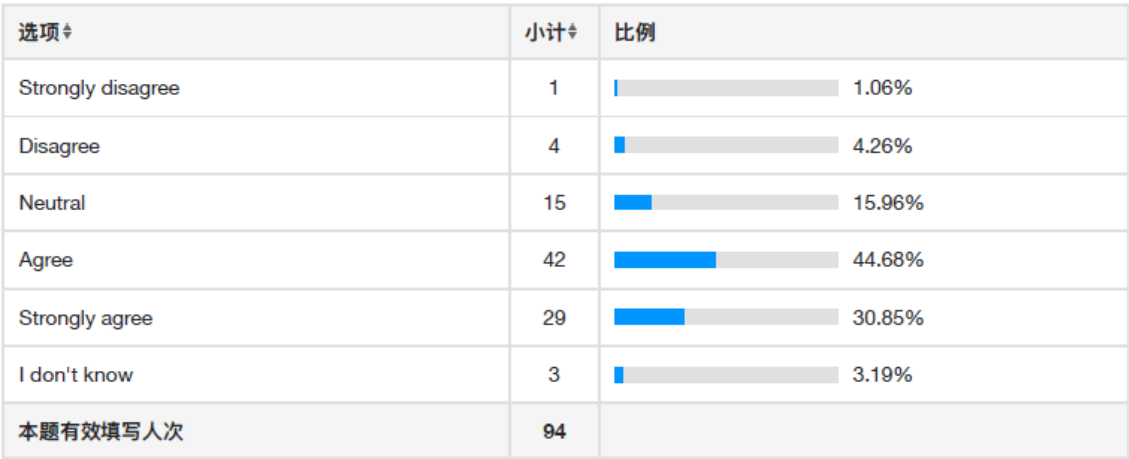


Figure 11. WeChat results for ‘The dissemination of SFL theory guarantees future generations’ accessibility to the theory and its early work.’

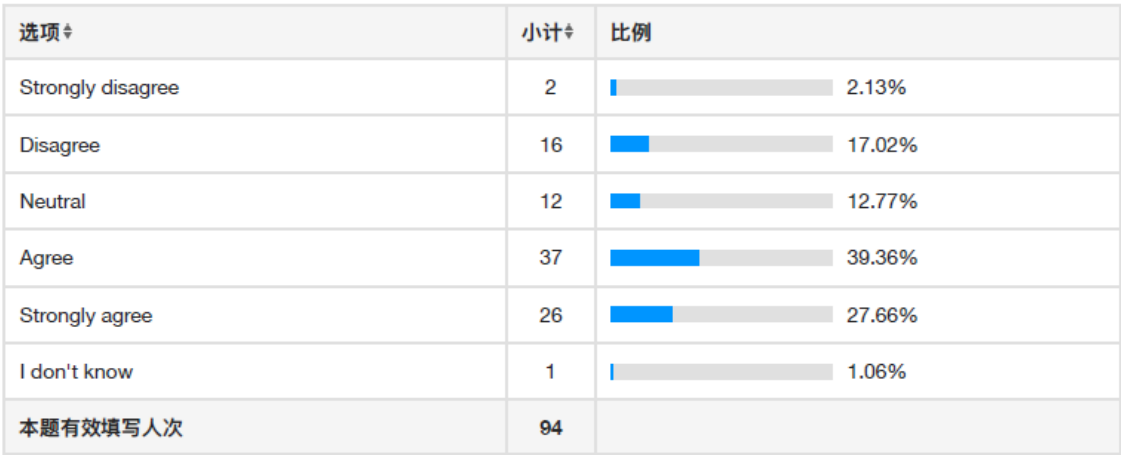


Figure 12. WeChat results for ‘SFL is accessible to novices (students, professionals) through introductory textbooks targeting different groups.’

8. SFL ACCESSIBILITY AND VISIBILITY ACROSS PROFESSIONAL FIELDS

Section 6 looked at the accessibility and visibility of SFL across neighbouring disciplines and professionals. The item discussed in this Section seeks to delve into the presence of the theory in professional contexts. It is well known that knowledge transfer from the humanities is one of the most difficult challenges in the academic context (see, e.g., Hayden et al., 2018). In the case of knowledge transfer from the field of linguistics, the most obvious one tends to be transfer to educational contexts, notably teaching, where SFL has been influential for a long time (see Arús-Hita et al., 2024 for some references). However, the transfer to teaching contexts is far from seamless. One Google Forms respondent lamented that ‘My responses reflect the frustration currently felt in education contexts due to the onslaught of the Science of Learning/Science of

Reading juggernaut. SFL is virtually invisible, even though it underpins much of the national English curriculum'. This kind of frustration has led a group of SFL educational linguists in Australia to establish a Language in Education Network aiming to defend the validity of SFL in education, particularly after some publications questioned it (see Derewianka et al. 2024 for a riposte to such criticism).

On other occasions, the limitations for the use of SFL, not only in education but also in other professional fields, stems from the view that 'SFL theory and models of analysis are so complex especially for non-native speakers of English', as claimed by another respondent. Although this perception seems to be rather widespread in the academic community, there is research showing the opposite, at least among education professionals. Accurso and Gebhard (2021), for instance, found that teachers in the US do not consider SFL theory too complex and value its "explanatory and pedagogical power" (2021: 416).

Although there are examples of the application of SFL to different professional fields – see Section 9 – the reality is that SFL scholars remain rather sceptical about the visibility and accessibility of the theory in those areas. This is attested by the Google Forms results shown in Figure 13, where 'disagree' is by far the most frequent response (37.7%), 'disagree' and 'strongly disagree' representing 47.5% of total responses – in contrast with 26.3% for 'agree' and 'strongly disagree' combined.

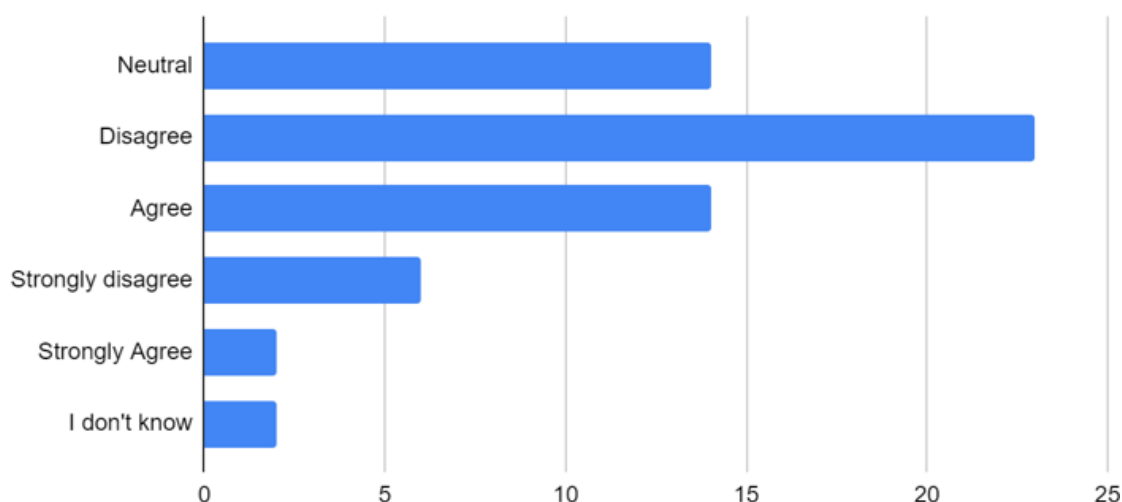


Figure 13. Google Forms results for 'SFL is highly accessible to professionals from contexts such as education, health, tourism, communication or translation'

Results from WeChat, on the other hand, again show a clear contrast with those from Google Forms. Figure 14 shows that respondents in the Chinese context tend to agree or strongly agree with the statement that 'SFL is highly accessible to professionals from contexts such as

education, health, tourism, communication or translation’ (combined 52.76%). Most worth noticing are the rather low 14.89% and very low 2.13% of disagreeing and strongly disagreeing respondents, respectively, in contrast with 37.7% and 9.8% on Google Forms. This manifestly more positive view may be explained by different factors. One of them could be the research carried out by influential SFL scholars based in, or closely connected to, Chinese universities. Examples of this are Matthiessen’s (2013) work on the use of SFL in healthcare contexts (cf. Karimi, 2023), Xuan’s (2022) research on SFL in education or Wang and Ma’s use of SFL in translation (2022b), to name but a few. Space constraints prevent us from further exploring the possible reasons behind the differing views on the accessibility of SFL to professional contexts across the two questionnaires.

选项	小计	比例
Strongly disagree	2	2.13%
Disagree	14	14.89%
Neutral	14	14.89%
Agree	32	34.04%
Strongly agree	27	28.72%
I don't know	5	5.32%
本题有效填写人次	94	

Figure 14. WeChat results for ‘SFL is highly accessible to professionals from contexts such as education, health, tourism, communication or translation’

## 9. SFL AND APPLIABILITY

In contrast to the negative view expressed by Google Forms respondents regarding the visibility and accessibility of SFL across professional fields, the *applicability* of SFL to those same contexts is regarded in a much more positive light – see Figure 15, below. This can arguably be explained by the centrality of the concept of ‘applicability’ in SFL theory, which was briefly presented in Section 3. Terms such as ‘applicability’ or ‘applicable’ are characteristic of SFL theory, in contrast to the more conventional ‘applicability’ and ‘applicable’, widely used in linguistics as well as in other fields and outside academia. Halliday (2013) explains applicable linguistics as “a theory which tackles problems and tries to answer questions – but questions that are asked, and problems that are raised, not by professional linguists so much as by other people who are in some way concerned with language, whether professionally or otherwise” (2013: 128).

SFL scholars thus widely acknowledge the *potential* for application of the theory, 60.7% strongly agreeing and 31.1% agreeing, while showing less confidence in the *actual* adoption of the theory across professional fields for reasons of visibility and accessibility, as seen in the previous Section. The central role of applicability in SFL theory is also evident in the responses to the second issue addressed in relation to this topic in the questionnaire. The graph in Figure 16 again reflects an overwhelming inclination towards strongly agreeing (45.9%) or agreeing (36.1%) with the claim, on this occasion, that ‘SFL is highly applicable to ‘new’ semogenic models, e.g. multimodal, AI-driven...’. SFL is, therefore, clearly perceived by its practitioners not only as applicable to established models of meaning-making but also to emerging ones.

The applicability of SFL, however, goes beyond mere potential. There are SFL works engaging in the actual application of the theory, as seen in the previous Section. Some of the existing research can be of great help in improving the visibility and accessibility of SFL through its *ad hoc* implementation to address specific needs in different fields. Examples of that are Rey Velasco et al.’s (2022) work on Patient Cues in Asynchronous Health Interactions, Trevisan and García’s (2019) use of SFL in experimental stimulus design, and Byrnes et al.’s (2010) application of SFL, using a genre-based approach, to the design of a full four-year curriculum of German-language teaching at Georgetown university.

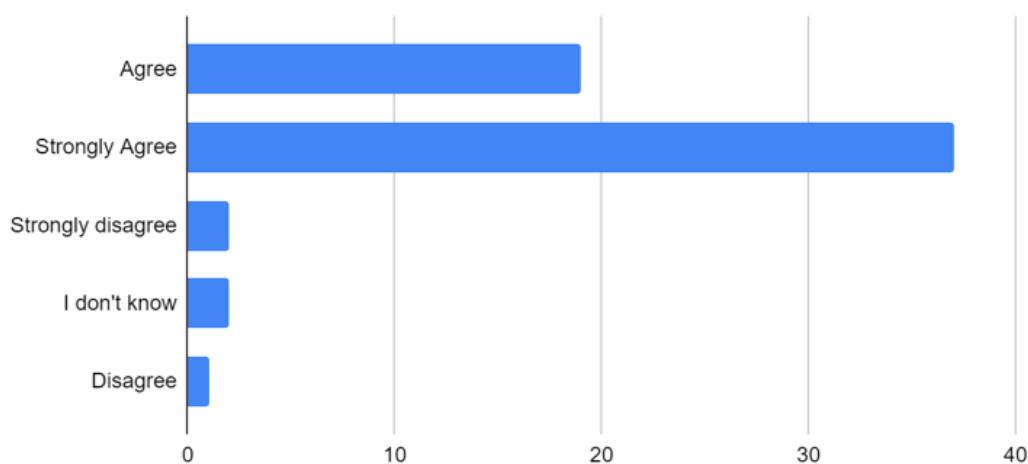


Figure 15. Google Forms results for ‘SFL is highly applicable in various contexts such as education, health, tourism, communication or translation’

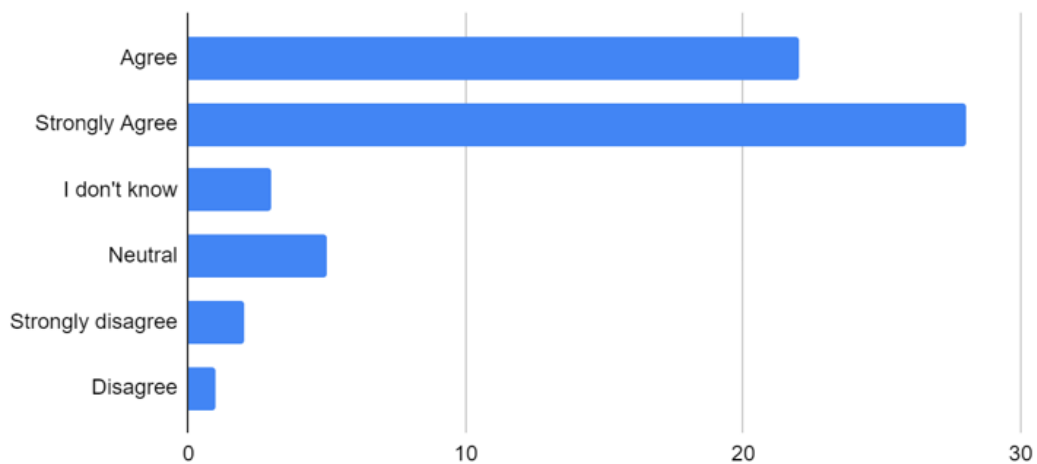


Figure 16. Google Forms results for ‘SFL is highly applicable to ‘new’ semogenic models, e.g. multimodal, AI-driven...’

Results from WeChat (Figures 17 and 18) are in line with those just discussed. Respondents in China show the same confidence in the applicability of the theory as the rest of the SFL community, with a total of 87.24% agreeing or strongly agreeing that ‘SFL is highly applicable in various contexts such as education, health, tourism, communication or translation’ and a combined 82.92% also manifesting agreement or strong agreement with the claim that ‘SFL is highly applicable to ‘new’ semogenic models’. The same arguments put forward above about the centrality of applicability in the SFL model are valid here. Additionally, the previous Section mentioned and illustrated research applied to different fields by SFL scholars based in China, such as Xuan (2022) and Wang and Ma (2022b), or with a strong semiotic presence in the Chinese context, such as Matthiessen (2013). Several other examples could be given bur are omitted due to space constraints.

选项	小计	比例
Strongly disagree	2	2.13%
Disagree	2	2.13%
Neutral	6	6.38%
Agree	25	26.6%
Strongly agree	57	60.64%
I don't know	2	2.13%
本题有效填写人次	94	

Figure 17. WeChat results for ‘SFL is highly applicable in various contexts such as education, health, tourism, communication or translation’

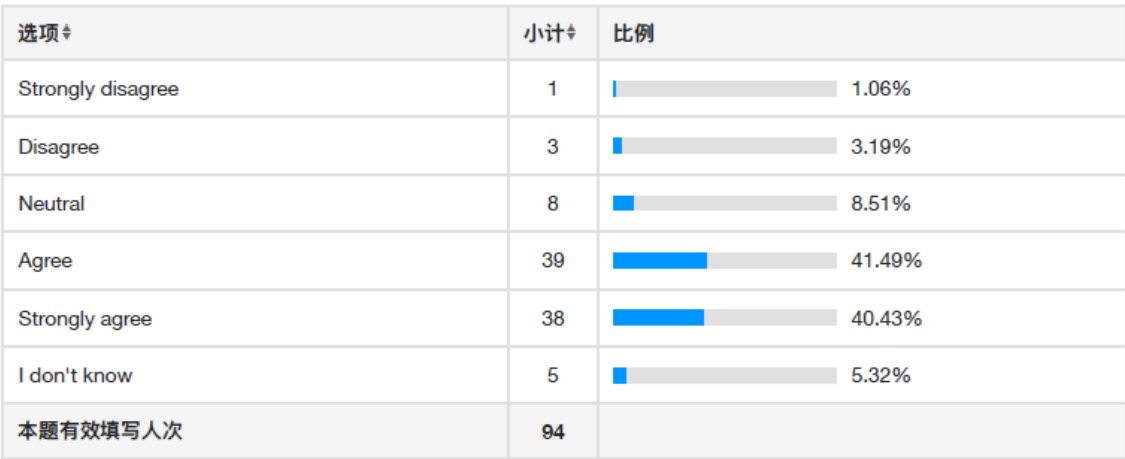


Figure 18. WeChat results for ‘SFL is highly applicable to ‘new’ semogenic models, e.g. multimodal, AI-driven...’

10. CONCLUSION AND POINTERS TO THE FUTURE

This paper has explored the accessibility and visibility of SFL across languages, academic profiles and disciplines. After a brief presentation of SFL for those not familiar with the theory, the analysis of the responses to a questionnaire has allowed us to identify the strengths and weaknesses of the theory concerning those issues, as perceived by the SFL research community. The findings reveal that the overall perception of the accessibility and visibility of SFL across the issues explored is more positive in the Chinese context than in the rest of the world. This has been attributed to different factors, including the large number of translations of major SFL works into Chinese, institutional support and the applied research carried out by influential SFL scholars based in, or closely connected to, Chinese universities.

In contrast to the general positive views of Chinese respondents, SFL researchers who participated in the Google Forms questionnaire showed varying degrees of agreement with the statements. Responses were most favourable regarding the accessibility and visibility of SFL across academic profiles, partly due to the existence of well-established reference books, and SFL applicability, given the centrality of this concept in the theory. On the rest of issues, Google Forms respondents showed scepticism about, or even clear distrust in, the accessibility and visibility of SFL.

Looking ahead, the findings from the responses to the questionnaire suggest future directions for enhancing the visibility and accessibility of SFL. First, there is a clear need for more translations of seminal SFL literature. It should be taken into account, however, that crosslinguistic visibility and accessibility is achieved not only through translations but also

through typological descriptions of languages other than English, as well as research conducted in those languages. While important achievements have been made in these areas – see Mwinlaaru and Xuan (2016) for typological work on different languages, Kaplan and Arús-Hita (2021) for a compilation of SFL research in and on Spanish – sustained efforts are necessary to ensure that SFL is relevant and accessible in different linguistic settings.

A need has also been detected for SFL researchers to further engage with other models, as well as with fellow researchers and professionals from other disciplines, as suggested by one questionnaire respondent: ‘I suggest encouraging interdisciplinary research collaborations that bring together SFL experts, educators, curriculum developers, and educational psychologists. Such collaborations can help integrate SFL more effectively into educational practices and provide empirical evidence of its benefits, which is crucial for broader acceptance and implementation’. Some examples of existing work along these lines have been mentioned earlier in the paper, and more is underway, e.g. Matthiessen (forthcoming b), which can serve as models to follow.

Another way in which SFL can be made more visible and accessible is by aiming for open access models of publication, whether purely linguistic or applied to other domains, seeking institutional support, when needed. And, of course, an essential way of disseminating knowledge about SFL is through teaching. One of the Google Forms respondents pointed out that ‘for all the questions I answered “disagree”, SFL becomes accessible when they are taught about it’. This resonates with the following comment by a WeChat respondent: ‘Education from an SFL perspective can improve its visibility and accessibility’. Both comments underscore the necessity of finding ways to provide formal and non-formal training in SFL. As an example of this, efforts are being made to start a Permanent Training Master in Systemic Functional Linguistics at the Universidad Complutense de Madrid.

All of the above should be complemented with sustained efforts in those areas where the questionnaire results were more positive. For instance, to make early SFL works known, existing projects such as the Halliday and Hasan Archive could be extended to include works by other key SFL figures. Likewise, SFL applicability should take a step further from the sheer, albeit very valuable, application of the theory to professional contexts to the actual involvement of professionals from different domains in the application of the theory. This is highlighted by one respondent: ‘The term “accessible” is ambiguous here. Material and the theory are available and accessible, but another aspect is whether in other contexts (health, tourism, etc.) SFL is introduced/presented. I wonder that someone in health or tourism could go and read about SFL



unless the theory is presented or introduced to them for a specific purpose in their fields. Someone can access a theory if they know of its existence.’ Of course, this is easier said than done, yet transdisciplinarity is demanded more and more in research contexts, so one can expect researchers from areas outside linguistics to welcome collaborations with practitioners of such an applicable theory. Those researchers could serve as a bridge to make SFL accessible and visible to professionals from their fields.

This paper concludes with the hope that it has provided a comprehensive view of the SFL community’s perceptions regarding the visibility and accessibility of the theory and the work within it. This topic will be explored in more detail by a collection of papers from SFL researchers addressing visibility and applicability issues (Stoian et al., forthcoming). We expect that the publication of this paper in an open access journal with the wide scope of EPOS will serve to make SFL more visible and accessible not only across language studies but also across disciplines.

## REFERENCES

- ACCURSO, Kathryn and Meg GEBHARD (2021): “SFL Praxis in US Teacher Education: A Critical Literature Review”, *Language and Education*, 35.5, pp. 402–428.
- ARÚS-HITA, Jorge, Christian M.I.M. MATTHIESSEN and Winfred W. XUAN (2024): “Learning how to Mean in a Second Language: Uses of System Networks in L2 Education”, *Journal of World Languages*, 10.1. <https://doi.org/10.1515/jwl-2023-0056>
- BARABÁSI, Albert-László (2016): *Network Science*, Cambridge, Cambridge University Press.
- BUTLER, Christopher S. (2003): *Structure and Function: A Guide to Three Major Structural-Functional Theories* (2 vols), Amsterdam and New York, John Benjamins.
- BYRNES, Heidi, Hiram H. MAXIM and John NORRIS (2010): *Realizing Advanced Foreign Language Writing Development in Collegiate Education: Curricular Design, Pedagogy, Assessment*, Special Issue of *The Modern Language Journal*, 94.4.
- CAPRA, Fritjof (1996): *The Web of Life: A New Scientific Understanding of Living Systems*, New York, London, Toronto, Sydney and Auckland, Anchor Books.
- CAPRA, Fritjof and Pier Luigi LUISI (2014): *The Systems View of Life: A Unifying Vision*, Cambridge, Cambridge University Press.
- CHOMSKY, Noam (1965): *Aspects of the Theory of Syntax*, Cambridge, Mass., MIT Press.

- (2021): "Linguistics Then and Now: Some Personal Reflections", *Annu. Rev. Linguist* 7.1, pp. 1–11. <https://doi.org/10.1146/annurev-linguistics-081720-111352>
- COLINA, Sonia, Miriam RODRÍGUEZ-GUERRA, Nicole MARRONE, Maia INGRAM, Karla J. NAVARRO, Genesis ARIZMENDI and Laura COCO (2022): "Research Documents for Populations with Limited English Proficiency: Translation Approaches Matter", *Ethics & Human Research*, 44.1, pp. 29-39. <https://onlinelibrary.wiley.com/doi/full/10.1002/eahr.500115>
- DEACON, Terrence (1992): "Brain-Language Coevolution", *The Evolution of Human Languages*, ed. John A. Hawkins and Murray Gell-Mann, Redwood City, CA, Addison-Wesley, pp. 49-85.
- (1997): *The Symbolic Species: The Co-Evolution of Language and the Human Brain*, Harmondsworth, Penguin Books.
- DELU, Zhang, trans. (2007): 英语的衔接 [M.A.K. Halliday and Ruqaiya Hasan's *Cohesion in English*], Beijing, Foreign Language Teaching and Research Press.
- DEREWIANKA, Beverly, Helen HARPER, Bronwyn PARKIN, Claire ACEVEDO, David ROSE, Brian DARE, Maria Estela BRISK and Pauline JONES (2024): "What Counts as 'Evidence' in Literacy Education?", *The Australian Journal of Language and Literacy*, 47, pp. 299-316.
- FIRTH, J.R. (1957): *Papers in Linguistics 1934-1951*, London, Oxford University Press.
- (1958): "Ethnographic Analysis and Language with Reference to Malinowski's Views", *Man and Culture: An Evaluation of the Work of Bronislaw Malinowski*, ed. Raymond Firth, London, Routledge and Kegan Paul, pp. 93-118.
- GHIO, Elsa, Federico D. NAVARRO and Annabelle LUKIN (2017): *Obras Esenciales de MAK Halliday*, Buenos Aires, Eudeba.
- HALLIDAY, M.A.K. (1964): "Syntax and the Consumer", *Report of the Fifteenth Annual (First International) Round Table Meeting on Linguistics and Language*, ed. C.I.J.M. Stuart, Washington, D.C., Georgetown University Press, pp. 11-24. Reprinted in Halliday, M.A.K. and Jim R. Martin, eds. (1981): *Readings in Systemic Linguistics*, London, Batsford Academic and Educational, pp. 21-28. Reprinted in Halliday, M.A.K. (2003): *On Language and Linguistics*. Volume 3 of *Collected Works of M.A.K. Halliday*, ed. Jonathan Webster, London and New York, Continuum, Chapter 1, pp. 36-49.

- (1966): "Some Notes on 'Deep' Grammar." *Journal of Linguistics*, 2.1, pp. 57-67.  
Reprinted in Halliday, M.A.K. (2002): *On Grammar*. Volume 1 in the *Collected Works of M.A.K. Halliday*, ed. Jonathan Webster, London and New York, Continuum, pp. 106-117.
- (1969): "Options and Functions in the English Clause." *Brno Studies in English*, 8, pp. 81-8. Reprinted in Halliday, M.A.K. (2005): *Studies in English Language*. Volume 7 in the *Collected Works of M.A.K. Halliday*, ed. Jonathan Webster, London and New York, Continuum, Chapter 4, pp. 154-163.
- (1973): *Explorations in the Functions of Language*, London, Edward Arnold.
- (1975): *Learning How to Mean: Explorations in the Development of Language*, London, Edward Arnold.
- (1977): "Ideas about Language", in M.A.K. Halliday, *Aims and Perspectives in Linguistics*, Applied Linguistics Association of Australia (*Occasional Papers* 1), pp. 32-49. Reprinted in Halliday, M.A.K. (2003): *On Language and Linguistics*. Volume 3 of *Collected Works of M.A.K. Halliday*, ed. Jonathan Webster, London and New York, Continuum, Chapter 4, pp. 92-115.
- (1978): *Language as Social Semiotic: The Social Interpretation of Language and Meaning*, London, Edward Arnold.
- (1984): "Linguistics in the University: The Question of Social Accountability", *New Directions in Linguistics and Semiotics*, ed. James E. Copeland, Houston, Texas, Rice University Studies, pp. 51-67.
- (1985): "Systemic Background", *Systemic Perspectives on Discourse*, ed. James D. Benson and William S. Greaves, Norwood, N.J., Ablex, pp. 1-15. Reprinted in M.A.K. Halliday (2003): *On Language and Linguistics*, ed. Jonathan Webster, London and New York, Continuum, pp. 185-198.
- (1993): "Quantitative Studies and Probabilities in Grammar", *Data, Description, Discourse: Papers on the English Language in Honour of John McH. Sinclair*, ed. Michael Hoey, London, Harper Collins, pp. 1-25. Reprinted in Halliday, M.A.K. (2005): *Computational and Quantitative Studies*. Volume 6 in the *Collected Works of M.A.K. Halliday*, ed. Jonathan Webster, London and New York, Continuum, Chapter 7, pp. 130-156.
- (1995): "On Language in Relation to the Evolution of Human Consciousness", *Of Thoughts and Words: Proceedings of Nobel Symposium 92 "The Relation between Language and Mind"*, Stockholm, 8-12 August 1994, ed. Sture Allén, Singapore, River Edge, N.J. and

- London, Imperial College Press pp. 45-84. Reprinted in M.A.K. Halliday (2003): *On Language and Linguistics*. Volume 3 in the *Collected Works of M.A.K. Halliday*, ed. Jonathan Webster, London and New York, Continuum, pp. 390-432.
- (2002): “Applied Linguistics as an Evolving Theme”, presented at *AILA 2002*, Singapore. Published in Halliday, M.A.K. (2007): *Language and Education*. Volume 9 in the *Collected Works of M.A.K. Halliday*, ed. Jonathan Webster, London and New York, Continuum, pp. 1-19.
- (2005): “On Matter and Meaning: The two Realms of Human Experience”, *Linguistics and the Human Sciences*, 1.1, pp. 59-82.
- (2008): “Working with Meaning: Towards an Applicable Linguistics”, *Meaning in Context: Implementing Intelligent Applications of Language Studies*, ed. Jonathan Webster, London and New York, Continuum, pp. 7-23.
- (2013): *Halliday in the 21st Century (Collected Works of M.A.K. Halliday 11)*, ed. Jonathan Webster, London, Bloomsbury.
- (2015): “The Influence of Marxism”, *The Bloomsbury Companion to M.A.K. Halliday*, ed. Jonathan Webster, London, Bloomsbury, pp. 94-100.
- HALLIDAY, M.A.K. and Ruqaiya HASAN (2014): *Cohesion in English* (reprint), London, Routledge.
- HALLIDAY, M.A.K. and Zoe L. JAMES (1993): “A Quantitative Study of Polarity and Primary Tense in the English Finite Clause”, *Techniques of Description: Spoken and Written Discourse (A Festschrift for Malcolm Coulthard)*, ed. John M. Sinclair, Michael Hoey and Gwyneth Fox, London and New York, Routledge, pp. 32-66. Reprinted in Halliday, M.A.K. (2005): *Computational and Quantitative Studies*. Volume 6 in the *Collected Works of M.A.K. Halliday*, ed. Jonathan Webster, London and New York, Continuum, Chapter 6, pp. 93-129.
- HALLIDAY, M.A.K. and Christian M.I.M. MATTHIESSEN (1999): *Construing Experience through Meaning: A Language-Based Approach to Cognition*, London, Continuum.
- (2014): *Halliday's Introduction to Functional Grammar*, 4th ed, London, Routledge.
- HAO, Jing (2021): “Building Taxonomies: A Discourse Semantic Model of Entities and Dimensions in Biology”, *Teaching Science*, eds. Karl Maton, J.R. Martin and Yaegan J. Doran, London, Routledge, pp. 134-161.

- HARMAN, Ruth (2018): “Bringing it all Together: Critical Take(s) on Systemic Functional Linguistics”, *Bilingual Learners and Social Equity*, ed. Ruth Harman, *Educational Linguistics*, vol 33. Cham, Springer. [https://doi.org/10.1007/978-3-319-60953-9\\_12](https://doi.org/10.1007/978-3-319-60953-9_12)
- HAYDEN Markus C., Martin WEIß, Alice PECHRIGGL and Daniel WUTTI (2018): “Insights into University Knowledge Transfer in the Social Sciences and Humanities (SSH) and Other Scientific Disciplines – More Similarities than Differences”, *Frontiers in Research Metrics and Analytics*, 3.32. [doi: 10.3389/frma.2018.00032](https://doi.org/10.3389/frma.2018.00032)
- HE, Zhongqing, Xiaohong DAN, Yameng LIANG and Jing ZHAO, trans. (2024): 韩礼德功能语法导论 (第4版) [M.A.K. Halliday and C.M.I.M. Matthiessen’s *Halliday’s Introduction to Functional Grammar*, 4th edition], Beijing: Commercial Press.
- HOANG Van Van (2021): “Systemic Functional Linguistics in Translation The Case of Translating M. A. K. Halliday’s *An Introduction to Functional Grammar*, Second Edition, from English into Vietnamese”, *Linguistics and the Human Sciences*, 15.1, pp. 52-96.
- KAPLAN, Nora and Jorge ARÚS-HITA (2021): “Estudios de Lingüística Sistémico-Funcional en/del Español”, *Revista Signos. Estudios de Lingüística*, 54.105 (special issue), pp. 141-147.
- KARIMI, Neda (2023): “On Language and Linguistics in Health: Christian Matthiessen and Health Communication Research”, *Theorizing and Applying Systemic Functional Linguistics: Developments by Christian M.I.M. Matthiessen*, ed. Wang Bo and Ma Yuanyi, London, Routledge, pp. 230-246.
- KHORINA, Mulyati and Danny NUGRAHA (2022): “Construing Structure in Engineering Texts in the Framework of SFL”, *Jurnal Bahasa Inggris Terapan*, 8.1, pp. 53-61.
- LARSEN-FREEMAN, Diane (2015): “Saying What we Mean: Making a Case for ‘Language Acquisition’ to Become ‘Language Development’”, *Language Teaching*, 48.4, pp. 491-505.
- LI, Juyuan, Haiye CHEN, Zhihui SHANG and Hongyan LI, trans. (2022): 通过意义识解经验——基于语言的认知研究 [translation of M.A.K. Halliday, M.A.K. and Christian Matthiessen’s *Construing Experience through Meaning: A Language-Based Approach to Cognition*], Hangzhou, Zhejiang Gongshang University Press.
- MARTIN, J.R. (1992): *English Text: System and Structure*, John Benjamins, Amsterdam.

- (1998): “Linguistics and the Consumer: The Practice of Theory”, *Linguistics and Education*, 9.4, pp. 411-448.
- (2013): *Systemic Functional Grammar: A Next Step into the Theory – Axial Relations*. (Chinese translation and extensions by Wang Pin and Zhu Yongsheng), Beijing, Higher Education Press.
- MARTIN, J.R. & David ROSE (2007): *Working with Discourse: meaning beyond the clause*. London: Continuum.
- MATTHIESSEN, Christian M.I.M. (2004): “The Evolution of Language: A Systemic Functional Exploration of Phylogenetic Phases”, *Language Development: Functional Perspectives on Evolution and Ontogenesis*, ed. Geoff Williams and Annabelle Lukin, London, Continuum, pp. 45-90.
- (2006): “Frequency Profiles of Some Basic Grammatical Systems: An Interim Report”, *System and Corpus: Exploring Connections*, ed. Susan Hunston and Geoff Thompson, London, Equinox, pp. 103-142.
- (2012): “Systemic Functional Linguistics as Applicable Linguistics: Social Accountability and Critical Approaches”, *D.E.L.T.A. (Revista de Documentação de Estudos em Lingüística Teórica e Aplicada)*, 28, pp. 437-471.
- (2013): “Applying Systemic Functional Linguistics in Healthcare Contexts”, *Text & Talk*, 33.4-5, pp. 437-466.
- (2014): “Applicable Discourse Analysis”, *Developing Systemic Functional Linguistics: Theory and Application*, ed. Fang Yan and Jonathan Webster, London, Equinox, pp. 135-205.
- (2015a): “Halliday on Language”, *The Bloomsbury Companion to M.A.K. Halliday*, ed. Jonathan Webster, London and New York, Bloomsbury.
- (2015b): “Halliday’s Probabilistic Theory of Language”, *The Continuum Companion to M.A.K. Halliday*, ed. Jonathan Webster, London and New York, Continuum, pp. 203-241.
- (2023): *System in Systemic Functional Linguistics: A System-Based Theory of Language (Key Concepts in Systemic Functional Linguistics)*, Sheffield, Equinox.
- (forthcoming a): “Systemic Functional Linguistics: Transdisciplinarity”, *Routledge Handbook of Transdisciplinary Systemic Functional Linguistics*, ed. Rebekah Wegener, Akila Sellami-Baklouti, Anne McCabe and Lise Fontaine, London, Routledge.
- (forthcoming b): “Some Reflections on the Semiotic Processing of Communicable Diseases”, *Multimodal Studies: Empirical Research and Theoretical*

- Exploration/Reflection/Innovation*, eds. Hailing Yu and Christian M.I.M. Matthiessen, London, Routledge.
- MATTHIESSEN, Christian M.I.M. and Kazuhiro TERUYA (2024): *Systemic Functional Linguistics: A Complete Guide*, London, Routledge.
- MWINLAARU, Isaac N. and Winfred W. XUAN (2016): "A Survey of Studies in Systemic Functional Language Description and Typology", *Functional Linguist*, 3.8. <https://doi.org/10.1186/s40554-016-0030-4>
- NESBITT, Christopher N. and Guenter PLUM (1988): "Probabilities in a Systemic Grammar: The Clause Complex in English", *New Developments in Systemic Linguistics*, vol. 2: *Theory and Application*, ed. Robin P. Fawcett and David Young, London, Frances Pinter, pp. 6-39.
- NOBLE, Denis (2016): *Dance to the Tune of Life: Biological Relativity*, Cambridge, Cambridge University Press.
- NOBLE, Raymond and Denis NOBLE (2023): *Understanding Living Systems*, Cambridge, Cambridge University Press.
- O'DONNELL, Mick (2021): UAM Corpus Tool. <http://www.corpustool.com/index.html>
- PIKE, Kenneth L. (2001): "Reminiscences by Pike on Early American Anthropological Linguistics", *SIL Electronic Working Papers* 2001-001, May 2001.
- REY VELASCO Elena, Hanne Saederup PEDERSEN and Timothy SKINNER (2022): "Impact Diabetes B2B Collaboration Group Analysis of Patient Cues in Asynchronous Health Interactions: Pilot Study Combining Empathy Appraisal and Systemic Functional Linguistics", *JMIR Formative Research*, 6.12, e40058. <https://formative.jmir.org/2022/12/e40058>
- SEUREN, Pieter A.M. (1998): *Western Linguistics: An Historical Introduction*, Oxford, Blackwell.
- STOIAN, Claudia, Jorge ARÚS-HITA and Christian M.I.M. MATTHIESSEN (forthcoming): Accessibility and Appliability in Systemic Functional Linguistics, Special Issue of *Language, Context and Text: The Semiotic Forum*.
- TREVISAN, Piergiorgio and Adolfo M. GARCÍA (2019): "Systemic Functional grammar as a Tool for Experimental Stimulus Design: New Applicable Horizons in Psycholinguistics and Neurolinguistics", *Language Sciences*, 75, pp. 35–46.
- WANG, Bo and Yuanyi MA (2022a): *Introducing MAK Halliday*, London, Routledge.

- , eds. (2022b): *Key Themes and New Directions in Systemic Functional Translation Studies*, London, Routledge.
- WEBSTER, Jonathan, ed. (2015): *The Bloomsbury Companion to M.A.K. Halliday*, London, Bloomsbury.
- XUAN, Winfred W. (2022): *Writing as Meaning-Making: A Systemic Functional Linguistic Approach to EFL Writing*, Singapore, Springer.
- XUANWEI, Peng, Zhao XIUFENG and Zhang ZHENG, trans. (2010): 功能语法导论 [M.A.K. Halliday's *An Introduction to Functional Grammar*, 2nd edition], Beijing, Foreign Language Teaching and Research Press.
- YAMAGUCHI, Noboru and Hisao KAKEHI, trans. (2001): Michael Halliday's *An Introduction to Functional Grammar*, 2nd edition (in Japanese), Tokyo, Kuroshio Publishers.