

BEYOND THE SURFACE: UNMASKING SYSTEMIC FUNCTIONAL GRAMMAR LENS TO ECOLOGICAL DISCOURSE ANALYSIS IN "THE NECKLACE"

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Abstract

Eco-linguistics is a new field of linguistics that combines linguistics with ecology. In 1972, Einar Haugen was the first to use the term "ecology" in linguistics and to define the term "language ecology." The purpose of this study is to examine an ecolinguistic viewpoint on Guy de Maupassant's short story "The Necklace." This study aims to observe how lexico-grammatical elements elucidate the discourse as eco-destructive, and how the story reflects the discourse's ecological orientation from an ecolinguistics perspective. The study is descriptive. The qualitative approach is used. The data analysis of this study has included content/textual analysis. Halliday's systemic Functional Grammar (1990) is taken as a tool to analyze the function of the discourse. Naess's ecosophy (1995) is used to describe the ecological orientation of the discourse. The original text of the discourse is the sample of the study. To evaluate the discourse as eco-destructive discourse and ecological orientation of the discourse, the researcher focused on two metafunctions of SFG: ideational and interpersonal metafunctions. The findings of the study demonstrated that the lexico-grammatical aspects explain how the discourse "The Necklace" is ecologically destructive. The identified processes through ideational metafunctions and the high degree of modality in interpersonal metafunctions provide the true reflections of eco-destructive discourse in the story "The Necklace". The ecological orientation of the discourse also leads to destruction. Naess's (1985) idea about ecosophy also reflects that Ecological Discourse Analysis of the story (Discourse) opposes his concept of ecosophy "LIVING". The protagonist of the story cannot live well-being, valued, sustainable, and cared for life. In other words, eco-

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destructive discourse is opposing the ecosophy, sustainability, and value of living life.

Keywords: *Discourse; Ecolinguistics; Ecological Orientation; Ecological discourse analysis; Eco-destructive discourse.*

INTRODUCTION

Einar Haugen was the first who introduced the term 'ecology' in linguistics and defined Language ecology in 1972 as "language ecology is the interaction between any given language and its environment." Society, which uses the language as codes is the true environment. For him, the environment is not the physical setting but the social and cultural setting in which the people/speakers speak the language. The ecology of language is psychological (language resides in the individual's mind) and sociological (that language exists in society and communities). So, the people who learn, use, and transfer a language are the ones who have the most influence on its environment (Haugen, 1972). Eco-linguistics is an emerging branch in linguistics; the combination of linguistics and ecology (Wu, 2018; Zuo, 2019). Ecolinguistics analysis is defined as the influence of language on sustainable relationships between human-to-human, organism-to-organism, and environment-to-organism relationships. The primary objective of eco-linguistics is to know how language explores the development of relationships, sustaining them, or destroying them among individuals, other species, and surroundings.

Zuo (2019) discussed that ecological discourse analysis is a subset of Eco-linguistic studies that puts emphasis on how language is used in the environment. Its emergence and evolution are intricately related to incredible advancements in research, industry, and commerce as well as people's improved living standards. If the interaction among different individuals/persons, species, and the external environment is defined as ecology, language plays a crucial part in how individuals develop relationships with those ecosystem elements. According to Alexander & Stibbe (2014, p. 2), discourse involves different linguistic features used by different speakers about the world. The linguistic features when assembled, produce certain specific models of reality. Humans construct relationships using those models and linguistics features with the real world, is the chief concern of eco-linguistics. The linguistic features used in discourses enable researchers to analyze a discourse by using an ecological perspective. So, analyzing discourses using ecological perspectives is

considered ecological discourse analysis. According to Song & Tang (2020), while studying ecolinguistics, ecological discourse analysis has become an important topic to discover. Ecolinguistics looks at linguistic phenomena through the lens of ecological theory. The precept normative framework is "ecosophy." In light of this concept, eco-linguists must evaluate and critique people's thoughts and decisions based according to their own "ecosophy" to fulfill their societal obligations as researchers.

Two important research paradigms are typically identified and extensively used in ecolinguistics; Haugen's Model of ecology and Halliday's Model of systemic functional grammar. Wei & Ruijie (2017, p.56) described that the connection between language and environment is discussed in Haugen's model, but the impact of language use in the real environment is discussed in Halliday's model. Human beings use language to identify the world, realize the experiences, create meanings, and construct the world. According to Halliday (2007), the linguistic features used by human beings built their connection with other organisms in the natural ecological system. Language, Halliday (2007) stated, constructs reality and is a source of interceding society. Therefore, it must be the social and ecological responsibility of linguists to create awareness about the protection of the real native environment among humans (Halliday, 2001).

The present research explores the linguistic features in the short story "The Necklace" by applying Halliday's model (1990) of Systemic functional Grammar (SFG) adopting ecosophy as the normative framework proposed by Stibbe (2015). Ecolinguistics examines language to uncover the stories we live by, evaluates those stories in light of an ecosophy, rejects tales that contradict the ecosophy, and helps to the quest for new stories to live by (Stibbe, 2015, p.183).

Guy De Maupassant is the author of "The Necklace" (Aug 5, 1850 - Jul 6, 1893). He was a short-story writer from France. He was broadly observed as one of the fathers of contemporary short tales. His stories were excellent psychological studies. They were not trying to be moral, but they did convey the significance of moral ideals in some way. "The Necklace" is a well-known and well-liked piece by Maupassant. It is the story of a poor lady with conceited dreams to flaunt her wealth in high society. She was given the option to do so. At the same time, she committed a mistake for which she had to pay the price for

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*the rest of her life. Mathilde Loisel, the story's primary heroine, was a poor lady who wished to be affluent and is painfully conscious of her middle-class status. She was a dissatisfied lady, and her dissatisfaction fueled her conflict with herself and others. The theme of the story suggests tragedy, disaster, and destruction in Matilda's life. Stibbe (2015) categorized discourse in the book "Ecolinguistics: Language, Ecology and the Stories We Live By" by providing a normative framework of "Ecological Discourse Analysis" as **eco-beneficial, eco-destructive, and eco-ambivalent discourse**. As the primary objective of ecolinguistics is to know how language explores the development of relationships, sustaining them, or destroying them among humans, other organisms, and the environment (Stibbe 2015). So, this discourse/short story is analyzed focusing on how lexico-grammatical features help to sustain or destroy life keeping in mind Stibbe's ecosophy for Ecological Discourse Analysis. Halliday's systemic functional grammar (SFG) as a tool for eco-linguistic analysis is used to analyze discourse ecologically. The rationale to use SFG to investigate how the lexico-grammatical features help to categorize discourse as eco-destructive, eco-beneficial and eco-ambivalent discourse.*

1.1 RESEARCH OBJECTIVES

The objectives of the research are:

- i. To analyze the lexico-grammatical features elucidating the discourse as eco-destructive by using Halliday's model of SFG in "The Necklace".*
- ii. To investigate the ecological orientation of the discourse in "The Necklace" by adopting Naess's concept of ecosophy?*

1.3 SIGNIFICANCE OF THE STUDY

By analyzing "The Necklace" through an eco-linguistic lens, this research will demonstrate how language can both reflect and shape our ecological worldview. It will underscore the power of language to promote or hinder sustainable practices. This research will also encourage a critical examination of literary texts, revealing their underlying ecological messages. It will empower readers to question the values and assumptions embedded in the stories they consume. By understanding how language can shape our relationship with the environment, this research can contribute to the development of more sustainable and equitable societies. Ultimately, this research aims to inspire

readers to think critically about the ecological implications of language and to promote a more sustainable and harmonious relationship between humans and language.

2. LITERATURE REVIEW

Zellig Harris coined the phrase 'discourse analysis' in 1952. He believes that discourse analysis is a method for examining interconnected conversation or text that goes far above the scope of descriptive linguistics and its limitations of a single sentence at the moment (Kamalu & Osisanwo, 2015). Cook (1989) defined discourse as the use of words in conversation (Brown & Yule, 1983). Discourse analysis focuses on the study of spoken and written language in its context. "Language in Use" refers to the set of principles, norms, and standards that bind language to circumstances. Discourse analysis is the study of how language is structured above the sentence level. Sometimes the term 'text' is used instead of 'discourse.' He further described that discourse is defined as the use of language to express anything that appears to be cohesive but does not necessarily match a correct sentence or set of correct phrases. According to him, discourse analysis is the quest for what provides speech coherence.

Miao & Zhao (2018, p.42) found that ecological discourse analysis encompasses both ecological discourse and ecological-oriented discourse in general. The first is primarily concerned with environmental discourse, whereas the second focuses on the study of both ecological and non-ecological components of the language system, as well as the exploration of ecological factors in all forms of discourse. According to Huang (2016, p. 56), the two parts of ecological discourse analysis, in this opinion, are complementary and should not be explored individually.

The Haugen model, which focuses on the relationship within language and context, and the Halliday model highlights the impact of language on the living environment, are the two contemporary models in eco-linguistics. According to Halliday (2009), SFG is a real concern framework targeted at addressing linguistic challenges. He also argues that language becomes a means to intervene in social and political life that seems to be an essential goal in SFG research. This idea may be used to answer both language issues in ecology and language problems in ecology. As a result, systemic functional grammar is taken as a useful tool to analyze the discourse ecologically (Haung & Xin, 2013, p.10).

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According to He & Rong (2017), the theory of systemic functional linguistics and its subsystems (i.e. transitivity system, mood and modality system, textual system, and so on) are incorporating the analyzing the discourse ecologically. They built a transitivity analysis model representing the peculiarities of global environmental discourse. Zhao (2016) investigates the ecological evaluation report of silver hake by developing a case study and analyses the development of nonhuman identification of species using three categories (register, semantically, and vocabulary - Grammaticals) on systemic functional perception.

Huang (2018) uses systemic functional linguistics to conduct an eco-oriented study of Emily Dickinson's poems, focusing on meta-function and grammatical metaphor. As a result, using the transitivity framework and modality and mood theory, this research intends to rigorously reveal the environmental understanding of discourse transmission via the lens of systematic functional linguistics, in terms of improving an individual's ecological awareness and behavior. Halliday (1990) has given three metafunctions in systemic functional grammar; Ideational, Interpersonal, and Textual metafunctions. Song & Tang (2020) in his study give a detailed description of researching the genre of ecological discourse analysis by using three metafunctions proposed by Halliday. They found that People's ecological choices are directly represented through modalities. True, if the high modality or clear individual positioning is used, the argument has a considerably bigger impact. A high grade of modality would produce greater advantages for an eco-beneficial proposal than the low grade of modality. A high grade of modality in an eco-destructive argument would result in more devastation than a low grade of modality. As a result, the modality degree/grade system must be enlarged to fit the ecolinguistic goal. Researchers can classify the negative or positive aspects of a modality in discourses using this modality system.

3. MATERIALS AND METHODS

The research is descriptive. The present study is conducted to describe the lexico-grammatical features incorporating ecological orientation of the discourse. The original text "The Necklace" is taken as a sample. The story is comprised of 315 clauses labeled by the researcher herself. The data analysis of this study has included content/textual analysis.

RATIONALE OF THEORETICAL FRAMEWORK FOR ECOLOGICAL DISCOURSE ANALYSIS FROM THE PERSPECTIVE OF SFG

Halliday's systemic Functional Grammar (1990) is used as a tool to analyze the function of the discourse. The researcher here focused on the three metafunctions of SFG to analyze discourse ecologically. The primary objective of ecolinguistics is to create a sustainable relationship between human beings and other organisms. So, while analyzing lexico-grammatical features, this primary objective is achieved by following Naess's (1995) concept of ecosophy "Living". Language helps to develop a discourse. Language enables the reader to know about society and the surrounding world. Naess's (1995) concept of ecosophy deals with the balanced, harmonious, sustainable, and well-being of life. This ecosophy establishes an annexure with ecological discourse analysis while investigating the lexico-grammatical features by using SFG. Discourses are divided into three categories:

- i. Eco-beneficial Discourse*
- ii. Eco-destructive Discourse*
- iii. Eco-ambivalent Discourse (Stibbe, 2015)*

Stibbe (2015) describes that beneficial discourse refers to the discourse which inspires persons to safeguard the life-supporting system. Promoting this discourse as an alternative way of telling stories is its significant purpose. The co-relation between texts and the environment should be harmonious, balanced, and sustainable in beneficial discourse. If the discourse conveys such ecological meanings, it is considered as eco-beneficial discourse. Destructive discourse refers to the discourse which did not encourage people to support the sustainable system of life. So, if the discourse provides opposite meanings to beneficial discourse, it is known as eco-destructive discourse. The discourses which do not have clear meanings, some positive and negative meanings, or contradicted meanings are considered as ambivalent discourses. For example, the discourses representing plants, animals, rivers, and forests, if analyzed ecologically reflect eco-ambivalent discourses (Stibbe 2015, pp. 26-30). The researcher analyses the discourse "The Necklace" to identify the category of discourse proposed by Stibbe (2015).

Halliday proposed the idea that language construes reality and analyzing linguistic features, ecology plays its profound role. For analyzing discourse to protect the system of life; ecolinguistics provides a framework. The examination

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of life-dependent ecologies is the emphasis of ecolinguistics' approach to systemic functional linguistics (Almurashi, 2016; Dash, 2019; Gul, et al. 2021). This theory is about language, context, and grammar. Halliday (1994) categorized language into three metafunctions:

Sr. No	Types of Process	Meaning	Role of Participant	Meaning
1	Material Process	Doing and occurring process	Actor and Goal Beneficiary and Recipient	Actor: The entity that executes the action is referred to as an actor Goal: entity to whom the action is extended/affected by the action Beneficiary: entity for whom something/action is done Recipient: the entity that receives the action.
2	Mental Process	Process of sensing, seeing, feeling, thinking	Sensor and Phenomenon	Sensor: the entity who senses(feels, contemplates, and observes) something Phenomenon: the entity what is felt, contemplated, and observed
3	Behavioral Process	Process of behaving	Behavior	Behavior:
4	Verbal Process	Process of saying	Sayer, Reciever, Verbiage,	Sayer: the entity who says something/the addresser Receiver: the entity who receives something/the addressee Verbiage: entity what is said/the content what is being said
5	Existential Process	Process of existing	Existent	Existent: the entity which exists i.e. thing, person, abstraction, institution, etc.

6	Relational Process	<p>Process of being</p> <ol style="list-style-type: none"> a. Intensive Relational Process (X is Y) b. Possessive Relational Process (X has Y) c. Circumstantial Relational Process (X is on/at/in Y) 	<p>Participants' roles are Token and Value if the process is Identifying. If the process is Attributive, the role of participants is Carrier and attribute.</p>	<p>Token and Value If the identifying process can be passivized, then the subject is always the Token in the active form (the Value, of obviously, being the counterpart). Token symbolizes Value.</p> <p>Carrier and Attribute Attributive processes are non-passivizable clauses. That is to say, the Carrier is always the grammatical subject.</p>
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- i. Ideational Metafunctions (realized through experiential and logical function)
- ii. Interpersonal Metafunctions (realized through the relationship between text and reader, mood and modality) and,
- iii. Textual Metafunctions (realized through the concept of theme and rheme)

i. IDEATIONAL METAFUNCTIONS

An experiential function is also known as the transitivity system. Ideational metafunctions elucidate that experience is a kind/form of process. It is about how actions are articulated through the 'meaning' process, and it uses the verb transitivity system to show how actors are linked to the actions. The system of transitivity has three elements:

- i. The process itself (realized through verb phrase, action)
- ii. Participants (realized through noun phrase, who is involved in the action)
- iii. Circumstances associated with process (expressed by adverb phrase and a prepositional phrase, it also answers the questions where, why, when, and how)

Halliday has given six types of processes in the system of Transitivity. The following is the detailed description of Processes:

ii. INTERPERSONAL METAFUNCTIONS

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Lashari & Bughio (2014) stated that interpersonal metafunctions focus on who is speaking to whom. What is the relationship between them; speaker and listener, reader and writer, reader and text? This relationship is identified through modality, mood, using imperative sentences, enquiring the text nearer to reality and to focus the addressees Zhuanglin (1988) pointed out that the interpersonal metafunctions incorporate the aspects of language to represent individual and societal interactions. This comprises the numerous methods in which the speaker enters and exits a communication situation.

According to Halliday (2002), the use of modality expresses the interpersonal metafunctions mostly. Modality is defined as it is the intermediary use that ranges between yes or no, extremely positive, and extreme negative. For example, yes or no can be identified from the use of probable, possible, certain, usual, often, etc. expressions. The scales of modality are further categorized into three levels, high degree modality, medium degree modality, and low degree modality.

iii. TEXTUAL METAFUNCTIONS

Textual metafunctions are the third part of Halliday's SFG. Halliday & Hassan (1976) defined text as "any passage, spoken or written, of whatever length, that does form a unified whole". The textual metafunctions refer that language can turn any segment of spoken or written speech into a cohesive and integrated text. Even though two sentences may get similar ideational and interpersonal roles, they are not the same phrases. So, their textual coherence will be different (Zhuanglin, 1988: 315). Textual metafunctions are divided into two categories; Theme and Rheme. Halliday defines a Theme as "the point of departure for the clause" (Halliday, 1967). The remainder of the clause that is located after the Theme is called the Rheme by Halliday (2008).

4. DATA ANALYSIS

In this section, the researcher has analyzed the story (discourse) ecologically identifying the lexico-grammatical features by using SFG as a tool by Halliday (1996). Further, it (story) is analyzed from the ecolinguistic perspective to know whether there is the sustainability of life or not by using Naess's (1995) concept of ecosophy.

4.1 AN ECO-LINGUISTICS ANALYSIS BY USING IDEATIONAL METAFUNCTIONS

Ideational metafunctions have both experiential and logical implications, and they are achieved via a transitivity framework. The ecological perspective is identified through transitivity analysis processes in the story (discourse) which will reflect the people’s ecological preferences. In the story “The Necklace” Matilda’s ecological preferences are identified through her emotional attitude and the actions that take place in the story. The processes in the clauses provide ecological linguistic analysis in the story. The lexico-grammatical features are also identified through transitivity analysis which reflects on the eco-destructive discourse.

The following is the analysis:

4.1.1 MATERIAL PROCESSES

<i>Actor</i>	<i>Material Process</i>	<i>Goal</i>	<i>Circumstance</i>	<i>Clause No.</i>
<i>She</i>	<i>Consented to marry</i>	<i>A small clerk</i>	<i>In the Ministry of Public Instruction</i>	<i>9</i>
<i>She</i>	<i>Dressed</i>	<i>-</i>	<i>Plainly (how)</i>	<i>10</i>
<i>She</i>	<i>Could not afford</i>	<i>-</i>	<i>To be elegant</i>	<i>11</i>
<i>She</i>	<i>Had married</i>		<i>Beneath her (PP)</i>	<i>13</i>
<i>She</i>	<i>Spent</i>	<i>Whole days</i>	<i>In tears, grief, regret, despair and misery</i>	<i>23</i>
<i>Her husband</i>	<i>Returned</i>	<i>Home</i>	<i>One evening in triumph with a large envelope in his hand</i>	<i>24</i>
<i>She</i>	<i>Tore open</i>	<i>The envelope</i>		<i>26</i>
<i>She</i>	<i>Drew out</i>	<i>The printed card</i>	<i>With the following inscription “The Minister of Public Instruction have the honor to request the company of Mr. and Madame Loisel at Home at the Education Office on Monday, January 18th.”</i>	<i>27</i>
<i>She</i>	<i>Flung</i>	<i>The invitation</i>	<i>Irritably on the table</i>	<i>29</i>
<i>She</i>	<i>Paid her visit</i>	<i>To her friend</i>	<i>Next day</i>	<i>87</i>
<i>Madame Forestier</i>	<i>Went</i>	<i>To her wardrobe</i>	<i>-</i>	<i>88</i>
<i>She</i>	<i>Took out</i>	<i>A large jewel case</i>	<i>-</i>	<i>89</i>
<i>She</i>	<i>Placed it open</i>	<i>Before her friend</i>	<i>-</i>	<i>90</i>
<i>She (Matilda)</i>	<i>Discovered</i>	<i>A black satin case</i>	<i>With a superb diamond Necklace</i>	<i>97</i>
<i>She</i>	<i>Took</i>	<i>It out</i>	<i>-</i>	<i>99</i>

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<i>Actor</i>	<i>Material Process</i>	<i>Goal</i>	<i>Circumstance</i>	<i>Clause No.</i>
<i>She</i>	<i>Took off</i>	<i>Her wraps</i>	<i>In front of mirror (After the party)</i>	144
<i>She</i>	<i>Turned</i>	<i>To him</i>	<i>In dismay</i>	150
<i>Her husband</i>	<i>Returned</i>		<i>About seven O'clock</i>	174
<i>He</i>	<i>Had not found</i>	<i>The diamonds</i>	-	175
<i>He</i>	<i>Applied</i>	<i>To police</i>	-	176
<i>He</i>	<i>Advertised</i>	<i>A reward</i>	<i>In the newspaper</i>	177
<i>He</i>	<i>Made inquiries</i>	<i>Of cabs</i>		179
<i>He</i>	<i>Visited</i>	<i>Every place</i>	<i>But in vain</i>	180
<i>They</i>	<i>Gave up</i>	<i>All Hope</i>	<i>After a week</i>	191
<i>They</i>	<i>Took</i>	<i>The empty case</i>	<i>To the jeweler on the following day</i>	193
<i>They</i>	<i>Went</i>	<i>From jeweler to jeweler</i>	<i>To find a necklace exactly like that</i>	197
<i>They</i>	<i>Found</i>	<i>A diamond necklace</i>	<i>At last in the Palais Royal (Shop)</i>	199
<i>He</i>	<i>Raised</i>	<i>Loans</i>	<i>In all quarters (after agreeing with the jeweler to buy the necklace)</i>	208
<i>The maid</i>	<i>Was dismissed</i>		-	231
<i>The flat</i>	<i>Was given up</i>		-	232
<i>They</i>	<i>Moved</i>	<i>To a garret</i>	-	233
<i>She</i>	<i>Undertook</i>	<i>All the rough household work</i>	-	234
<i>She</i>	<i>Did</i>	<i>The odious duties</i>	<i>Of the kitchen</i>	235
<i>She</i>	<i>Washed up</i>	<i>The dishes</i>	<i>After meals</i>	236
<i>It</i>	<i>Ruined</i>	<i>Her pink fingers</i>	-	237
<i>She</i>	<i>Washed</i>	<i>The linen, the shirts and the dusters</i>	-	238
<i>She</i>	<i>Carried down</i>	<i>The sweepings</i>	<i>To the street</i>	240
<i>She</i>	<i>Dressed</i>		<i>Like the working woman</i>	242
<i>Her husband</i>	<i>Spent</i>	<i>His evenings working</i>	<i>At some tradesman's accounts</i>	248
<i>He</i>	<i>Copied</i>	<i>Papers</i>	<i>At night at five sous a page</i>	249
<i>This existence</i>	<i>Went on</i>		<i>For ten years</i>	250
<i>They</i>	<i>Had paid off</i>	<i>Each penny</i>	<i>At the end of that time</i>	251
<i>She</i>	<i>Had become</i>	<i>They poor man's wife</i>		255
<i>She</i>	<i>Went</i>		<i>For a stroll in the Champs Elysees, One Sunday</i>	271
<i>Madame Forestier</i>	<i>Stopped</i>	<i>Dead</i>	<i>After listening the story (of returning the diamond necklace)</i>	305

<i>Actor</i>	<i>Material Process</i>	<i>Goal</i>	<i>Circumstance</i>	<i>Clause No.</i>
<i>Madame Forestier</i>	<i>Seized</i>	<i>Her hands</i>	<i>In great distress</i>	<i>310</i>

(Note: The italicized text in the table is the original text of the story “The Necklace”)

4.1.2 MENTAL PROCESSES

<i>Sensor</i>	<i>Mental Process</i>	<i>Phenomenon</i>	<i>Circumstance</i>	<i>Clause No</i>
<i>She</i>	<i>Had no hope of meeting</i>	<i>A wealthy man</i>	-	<i>5</i>
<i>She</i>	<i>Felt</i>	<i>As unhappy</i>	-	<i>12</i>
<i>Her husband</i>	<i>Had hoped</i>	<i>For her</i>	<i>To be delighted</i>	<i>28</i>
<i>She</i>	<i>Looked</i>	<i>At him</i>	<i>In exasperation</i>	<i>38</i>
<i>He</i>	<i>Saw that</i>	<i>His wife was</i>	<i>In tears</i>	<i>43</i>
<i>He</i>	<i>Was distressed</i>	-	<i>Greatly</i>	<i>51</i>
<i>He</i>	<i>Turned pale</i>	-		<i>60</i>
<i>She</i>	<i>Gazed</i>	<i>At herself</i>	<i>In rapture (after finding the Necklace)</i>	<i>100</i>
<i>She</i>	<i>Attracted</i>	<i>The attention of minister himself</i>	-	<i>114</i>
<i>He (jeweler)</i>	<i>Consulted</i>	<i>His books (after the loss of the necklace)</i>	-	<i>194</i>
<i>The necklace</i>	<i>Seemed</i>	<i>To them</i>	<i>Exactly like the other (they found a necklace)</i>	<i>200</i>
<i>The jeweler</i>	<i>Agreed</i>	<i>to sell it</i>	<i>To them for thirty six</i>	<i>202</i>
<i>Madame Loisel</i>	<i>Became acquainted</i>		<i>With the horrors of extreme poverty now</i>	<i>226</i>
<i>Madame Loisel</i>	<i>Looked</i>	<i>An old woman</i>	<i>Now (After paying the debt)</i>	<i>254</i>
<i>She</i>	<i>Caught sight</i>	<i>A lady</i>	<i>With a child</i>	<i>272</i>
<i>She</i>	<i>Recognized</i>	<i>Madame Forestier</i>	-	<i>273</i>
<i>She (Madame Forestier)</i>	<i>Looked</i>	<i>Young and pretty</i>	-	<i>274</i>
<i>Her friend (Madame Forestier)</i>	<i>Did not recognize</i>	<i>Her (Matilda)</i>	-	<i>280</i>
<i>She</i>	<i>Smiled</i>	-	<i>With ingenuous pride and satisfaction (after</i>	<i>309</i>

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			<i>listening to the story of diamond necklace)</i>	
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(Note: The italicized text in the table is the original text of the story "The Necklace")

4.1.3 VERBAL PROCESSES

<i>Sayer</i>	<i>Verbal Process</i>	<i>Verbiage</i>	<i>Receiver</i>	<i>Circum.</i>	<i>Clause No</i>
<i>He</i>	<i>Cried</i>	<i>Here is something for you.</i>	-	-	25
<i>She</i>	<i>Exclaimed</i>	<i>What good is that of me</i>	-	-	30
<i>Her husband</i>	<i>Said</i>	<i>I thought you would be pleased</i>	-	-	31
<i>She</i>	<i>Exclaimed</i>	<i>What do you expect me to wear at a reception like that</i>	-	-	39
<i>He</i>	<i>Replied</i>	<i>Why that dress you always wear to the theater seems to me very nice.....</i>	-	<i>Hesitatingly</i>	41
<i>She</i>	<i>Replied</i>	<i>I haven't a frock. And so I cannot go to the reception...</i>	<i>To her husband</i>	-	47
<i>Her husband</i>	<i>Asked</i>	<i>How much do you think it would cost?</i>	-	-	53
<i>She</i>	<i>Said</i>	<i>I could manage with four hundred francs</i>	-	-	59
<i>He</i>	<i>Replied</i>	<i>I will give you four hundred francs</i>	-	-	66
<i>Her husband</i>	<i>Asked</i>	<i>What is the matter</i>	-	<i>One evening</i>	70

Sayer	Verbal Process	Verbiage	Receiver	Circum.	Clause No
<i>She</i>	<i>Answered</i>	<i>I have no jewelry to wear</i>	-	-	73
<i>Her husband</i>	<i>Exclaimed</i>	<i>Why don't you ask your friend, Madame Forestier, to lend you some jewelry</i>	-	-	82
<i>She</i>	<i>Said</i>	<i>Will you lend me this</i>	<i>To her friend (Madame Forestier)</i>	-	102
<i>She</i>	<i>Uttered</i>	<i>A cry</i>	-	<i>After the party (when she saw her in the mirror)</i>	146
<i>Her husband</i>	<i>Asked</i>	<i>What is the matter</i>	-		148
<i>She</i>	<i>Replied</i>	<i>I... I... have lost Madame Forestier's Necklace</i>	-	-	151
<i>He (After not finding the necklace)</i>	<i>Said</i>	<i>You must write your friend and tell her you have broken the catch of the necklace and that you are having it mended.</i>	-	-	185
<i>He</i>	<i>Said</i>	<i>We must take steps to replace the diamonds</i>	-	-	192
<i>She (Madame Forestier)</i>	<i>Said</i>	<i>I am afraid I do not know you- you must have made a mistake</i>	<i>To Matilda</i>	<i>Hesitatingly</i>	283
<i>Matilda</i>	<i>Replied</i>	<i>No, I am Matilda Loisel</i>	-	-	284
<i>She (Madame Forestier)</i>	<i>Uttered a cry</i>	<i>Oh, my poor, dear Matilda,</i>	-	-	285

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<i>Sayer</i>	<i>Verbal Process</i>	<i>Verbiage</i>	<i>Receiver</i>	<i>Circum.</i>	<i>Clause No</i>
		<i>how you have changed</i>			
<i>Matilda</i>	<i>Replied</i>	<i>Yes, I have been through a very hard time after losing the diamond necklace which I lend from you.</i>	-	-	288
<i>she</i>	<i>Told</i>	<i>I lost that necklace. To return that necklace I suffered a lot. It took years to pay off the debt</i>	<i>Her</i>	-	290
<i>Madame Forestier</i>	<i>Told</i>	<i>Oh, my poor Matilda, Mine was only the imitation. At the most that was worth five hundred francs</i>	-	-	315

(Note: The italicized text in the table is the original text of the story “The Necklace”)

4.1.4 RELATIONAL PROCESSES

Relational processes are of three types: possessive, identifying, and attributive. In possessive relational clauses which have a verb (to have) as the main verb where the Character talks about possessions.

4.1.4.1 POSSESSIVE RELATIONAL PROCESSES (X HAS Y):

<i>Possessor</i>	<i>Possessive Relational Process</i>	<i>Possessed</i>	<i>Circumstance</i>	<i>Clause No</i>
<i>She</i>	<i>Had</i>	<i>No pretty gowns, no jewels</i>		14
<i>She</i>	<i>Had</i>	<i>A wealthy friend</i>	<i>At school</i>	20

<i>Loisel</i>	<i>Had</i>	<i>Eighteen thousand francs left</i>	<i>To him by his father</i>	206
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4.1.4.2 Attributive Relational Processes (X is/was Y):

<i>Carrier</i>	<i>Attributive Relational Process</i>	<i>Attribute</i>	<i>Circumstance</i>	<i>Clause No</i>
<i>She</i>	<i>Was</i>	<i>The prettiest woman</i>	<i>In the room (Party)</i>	109
<i>Her head</i>	<i>Was</i>	<i>In whirl of joy</i>	-	110
<i>Its price (necklace)</i>	<i>Was</i>	<i>Forty thousand francs</i>	-	201
<i>She</i>	<i>Had</i>	<i>Become the poor man’s wife</i>	-	255
<i>Her hair</i>	<i>Was</i>	<i>Neglected</i>	-	256
<i>Her skirts</i>	<i>Was</i>	<i>Awry</i>	-	257
<i>Her hands</i>	<i>Were</i>	<i>Red</i>	-	258
<i>Her voice</i>	<i>Was</i>	<i>No longer gentle</i>	-	259

(Note: The italicized text in the table is the original text of the story “The Necklace”)

The above transitivity analysis gives a reflection on Halliday’s idea of “grammar construes” reality. The identified process helps to know the eco-linguistic perspective of the discourse.

4.2 AN ECO-LINGUISTICS ANALYSIS BY USING INTERPERSONAL METAFUNCTIONS

Interpersonal metafunctions are established through the participants’ interactions and the use of modality. The eco-linguistic angle in the story (discourse) “The Necklace” is analyzed mainly by the use of modality (by identifying the use of modal auxiliaries and the degree of the modality). The following is the analysis:

<i>Clauses</i>	<i>Ecological discourse orientation</i>	<i>Degree of modality</i>	<i>Clause no</i>
<i>Possessing neither dowry nor expectations, she had no hope of meeting a wealthy man, who would understand her, fall in love with her, and wed her</i>	<i>Subjective and explicit</i>	<i>The high degree of modality, Negative impact on people’s imagination</i>	4-7

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<i>Clauses</i>	<i>Ecological discourse orientation</i>	<i>Degree of modality</i>	<i>Clause no</i>
<i>What joy it would have given to her to attract, to charm, to be envied by women.</i>	<i>Subjective and explicit</i>	<i>The high degree of modality, Negative impact on people's imagination</i>	18
<i>I haven't a frock and so I cannot go to the reception</i>	<i>Subjective and explicit</i>	<i>The high degree of modality, Her strong view is not to go to the party if she will not have a good dress</i>	47-48
<i>I haven't any jewelry to wear, not even a brooch. I shall feel like a perfect pauper (poor). I would almost rather not go to the party.</i>	<i>Subjective and explicit</i>	<i>The high degree of modality, Her strong view is not to go to the party if she will not have good jewelry as well</i>	73-75
<i>Will you lend me this? I shouldn't want anything else.</i>	<i>Objective and implicit</i>	<i>Low-degree of Modality because she is requesting to buy the necklace and it is on the other person's view/ reply</i>	102-103
<i>If you had lost it in the street we should have heard it drop. It must be in the cab.</i>	<i>Objective and implicit</i>	<i>Low degree of modality because they are not sure where the necklace is lost</i>	159-160
<i>You must write your friend and tell her that you have broken the catch of the necklace and that you are having it mended. This will give us time to think things over.</i>	<i>Subjective and explicit</i>	<i>The high degree of modality. Taking responsibility for the lost necklace</i>	185-188
<i>You ought to have returned it sooner; I might have wanted to wear it.</i>	<i>Subjective and explicit</i>	<i>The high degree of modality because it is showing Madame Forestier's anger</i>	219-220

Clauses	Ecological discourse orientation	Degree of modality	Clause no
<p><i>What would have been the end of it if she had not lost the necklace? Who could say? Who could say? How strange, how valuable are the chances of life! How small a thing can serve to save or ruin you!</i></p>	<p><i>Subjective and explicit</i></p>	<p><i>The high degree of Modality Matilda is taking responsibility, for her distressed, dissatisfied, ruined life was because of the loss of the necklace</i></p>	<p>265-271</p>

(Note: The italicized text in the table is the original text of the story “The Necklace”)

The above analysis of interpersonal metafunctions represents the eco-linguistic analysis of the story “The Necklace”. The high degree of use of modality reflects that the discourse is eco-destructive. The lexico-grammatical features also reveal that the use of modality in the clauses of the story makes the discourse eco-destructive.

5. RESULTS AND DISCUSSION

*It is found from the eco-linguistic analysis of the discourse that lexico-grammatical features provide the true reflection of the eco-destructive discourse of the story “The Necklace”. The lexico-grammatical features investigated **profoundly that SFG helps to identify lexico-grammar of the discourse as destructive discourse through the ideational metafunctions and interpersonal metafunctions.** These metafunctions also reflect that **what happens in the story to construct a destructive relationship in the life of the protagonist.** It is found that the main protagonist of the story developed her life towards destruction and devastation. The lexico-grammatical features used by her in the story give the complete reflection on ecological destructive discourse and the discourse oppose the core of the concept of Naes’s ecosophy “Living”. This is identified by Stibbe’s (2015) framework of ecological discourse analysis and Naes’s ecosophy (1995).*

From the ecolinguistic viewpoint, the communication between human beings and other components may be accomplished through the process that can represent people's ecological preferences, according to Song & Tang (2020). The entire clause will be judged eco-beneficial if the procedure has a

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constructive impact on an individual's conceptions of human and nature connections; eco-beneficial. If the process has devastating, the entire clause will be regarded as environmentally harmful; eco-destructive. In determining whether a sentence explicitly reflects good or damaging meaning is unclear, we will simply describe it as ambiguous (p. 560).

Material, Mental, Verbal and Relational processes are found in the story (discourse). All the identified processes in the analysis show the dissatisfied nature of the main character (Matilda), her ecological preference was wealth which destroyed her life. Ultimately, the process brings negative influence on her conception of a wealthy life which reflects that it is eco-destructive discourse. From an ecolinguistic perspective, she destroyed her life. Her efforts seem to be towards the destruction and unsustainability of life and she led an unstable and not well-being life. This ecological discourse analysis opposes Naess's (1995) concept of ecosophy of well-being life and sustainability of life.

According to (Song & Tang, 2020 p. 561), the study of interpersonal metafunctions in ecological discourse explores how interpersonal resources in language represent human choices and views toward the environment. People's ecological choices are directly represented through modalities. A high degree of modality would produce greater advantages for an eco-beneficial argument/concept than a low degree of modality. A high degree of modality in an eco-destructive statement would result in more devastation than a low degree of modality.

*The participants/characters of the story (discourse) are husband and wife. The discussion between them reveals how they ruined their life because of **ONE FAKE NECKLACE**. Interpersonal metafunctions are analyzed in the story (discourse) ecologically by identifying the use of modality. In ecological discourse analysis, the usage of modalities reflects people's relationships with and attitudes toward the environment/settings. Here comes the concept of Haugen's mental environment. Haugen (1972) defined the environment in a very different way. He said that the environment is not the physical setting but the social and cultural setting in which the people/speakers speak the language. It means that the linguistic environment in the society and language which the people/speakers use in that society. The ecology of language is psychological*

(that language exists in the cognition of people) and sociological (that language exists in society and communities). Guattari (2009) gave three categories of ecology; environmental ecology, social ecology, and mental (psychological ecology). Environmental ecology - where everything may happen in terms of dynamic development and the worst environmental disasters; "Natural imbalances will become more reliant on human intervention," especially in the regulation of oxygenation, smog, and atmospheric carbon connections. Human interactions need to rebuild the relationships on all levels of society, according to social ecology. Subjective or mental ecology will lead to a reimagining of the subject's interaction with the body, psyche (unconsciousness), and consciousness (Guattari 2009). The above analysis shows clearly the mental environment of the main protagonist that she was not satisfied with her life and if she gets an opportunity to attend a party she ruined her life. The use of a high degree of modality and subjective-explicit orientation of the discourse is found in the story. Only at two points, a low degree of modality is identified. The purpose of the high degree of modality is that a person (character) is taking responsibility for the outcomes in his/her life whether beneficial or destructive. In the story "The Necklace" wherever the modal auxiliaries are used they are reflecting the ultimate destruction. In other words, the use of modality in this story is like a journey towards destruction. Matilda Loisel's hasted and dissatisfied nature compelled her to take responsibility for her suffered and ruined life in the last sentence which reflects the very strong use of modality. **"What would have happened if she hadn't misplaced the necklace?" Who is to say? Who is to say? How weird and priceless are life's chances! What a simple item may rescue or destroy you!"**

So, in eco-linguistic analysis, the lexico-grammatical features represent that a high degree of modality in an eco-destructive statement would result in more devastation than a low degree of modality (Song & Tang, 2020 p. 561). The story "The Necklace" has eco-destructive use of modality with high scale and it brought strong destruction in the story. From the angel of ecolinguistics, in the story, the characters cannot live a sustainable life and well-being life which reflects Naess's (1995) concept of ecosophy.

6. CONCLUSION

It is concluded that the application of the ideational and interpersonal metafunctions reveal that the selected discourse "The Necklace" emphasizes that how the linguistic features help people to live an ecological and sustainable

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life. If the linguistic features are not used positively, they ruined the life; one cannot live a balanced life (Naess, 1995; Stibbe, 2015). As it is found from the selected discourse; the main protagonist has ruined her life due to her extreme wishes and ultimately she cannot live even a mediocre life. So, to live a balanced and harmonious life, it is important for a person to be moderate and satisfied with his/her life.

Ecolinguistics is the study of how lexico-grammatical features impact the connection between humans and other species as well as their physical settings to maintain life (Alexander & Stibbe, 2014). Ecological discourse analysis, based on ecolinguistics, stresses the ecological awareness and idea generated that is expressed by language, environmental and eco-friendly concerns, particularly human attitudes toward other species and the human-environmental link. The major goal of ecological discourse analysis is to increase public knowledge of environmental sustainability and to promote a healthy ecosystem in the connection between humans and nature. (Stibbe, 2015; Halliday, 1990). The ecological orientation of the selected discourse represents that the protagonist lives an unstable, inharmonious, imbalanced, incompatible, and disagreeable life. The discourse opposes Naess's (1995) concept of ecosophy "LIVING". Naess (1995) states that "LIVING" the sustainable and balanced life, it is important for a person to live moderately.

It is also concluded that Halliday's model (1990) of SFG was the effective tool to analyze the lexico-grammatical features of the selected discourse "The Necklace". The eco-linguistic analysis through ideational and interpersonal metafunctions reveals that the language plays a vital role in finding a discourse destructive as the story was. The transitivity analysis and the high degree use of modality throw light on how the main protagonist brought destruction in her life. The clausal relationship also reflects light on it. In a nutshell, the transitivity system and the ecological modality system are useful and usable in ecological discourse analysis for an eco-linguistic analysis of the discourse. They offer a broad array to add significant values in life that may help with ecological discourse analysis to form a beneficial discourse.



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