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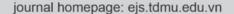
Analysis of interpersonal metafunction in text messages: A case study of group text messages among teachers of English at Viet Anh School

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ABSTRACT

This paper analyzes the interpersonal metafunction in text messages of teachers of English at Viet Anh School. The paper uses Systemic Functional Grammar as the theoretical framework which aims to investigate into a language from a qualitative approach. The aim of this paper is to discover how interpersonal metafunction is being served in text messages of teachers of English in terms of mood, speech function, modality, and personal pronouns. The analysis indicates that the teachers of English often use text messages for providing more information and demanding services by the dominant use of declarative clauses in their interaction. These teachers of English also perform their plans or desires about their future intention through the frequent use of modalities such as 'will', 'can' or 'could'. Through the analysis of personal pronouns, it can be clear that

the teachers of English tend to interact with each other by sharing their points of view rather than mentioning about other things or persons. Their social relation is shortened through the popular use of pronouns 'I', 'we' and 'you'. Thus, it can be concluded that the social relationship among teachers of English is established and maintained through the use of interpersonal metafunction.

1. Introduction

Text messaging has a significant effect on communication. It plays a vital role as a communicative tool since it has brought benefits for communication to users such as speed, security, and connection evaluated highly all over the world. According to Albasheer & Alfaki (2016) text messaging increases confidence and interaction in shy and lonely people. People interact with each other and share all kinds of information such as expressing their status, social and individual attitude by sending text messages. Ling (2005) realized that text messaging found a suitable position in our communication needs. Thanks to the application of this type of technology; therefore, a variety of different aspects of life are opened due to the positive impact of using text messaging.

Halliday and Matthiessen (2004) expressed that language functions build and maintain social relationship between writers and readers, so the way the texters apply their language in texting indicates about their behavior and attitude in getting the information from messages. In addition, the interpersonal metafunction refers to the interaction mechanism among users of language through organising messages to express opinions and establish relations between each other. According to Matthiessen (1995), interpersonal relationship denotes the relationship between interlocutors in identifying interpersonal meaning in their communication. Lock (1996) also pointed that interpersonal meaning refers to the form of action for making meaning in order to show

how people establish their language such as asking information, offering services and expressing their thought. Moreover, Halliday and Hasan (1989) stated that sentences in the text are viewed as an interaction among the interlocutors. Hence, through the interpersonal metafunction, the speakers and hearers can show their social status in their interpersonal relationships which are presented with clauses as exchange (Halliday, 1985).

The language in text messaging is such a diversified and functional language which can convey various meanings and purposes instead of face-to-face communication. The texters produce text messages in order to build and maintain the relationship on the base of the communication. It is found that a number of interpersonal relations are created through the wide use of text messaging. The interpersonal relation is then improved and developed through the interaction between the interlocutors. In addition, functional grammar is concerned by a number of researchers in the analysis of text which is used not only to view language as resource for making meaning, but also attempt to draw language in actual use and focus on text in context. For this reason, it can be clear that the function of language is created in the process of establishing social relationship with the impact of context.

Systemic Functional Grammar explains language in both functional and systemic perspectives, so it enacts social relationship maintained and creates effective interaction between the interlocutors in the performance of interpersonal metafunction. The study of interpersonal metafunction offers people an understanding of the mechanism by which interpersonal meanings are created as regards their social positions, attitudes and judgement (Nurhidayah, 2013). Thus, this paper makes the use of teachers of English' text messages and attempts to find out how the interpersonal metafunction is served in these text messages and how the social relationship among these teachers of English is expressed through their language in text messages. As a result, a current paper mainly focuses on the analysis of Interpersonal metafunction in terms of mood type, speech function, modality and personal pronouns in order to examine how interpersonal

metafunction in text messaging helps develop social relationship as well as improve the effectiveness of communication.

2. Literature review

2.1. Systemic functional grammar (SFG)

Systemic functional grammar (SFG), is often called Systemic Functional Linguistics (SFL), was introduced by Halliday in the 1960s and adapted by other researchers such as Ruqaiya Hasan and Christain Matthiessen. According to Eggin (1994), SFG is an approach to language that focuses on how people use language in their interaction in social life. In this approach, the study of language focuses on both systemic and functional features. According to Halliday (1994), it is called systemic since SFG's theory regards the language mainly on the meaning in that a language or any other semiotic systems are considered in a combination among the options. It is also functional as its scheme is to discover the way people use language. For work, a text can be categorized based on the meanings it makes rather than just the words that it uses. Therefore, SFG is designed for examining the language in an aspect of function rather than grammatical structure.

SFG is a framework for examining language based on its function. SFG is selected as the framework for the paper since it is designed to represent the overall system of grammar rather than only fragments (Halliday & Matthiensen, 2014). Halliday analyzes language into three metafunctions including ideational, interpersonal and textual metafunctions. Each of these metafunctions focuses on different aspects of the world with different modes of meaning of clauses. The present paper employed interpersonal metafunction for analysing the language in text messaging. Because of the diversity of texting language, the unit for analyzing in text messages are complex clauses which can be showed through the performance of lexico grammatical structures and semantic meanings. The analysis of interpersonal grammar will focus on the analysis of speech

functions, mood, modality and personal pronouns if they influence to the grammatical structure and meaning in the establishment of interpersonal metafunction. Thus, Systemic Functional Grammar is used as the theoretical framework for this study in order to discover the types of the interpersonal metafunction in text messages.

2.2. Metafunction in Functional Grammar

The function of language is concerned with experiential meaning and to establish interlocutors' social relationship (Halliday and Matthiessen, 2004). These functions are called metafunction. Halliday (1994) and Halliday and Matthiessen (2004) argued that all languages have three kinds of semantic components called metafunctions: ideational, interpersonal and textual metafuntion. Among them, Halliday and Matthiessen (2004) classified the ideational metafunction into two categories: experiential and logical. Each metafunction focuses on the different sides of the world and it is built upon various modes of meaning of clauses. Table 1 indicates the metafunctions and their reflexes in the grammar:

TABLE 1. Metafunctions and their reflexes in the Grammar (Halliday and Matthiessen, 2004, p.61)

Metafunction	Definition (kind of meaning)	Corresponding status in clause	Favoured type of structure
Experiential	Construing a model of experience	Clauses as representation	Segmental (based on constituency)
Interpersonal	Enacting social relationships	Clauses as exchange	prosodic
Textual	Creating relevance to context	Clause as message	culminative
Logical	Construing logical relations	-	iterative

According to Morley (2000), the experiential function is the one whereby a speaker expresses the prepositional content elements of his/her utterance, in other words communicates his/her ideas (p. 11). Whereas, logical function connects the

propositional concept and constituent together based on the basis of equality and subordination. In general, ideational metafunction demonstrates the use of language according to human experience. (Halliday & Matthiessen, 2004; Butt et.al., 2000). Textual metafunction facilitates users of language to organize the text in the logical and cohesive in accordance with their experience and its context. Moreover, "through the textual metafunction, one can draw a thematic structure to each element of the clause content by highlighting the element(s) in first position and giving it thematic prominence". (Morley, 2000, p.14).

2.3. *The interpersonal metafunction and the clause*

The clause presents the development of an exchange between the speaker and the listener (Halliday, 1994). Halliday and Matthiessen (2004: p.10) claimed that "the clause is the central meaning processing unit in the lexicogrammar". The clause complex is composed of clauses. The notion of clause complex is suggested in the use for placing of the traditional notion of sentence when it refers to the logico-semantic unit above the clause in order to add the traditional study on written language. A clause has meaning as an exchange in interpersonal metafunction. Interpersonal metafunction is a way to maintain relationship between the speakers and the hearers, therefore, it becomes a main tool for communication. According to Halliday (1994), it is through the interpersonal metafunction that "people establish, negotiate, and assume their position in social relationship, and it is concerned with clauses as exchange" (p. 68). The interpersonal metafunction reflects the tenor parameter with the aim to maintain the social relationship among interlocutors (Morley, 2000; Halliday & Matthiessen, 2004). Moreover, interpersonal metafunction is called 'language of action' since it is suggested that it is inherently two-way: interactive and personal (Halliday & Matthiessen, 2004; Thompson, 2014). Therefore, interpersonal metafunction has the function to examine the meaning of the text and regarding the function of language as a tool that can be exchanged when a person interacts with others to communicate experience among them. It helps the interlocutors establish and maintain their social relationship as a mean of an

interaction.

2.4. Text messaging

The term 'text messaging' (texting) is a kind of messages which the users apply for sending information via their phones such as mobile phones, cell phones, smartphones or web browsers (Thurlow, 2013). There have been two types of texting: synchronous and asynchronous. In synchronous, the users are online at the same time, while in asynchronous the participants are not simultaneously online. Thurlow and Brown (2003) claimed that text messaging referred to the asynchronous text which relied on technological mediated discourse and often expressed through simple sentences for communication and may create unpredictable, unrestricted new ways for communication (Chiad, 2008; Ong'onda, Matu, & Oloo, 2011).

Text messaging has become an important tool for communication all over the world (Geertsema, Hyman & Van Deventer, 2011). It is increasing at a noticeable rate with an estimated eight trillion text messages to be set each year. It is beneficial when most of users apply text messaging for coordinating activities, maintaining social relationship and providing information for each other through their social network (Ling, 2005). In addition, Jose and Raj (2014) pointed out that text messaging was "a very popular voiceless communication technique that offers the possibility of exchanging written messages between mobile phones" (p.57). It is "a simple and global form of communication, facilitated by the ubiquitous nature of mobile phones" (Chen & Kan, 2013, p. 299). Thus, text messages provide a variety of benefits in communication which assist users communicate with the others in the most convenient way.

In addition, the messages in the written language may be impacted by the application of nonstandard form of vocabulary and grammar which can change the accuracy and transparency of language. The texters tend to apply shorten words or abbreviations by their advantages but can create changes on the structure in written language. According to Wood, Kemp and Waldron (2014), the adults were found to make significantly less

capitalization and punctuation errors, and to use unconventional punctuation more frequently than the children, when the length of their messages was taken into account. In addition, some experimental studies of exposure to misspelled words has suggested that young adults' spelling performance is more likely to be disrupted by exposure to misspelled forms than that of children (Dixon & Kaminska, 2007). Soria, Gutiérrez-Colón and Frumuselu (2020) also argued that the application of text messaging or instant message has a negative effect upon formal writing skills which mainly in the case of spelling, grammar and vocabulary. Therefore, it can be clear that the popular use of text messaging can influence negatively on standard form in English and even the development of language proficiency.

Since text messaging is used for various purposes, a number of researchers conducted studies in analyzing linguistic aspects in text messaging. Based on the use of lexico grammatical structures in text messaging, the texters can show their function in constructing social relations and maintain the relationship with the receivers which can be found in Falaky's (2016) and Nepomuceno's (2005) studies. Thus, through the use of interpersonal metafunction the link of social relationship is maintained and improved and increase the effectiveness of communication as well.

In short, the paper applies a range of literatures related to the term "text messaging" and analysis of interpersonal metafunction. In order to comprehend clearly how the study will be conducted and analysed, the next part will make the detailed description.

3. Methodology

This paper employed the qualitative research approach as its research design. According to Cresswell (2009, cited in Khaldi, 2017), qualitative research was "a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p.4). The qualitative research learns about written language or pictures which produce particular steps as well as various designs in the data analysis.

In addition, the qualitative research has characteristic of being inductive in nature (Dornyei, 2007). Thus, this study projects to describe interpersonal metafunction realized in the teachers of English' text messages to provide detailed analysis and explanation.

The data collection was 1094 text messages from a group of 15 teachers of English at Viet Anh School on Zalo app. The group was just for foreign teachers and Vietnamese managers because foreign teachers who just used English language in communication and sometimes they face difficulty in communication and teaching students. Therefore, the managers can use text messaging for announcing schedules or plans as well as assisting foreigners with the students' problems. The text messages were collected around five months between February and June of 2020. The data was collected by step-by-step procedures. Asking the permission for using the data from the participants was carried out firstly. A consent form with detailed explanation on the purpose of the study was given to the participants. Its purpose was to confirm their permission for using their text messages for academic purposes. Moreover, the form also let the participants know about the anonymity of the information they provided. However, this procedure was conducted after short explanation verbally. The text messages were then transcribed verbatim into the conversation. The name of participants was anonymized by coding into letters and numbers. The code consisted of "the abbreviation of 'Teacher' and chronological number of teachers of English/ the abbreviation of 'Text Message and chronological number of text messages' in the data. For example, **T15/ TM 0001** was interpreted as follows:

T15 represents the fifth teacher.

TM 0001 represented the first text message.

All the transcribed data were then presented in the data sheets in order to make them available for analysis. They were clauses or complex clause which contained features of interpersonal metafunction such as mood type, speech function, modality, personal

pronoun.

Content analysis was used in this paper. Krippendorf (2004) believed that content analysis is qualitative in nature because it is based on a qualitative process of reading and interpreting texts. In the analysis, the data of this study was realized by applying Halliday's model in analyzing interpersonal metafunction which revealed mood types, speech function, modality and personal pronouns. After collecting the data, the text messages were segmented into clauses and put into the data sheet for analyzing in terms of speech functions, mood types, modality and personal pronouns. The finding for analysis was then pointed out and the conclusion of the paper was also drawn.

In short, this part succeeds in designing the suitable method for the study, qualitative research, and provides detailed procedure in the analysis of interpersonal metafunction. Therefore, based on these explanation, the next part will apply it in analysing the data and provide its findings and discussion.

4. Findings and discussion

4.1. The Interpersonal metafunction in teachers of English' text messages

The interpersonal metafunction in text messages of teachers of English indicates the interaction among them and thanks to applying them, they can establish and maintain their relations and even widen their behaviors towards the world. Therefore, the role of social relationship among these teachers of English is classified in mood, speech function, modality and personal pronouns the participants use in their text messages.

Mood types and speech functions

Speech functions are done by action or performance and by language use such as asking, commanding or answering to the attention of the speakers and listeners (Ye, 2010). In order to establish an exchange, the speakers or the participants need to take turns at speaking. The interpersonal roles in the process of analysing include giving information

or goods-and-services, demanding information or goods-and-services (Halliday, 2001). Based on the exchange of these roles and commodities, the appearance of speech functions is deposed in Table 2

TABLE 2. Speech roles and commodities in interaction (Halliday & Matthiessen, 2004)

Role in exchange	Commodity exchanged	
	Goods-&-services	information
Giving	'offer' Would you like this teapot	'statement' He's giving her the teapot
Demanding	'command' Give me that teapot!	'question' What is he giving her?

Table 2 shows four speech functions: statement, question, offer and command in the process of using language, the responses to which can be either of expected responses or discretionary responses as presented in Table 3:

TABLE 3. Speech function and responses (Halliday & Matthiessen, 2004)

		Initiation	Response	
			Expected	Discretionary
Give	Goods-&-services	Offer Shall I give you this teapot?	Acceptance Yes, please do!	Rejection No, thanks
Demand		Command Give me that teapot!	Undertaking Here you are	Refusal I won't
Give	Information	Statement He's giving her the teapot	Acknowledgement Is he?	Contradiction No, he isn't
Demand		Question What is he giving her?	Answer A teapot	Disclaimer I don't know

Mood, composed of Subject and Finite, is another important component to convey the interpersonal metafunction of the clause as exchange (Thompson, 2014). Based on the position of the subject and finite in the clause, the Mood is divided into indicative mood and imperative mood (Halliday & Matthiessen, 2004). This mood construction is realized when the commodity is exchanged in the correspondence of information and

goods-and-services. The indicative mood comprises declarative mood and interrogative mood. Among them, interrogative mood includes two smaller kinds of Wh-interrogative and Yes/No interrogative (often called polar interrogative). Besides that, those clauses that do not include the structure of mood or transitiviy are classified as minor clauses which can function as "calls, greetings, exclamations and alarms" (Halliday & Matthiessen, 2004, p. 100).

TABLE 4. Mood types and speech functions (Adapted from Eggins (2004)

Mood types	Speech function	Total	Percentages
Declaratives	Giving information by saying what is or happens.	711	65%
Interrogatives	Request of information	121	11.06 %
Imperatives	Getting someone to do something	95	8.68%
Exclamatives	Express wonder, surprise, bewilderment	1	0.09%
Minor clause	Greeting, leave-taking, thanking or drawing one's attention.	166	15.17%
Total		1094	100%

From the table above, it can be seen that the teachers of English often use text messaging for giving information and demanding services by the dominant use of declarative clauses. Most of the participants uses declaratives when they would like to express their statements, inform schedule or plans, state a status or sometimes they want to convince someone to do something. Sometimes they expressed their feeling and paid the attention through the use of minor clauses such as "Hello", "Good morning", or "Bye". However, they rarely used either interrogatives for requesting information or imperatives for commanding. The application of these mood types shows that teachers of English tend to use text messaging for providing information to each another when they realize that it is effective to establish and maintain relationship with their colleagues. Moreover, the dominant use of declarative in text messages of teachers of English also state a status, give commands or make their words more convincing. They can be seen in the following examples:

T14/ TM 0792: All of the KG classes will be as normal. (informing)

T2/ TM 0899: Been sick all weekend, bad cold, coughing and sneezing, etc. (state a status)

T15/ TM 0105: And you foreigners working for us fill in a declaration and we send them to the local authorities (command)

T15/ TM787: Hopefully Binh Duong is safe. (convincing)

Modality

Modality accounts for a vital part in accomplishing the interpersonal metafunction of the clause in order to show its degree of proposition coherently and logically (Halliday, 2000). It can thus be seen as "constructing a kind of interpersonal 'aura' of a speaker's attitude around the proposition" (Thompson, 2014, p. 70). Modality also expresses the space between 'yes' and 'no' in the interaction among the interlocutors in order to perform their probabilities or obligations when they are speaking (Halliday & Matthiessen, 2004). The modality is classified into two main categories: modalization and modulation. Modalization focuses on probability and usuality and it is used to discover how the interlocutors exchange information. Modalization consists of two intermediates: probability and usuality. Probability consists of possible, probable and certainly, while usuality includes sometimes, usually and always. In addition, Halliday (1985, cited in Halliday and Matthiessen, 2004) referred "Modulation as the way speakers express their judgments or attitudes about actions and events" (p. 89). In the process of interaction, the speakers and hearers exchange goods-and-services frequently in the clauses and create proposal form. Modulation is classified into kinds: obligation and inclination. In speech function, obligation is made up of the function of command, while the function of offer produces inclination.

TABLE 5. Semantic realization of Modality

Congruent		Kind of modality	Frequency
Finite	Can/ Could	Probability	44

		Obligation	21
	Will	Futurity	93
		Inclination	42
	Would	Probability	4
		Obligation	6
	Need	Inclination	29
	May	Probability	6
	Might		7
	Should	Obligation	16
	Must		2
Adjuncts	Certainly	Probability	1
	Probably		1
	Always	Usuality	4
	Usually		2
	Sometimes		1
Predicator	Be allowed to	Obligation	2
	Be supposed to		3
	Be willing to	Inclination	1
Mental clause	I guess	Probability	1
	I think		22
	I know		6
	I would like	Inclination	4
	I want to		3
Total		**321**	

TABLE 6. Number and percentage of types of modality.

Probability	Usuality	Inclination/ futurity	Obligation
92 (28.66 %)	7 (2.18%)	172 (53.58%)	50 (15.58%)
Total		321 (100%)	

As can be seen in Table 5 and Table 6, '*inclination or futurity*' accounted for the major part of the kinds of modality of the text messages. Among them, the modal verb "*Will*" dominated the use of modality in whole modals collected. This finding revealed that

the teachers of English often made sure about plans or desires they would do in the future rather than talking about the probability or frequency of that activity. These actions were sometimes conducted by the request from their manager. Additionally, these teachers also needed help related to the students' problems, so they sometimes requested assistance from disciplinarians or anyone who could support them. Nevertheless, these teachers of English seldom applied much strong obligation for demanding somebody to do something. This can prove that teachers of English always finished their responsibilities or follow the regulation properly at workplace, so they were rarely obligated to do something anymore. Most of them employed obligations for asking an advice about what he/she should do if they were necessary.

Personal pronoun

The personal pronoun reveals our community on the basic of the speaker in the context of communication (Thompson, 2014). People apply personal pronoun for building the social relationship based on the interpersonal function to make the connection among them. Personal pronoun comprises three types: first personal pronoun, second personal pronoun and third personal pronoun. The first personal pronoun consists of I, we, my, our, us, me; the second personal pronoun has you and the third one includes he, she, it, they, his, her, him and their. The below table shows the frequency of the personal pronouns in teachers of English' text messages:

TABLE 7. Use of personal pronouns

		Times and percentages	
First person	I	227 (23.28%)	460 (47.18 %)
	me	29 (2.97%)	
	my	41 (4.2 %)	
	we	125 (12.83 %)	
	us	19 (1.95 %)	
	our	19 (1.95 %)	
Second person	you	203 20.82 %)	273 (28 %)

	your	70 (7.18 %)	
Third person	s/he	10 (1.03 %)	242 (24.82 %)
	her/his	25 (2.56 %)	
	him	7 (0.72 %)	
	they	40 (4.1 %)	
	their	20 (2.05 %)	
	them	21 (2.15 %)	
	It/its	119 (12.21 %)	
Total			975 (100 %)

As can be seen from Table 7, the first personal pronoun was most frequently used and dominated the person system occurrences in all text messages. Among them, the first personal pronoun '*I*' dominated the use of the first personal pronoun in text messages. This was because the transcript was a chat conversation, most of the pronoun expressed the person of the speaker '*I*' and the hearer '*You*' which always associated in any conversations. Moreover, the convenience of a chat group was to get a lot of different opinions, so the participants took these advantages to share and convey their angle, point of view, intention themselves by the frequent use of '*I*'. Moreover, since they were teachers of English, they had similar topics to discuss, so the way they used 'We' in their text messages showed their close relationship to discuss a general topic.

In terms of the use of second personal pronouns, the participants employed the lower of second personal pronouns in order to draw the hearers' attention. As can be seen from the large use of '*I*' and '*you*' above, it showed a strong relationship between them. Thus, teachers of English maintained the conversation as well as maintained close relation between the sender and the receiver by using '*you*' and '*your*' frequently. This exchange pointed that there was an active relationship between the participants as quickly as they interacted in face-to-face conversation.

From the above, it can be seen that both first and second personal pronouns were frequently realized in the text messages' languages. In addition, there was a strong relationship between them when their function aimed to shorten distance between the

manager of English Department and teachers of English or among teachers of English. Beside the first and second personal pronouns, the third personal pronoun also gave a close atmosphere among these teachers of English. When sharing opinions, these teachers of English tended to discuss about problem they would like to discover ways to solve instead of talking about someone. Thus, through the analysis of personal pronouns, it can be clear that the teachers of English tend to interact with each other by sharing their point of view rather than mentioning about other things or persons. Furthermore, they were likely to build closer relationship when they pull the attention of their hearers. In the current study, the frequent use of '*I*', '*we*' and '*you*' succeeded in shortening the distance among the teachers of English or between the teachers and the manager and among teachers. They created close relationship and also were willing to share their working plans and intention for each other.

This section presents in detail information the findings and discussions of the analysis which can clearly give results for what the study aims to discover. Therefore, the last part will summarize the findings and point out some implications and recommendation for future studies.

5. Conclusion and recommendation

In summary, from the findings of mood type and speech function, it can be seen that declarative clauses dominate teachers of English' text messages, minor clauses are in the second position. Speech function statement is used frequently in the whole speech functions produced. The modal "will" for inclination and future and the modal 'can' and 'could' for probability dominate in the use of modality. In addition, the first and second personal pronoun for '*I*', '*You*', '*We*' are used most in the personal system. As a result, it can indicate that the teachers of English often use text messages for providing more information and demanding services by the dominant use of declaratives clauses in their interaction. They convey their information effectively through the application of a

variety of statements. In addition, in the process of interaction, the teachers of English perform their plans or desires about their future intention through the frequent use of modality such as 'will', 'can' or 'could'. The teachers also often use these modal for requesting help from the disciplinarians. Through the analysis of personal pronouns, it can be clear that the teachers of English tend to interact with each other by sharing their points of view rather than mentioning about other things or persons. Their social relation is shortened through the popular use of pronouns '*I*', '*we*' and '*you*'.

Based on the findings, there are several recommendations for further study. First of all, there should be more researches on analyzing polarity of the clause in order to discover how the participants is certain in their action through the speech functions performed. According to Halliday and Matthiessen (2004), polarity is a way that allows speech function to be arguable about exchange through the opposition between 'yes' and 'no'. Polarity is expressed through the Finite or the mood adjunct. Secondly, future study should focus deeply on the scales of modal commitment including low, medium and high commitment in order to comprehend fully how the participants' attitude is performed through their actions because different scales of modal commitment lead to various meanings and purposes. In terms of context of situation, the longer study might discover on the tenor between the sender and the receiver. This is because the interpersonal metafunction reflects the tenor parameter and enacts our personal and social relationships with other people we communicate with (Morley, 2000; Halliday & Matthiessen, 2004).

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