

ARTICLES

Unpacking linguistic features in EFL textbooks using systemic functional linguistics: Transitivity, Mood, and nominal group structure analysis

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Abstract. Systemic functional linguistics provides a systematic and comprehensive approach to examining language use, offering valuable information about the construction of meaning in the context of the experiential, interpersonal, and textual metafunctions. This framework can be used to examine linguistic features and discourse patterns of the EFL textbooks. This study analyzes the linguistic features that go into creating the metafunctions in question found in EFL textbooks using systemic functional linguistics. The study specifically focused on process types of Transitivity pattern, Mood structure, and nominal group structures. Data were taken from two secondary EFL textbooks published in 2013 by two Indonesian publisher from which samples of reading passages were chosen purposefully following the topic, genre and difficulty, and they were modified into clauses for analysis. After transitivity analysis, material process type was mostly used signifying a concern on tangible actions. Furthermore, the mood structure predominantly employs declarative structures, indicating comprehensible and direct information exchanges. Nominal group analysis indicates that T (Thing) and DT (Deictic Thing) types are frequently used, increasing vocabulary with physical references. The pedagogical implications of the linguistic features analysis provides tailored teaching-learning activities and the useful information for instructional design.

Keywords: systemic functional linguistics, transitivity, mood; nominal group, textbook.

Даронг Кангунг Ієронімуc, Регус Максімуc. Розкриття лінгвістичних особливостей у підручниках з англійської мови професійного спрямування за допомогою системно-функціональної лінгвістики: перехідність, спосіб дієслова та структурний аналіз іменних груп.

Анотація. Системно-функціональна лінгвістика забезпечує системний і комплексний підхід до вивчення мови в ужитку, пропонуючи цінну інформацію про конструювання значення в контексті емпіричних, міжособистісних і текстових

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метафункцій. Ця концепція може бути використано для вивчення лінгвістичних особливостей та дискурсивних патернів підручників з англійської мови професійного спрямування. У цьому дослідженні за допомогою системно-функціональної лінгвістики проаналізовано лінгвістичні особливості, які сприяють створенню метафункцій, що розглядаються у підручниках з англійської мови професійного спрямування. Дослідження зосереджено на типах процесів, пов'язаних із моделями перехідності, структурами способу та іменних груп. Матеріалом слугували два підручники для середньої школи, видані у 2013 році двома індонезійськими видавництвами. Із цих підручників було цілеспрямовано відібрано зразки уривків для читання відповідно до теми, жанру та рівня складності, які були модифіковані у речення для аналізу. Після аналізу перехідності, з'ясовано, що тип матеріального процесу переважно вживається для позначення фокусу на матеріальних діях. Крім того, у структурі способу переважають декларативні структури, що вказує на зрозумілий і прямий обмін інформацією. Аналіз іменних груп показує частовживаність типів T (Річ) і DT (Дейктивна річ), що збільшує словник з посиланнями на фізичні об'єкти. Педагогічне значення аналізу лінгвістичних особливостей полягає в тому, що він дає змогу адаптувати навчально-методичну діяльність і надає корисну інформацію для розробки навчальних матеріалів.

Ключові слова: системно-функціональна лінгвістика, перехідність, спосіб, іменна група, підручник.

Introduction

A textbook gives students a dependable and extensive source of information, which is essential for promoting independent learning. It provides a structured style that enables individuals to study different subjects on their own and gain knowledge and comprehension as they go through the material. Reading and understanding textual material stimulates learners to create their own independent knowledge as they use their cognitive skills to interpret the contained information. Therefore, although Vygotsky's theory highlights the need of social interactions in learning activities (Kožuh et al., 2015; Topçiu & Myftiu, 2015), it does not discount individuals' capacity to acquire knowledge on their own (Efendi et al., 2020; Reinders & Balçikanli, 2014). Learners are capable of using the resources at their disposal to conduct independent learning. One of the best examples of how individuals can independently generate information is through learning from a textbook. In this respect, textbook is an essential informational resource because they provide learners with a well-organized, structured source that they can peruse at their own pace. Reading and understanding textual material enables individuals to freely create knowledge by using their cognitive capacities to make sense of the text.

Despite the fact that social interactions remain essential, individuals can demonstrate their capacity to acquire new information autonomously in

certain situations, employing available resources for self-directed learning. In this respect, textbooks become essential resources that promote student independence by serving as the main sources of information and direction. Textbooks are widely recognized for supporting learning objectives, helping teachers organize lessons, and giving students direction. As such, they are essential parts of education and crucial for integrating teaching and learning processes, evaluating learning goals, providing essential information, and promoting meaningful learning experiences that are in line with learning goals (Widia et al., 2022; Xiang & Yenika-Agbaw, 2021; Limberg, 2016; Errington and Bubna-Litic, 2015; Rahimi & Hassani, 2012; Derakhshan, 2021). Additionally, textbooks support critical thinking and analysis, assisting students to autonomously interpret, challenge, and synthesize material (Nafisa et al., 2021). Textbooks with a well-thought-out framework enable students to select a learning path and develop transferable abilities that go beyond the classroom. In this sense, textbooks have a dual purpose within the constructivist framework, acting as both informational repositories and catalysts for the growth of independent and well-rounded learners. Briefly, textbooks are widely acknowledged as instructional tools that enable students to participate in self-directed learning, broadening their horizons and making a substantial contribution to the educational context.

Systemic Functional Linguistics (SFL) is beneficial for examining the English as a Foreign Language (EFL) textbooks. Recent studies have highlighted that SFL-based analyses are helpful in revealing registers, unique discourse patterns, and high lexical density while also shedding light on linguistic nuances and embedded ideological values. Following the ideas of SFL, classifying EFL textbooks as a distinct genre, teachers may comprehend them as customized teaching resources that frequently include interactive features for students (Pilar, 2013; Nagao, 2019; Emilia & Hamied, 2015; Imtihani, 2010). Meanwhile, the current study emphasizes the necessity of tailoring EFL textbooks to different learner types, taking into account linguistic and cultural differences as highlighted in the SFL framework, for a more inclusive learning context (Derakhshan, 2021). Adapting EFL textbooks to the aspects in question can create a more inclusive learning environment that meets individual needs, accommodates a variety of learning styles, and encourages cross-cultural understanding, ultimately increasing student engagement and language learning effectiveness. Finally, the integration of functional linguistics into the EFL textbooks analysis is suggested, with the illumination of genre and register features as highlighted by the SFL framework. The SFL analysis benefits researchers by helping them understand teachers' ability in designing learning resources that accurately depict language use in everyday situations,

guaranteeing a comprehensive and useful basis for proficient English communication (Hutasuhut & Harahap, 2021; Kadwa & Alshenqeeti, 2020; Troyan et al., 2022; Emilia & Martin, 2023; Jeong et al., 2011; Morton, 2023). In this regard, using SFL in textbooks analysis has the potential to improve pedagogical strategies for comprehensive language instruction by assisting teachers and textbook writers in making well-informed decisions about design.

Differently, Allen (2015), Nagao (2019), Yanto and Pravitasari (2023) emphasized the need for using multimodal texts in EFL textbooks. They emphasize the potential of multimodal features – which include audio, visuals, and interactive aspects – to accommodate a variety of learning styles and improve overall learning comprehension. They acknowledge the impact that these elements have on student engagement. Multimedia elements in EFL textbooks transcend traditional formats and create a dynamic and engaging learning experience that is in line with the modern educational strategies. The modern strategies in question should be constructed in such a way that they can create a stimulating and participatory environment, which in turn improves language learning (Knight, 2015). Meanwhile, Alyousef (2021), Dewi et al. (2018), Marfu'ah and Khristianto (2023), Martin (2020), and Troyan et al. (2022) emphasized communication competence by strategically incorporating grammatical structures that are in line with ideational and interpersonal functions under the SFL framework. Teachers' pedagogical approaches should consider the crucial role of grammatical structures to enable learners to accurately communicate meaning. In this regard, the scholars focused on the significance of grammatical competence and its direct impact in improving communicative competence, emphasizing a teaching strategy that unifies linguistic structures with meaningful language use. Parallel to this, Cheng (2023), Morton (2023), and Pereira (2022) examined how SFL affects language teaching and promotes the design of teaching-learning resources. Their research corroborates the idea that incorporating SFL into the development of instructional materials can improve language teaching (Zhang, 2019). Furthermore, Ariawan et al. (2023), Errington and Bubna-Litic (2015), Hajhosseini et al. (2016), and Sujatna and Kuswoyo (2023) emphasized the significance of including critical thinking elements in EFL textbooks and promote the use of an SFL-based framework in the assessment and learning resources modification. The SFL-based analysis is helpful for improving grammatical structures, multimodal elements, and critical thinking. It also helps to create instructional materials that are comprehensive and effective in meeting learners' needs.

Moving to the theory, SFL views language as a networked system, in contrast to transformational and structural traditions, and assigns meaning to

lexico-grammatical elements (Cordeiro, 2018; Darong, 2024; Davies, 2014; Eggins, 1994; Emilia & Martin, 2023; Halliday, 1985; Hasan, 2014; Martin & Zappavigna, 2019; Sun & Wang 2023; Wang and Zhou, 2018; Zhang 2019). With a focus on context-based language use and structured as a system of semiotic functions, SFL reveals the subtleties of linguistic patterns in instructional materials. The ideational/experiential function, which is realized by field, is linked to experiences, whereas the tenor category is more concerned with participant roles and building social relationships. Concurrently, the mode category makes writing coherent by supporting the textual function (Cheng, 2023; Miller, 2009; Montes et al., 2014; Sun & Wang, 2023; Wang & Zhou, 2018). Furthermore, Davies (2014), Eggins (1994), Halliday (1985), and Nagao (2019) draw attention to an important relationship between SFL and the register categories, showing how field, tenor, and mode collectively reflect the metafunctions of SFL inherently. The register category of field, tenor, and mode is realized through intentional linguistic choices that conform to the intended goal of communication, whether it be conveying information in a specific domain (field), creating interpersonal relationships (tenor), or structuring discourse for effective communication (mode). The relationship deepens our understanding of linguistic structures and their roles by exposing language as a dynamic, context-dependent tool.

Therefore, SFL serves as a significant analytical framework for analyzing EFL textbooks, particularly in three main metafunctions: ideational, interpersonal, and textual. In the ideational metafunction, textbooks carefully select vocabulary and content to reflect learners' experiences and promote understanding at various proficiency levels. In order to support learners' comprehension and expressive skills, grammatical constructions and lexical choices play a crucial role in scaffolding learners' understanding of the world (Anggriani et al., 2022; Malkawi & Fareh, 2023; Maya et al., 2020; Hanifa, 2018; Hermawati & Silvani, 2023; Jati & Somphithak, 2021; Hardiyanti et al., 2023). Meanwhile, the interpersonal metafunction places a strong emphasis on the social components of language, helping students navigate through tone, manners, and cultural nuances to facilitate successful communication (Pilar, 2013; Hasan, 2014; Siregar et al., 2021). Additionally, the textual metafunction focuses on logically structuring language, assisting students in crafting well-organized phrases and paragraphs (Farsani et al., 2022; Montes et al., 2014). In this context, EFL textbooks incorporate social interaction techniques and cultural competency into their interpersonal metafunction. Learners are exposed to a variety of interpersonal scenarios, which enhance their communicative ability. Concurrently, the textual metafunction emphasizes how language is organized, using cohesive strategies and example texts to help

students create coherent spoken and written texts. These metafunctions are essential for providing EFL students with the tools they need to communicate effectively in a variety of social and linguistic contexts (Kaneyasu, 2020; Bangsa & Doran, 2021; To, 2018; Yang, 2021; Fries, 2001).

Pushing further, using the clause rank from the transitivity pattern and the mood structure, the ideational and interpersonal metafunctions are thoroughly analyzed (Rajaeian et al., 2021; Andersen et al., 2018; Bakken & Bakken, 2021; Othman, 2020). The clause rank enables a thorough investigation of the ways in which instructional materials use language to represent experiences and portray social relationships. Teachers can understand the intricacy of expressing certain acts or feelings through transitivity, and mood offers information about the communication purpose of the content being provided (Hermawati & Silvani, 2023; Malkawi & Fareh, 2023; Darong, 2022a). Understanding the text's organization and prioritization of information is enhanced in textual function analysis, which can be through clause analysis or at the lower system such as nominal group structure analysis (Suryadewi et al., 2018; Daliman, 2019). Shifting from clause rank to group rank, particularly in analyzing the textual metafunction, is justified for its detailed advantages. The nominal group analysis in question enables a closer investigation of cohesive devices, syntactic and lexical decisions, and information structure. This approach provides insights into how the text accomplishes coherence, directs the reader, and successfully engages them. By emphasizing nominal group analysis, the text's stylistic and organizational elements can better be understood, leading to a more thorough interpretation of the textual metafunction (Damayanti, 2023). Saying it differently, in order to acquire successful communication skills, this integrated analysis provides a greater knowledge of how the ideational, the interpersonal, and the textual metafunctions operate in language teaching materials. Thus, by viewing language as an integrated system of lexico-grammatical elements, SFL departs from previous linguistic theories. To give language meaning, this theory emphasizes the development of distinct connections between grammatical systems and functions. Unlike conventional linguistic theories, SFL's framework highlights the complex relationships within language, enhancing linguistic analysis and promoting a more thorough comprehension of the subtle and useful nature of language structures (Andersen et al., 2018; Othman, 2020).

To date, using Halliday's Functional Linguistics, research on English as a Foreign Language textbooks has the potential to reveal the linguistic features reflected in ideational, interpersonal, and textual metafunctions. SFL analysis provides an understanding of how language functions in EFL textbooks, going beyond grammatical structures. This thorough examination can improve

language learning materials and make language learning more successful. In this respect, Pan and Zhu (2022) summarize the contributions of SFL to EFL textbook analysis; SFL is acknowledged as a suitable framework for scrutinizing the systemic functional properties. This acknowledgment places SFL as a significant tool for investigating the broader functional facets of language use in instructional materials, advancing our knowledge of linguistic characteristics and their function in achieving communication goals.

While previous studies have provided valuable insights into the utilization of EFL textbooks, there is a lack of studies examining important linguistic features from an SFL perspective, such as the transitivity pattern, mood system, and nominal group structure. Concern about linguistic features stems from the understanding that they serve significant roles in language teaching and learning experiences and as the basis for effective pedagogical interventions. Even with the new emphasis on functional language use, cultural and linguistic diversity, multimodal texts, and critical thinking abilities in EFL textbook design, there are still not enough SFL-based analyses available to inform these necessary changes. Thus, there is a clear research gap in EFL textbooks that has to be filled to improve language learning outcomes. This can be achieved through more SFL-based analysis. Questions arise to investigate this gap: What ideational, interpersonal, and textual functions are reflected in the transitivity pattern, mood system, and nominal group structure in EFL textbooks? What are the pedagogical implications of these linguistic features?

Method

This study belongs to a mixed-method design. A qualitative design emphasizing content and textual analysis for transitivity, mood, and nominal structure of the texts is used. Regarding the quantitative aspect, numerical data may come from counting occurrences of specific linguistic features, calculating proportions to identify patterns or differences across texts. To guarantee representative samples from different EFL publishers and proficiency levels, two secondary EFL textbooks published in 2013 by two Indonesian publishers, namely Nusa Ilmu and Horizon (Anonymity), were deliberately chosen. The publication year is still relevant due to its usage in the Indonesian context. It was a year with a notable publication of English textbooks widely adopted in the educational systems, making them representative samples of an analysis. Choosing to anonymize the data source is a strategic decision that serves multiple purposes. By protecting the privacy and intellectual property of publishers and authors, anonymizing the data source ensures that particular textbook titles, contents, and publishers are not singled out or scrutinized

individually. This method eliminates any potential prejudice or preconceived assumptions associated with particular publishers or textbooks, fostering a more impartial and universal analysis of EFL materials. Furthermore, anonymity encourages a focus on broader patterns, trends, and instructional strategies within the EFL education landscape. By keeping the data anonymous, researchers are able to draw important conclusions without attributing characteristics or weaknesses to particular publishers or textbooks. Anonymity improves the reliability and objectivity of the research findings and allows for a deeper understanding of the main ideas found in EFL textbooks.

The intention of choosing the textbooks in question was to capture a wide range of instructional resources, enabling a nuanced analysis that takes into account various viewpoints and pedagogies for general English EFL teaching. Since the textbooks are widely used, this planned selection guarantees that the study spans a range of skill levels and pedagogical practices, thereby contributing to a better understanding of the dynamics within EFL teaching at the senior high school level. In this respect, by providing a comparison of linguistic features, content design, and skill integration, the analysis of two EFL textbooks helps build innovative, learner-centered instruction. Although this analysis is helpful, teachers must adapt and go beyond the textbooks to ensure genuinely dynamic and successful EFL teaching practice. The decision to keep information about particular textbook titles and content providers anonymous highlights the need for a more comprehensive analysis of EFL materials rather than a focus on identifying individual publishers. This methodology facilitates a more impartial and broadly applicable examination of the principal themes and patterns found in EFL textbooks, hence ensuring the overall validity and relevance of the research outcomes (Eungoo & Hwang, 2023).

Considering a cost-effective, less time-consuming, simple operation (Golzar et al., 2012), four reading passages having the same achieved competence from selected textbooks were chosen using the convenience sampling technique, which formed part of the strategy planned to gather data for this study. Realizing the useful benefits of efficiency and accessibility in this method, the researchers modified the passages to clauses, enabling a more thorough linguistic analysis that aligns with the principles of SFL.

Based on the SFL theory developed by Halliday (1985) and Eggins (1994), the analysis concentrated on the passages' ideational/experiential, interpersonal, and textual metafunctions of language. Examining transitivity patterns, the mood system, and nominal group structure allowed the researchers to gain important insights into the language functions, cultural elements, and sociological dynamics included in EFL textbooks (see Table 1). In this context, a systematic analysis of language structure and function is required to identify

the transitivity pattern, mood system, and nominal group structure. Using the ideas of material, mental, and relational processes, transitivity patterns – which represent the participants and processes in a clause – are found by looking at the roles of actors, processes, and goals. Mood elements like Subject, Finite, and Predicator are identified in order to examine the mood system, which encodes the speaker’s attitude, modality, and message content. Additionally, the way language is employed in various settings to create meaning, transmit information, and carry out communicative tasks can be revealed by examining nominal group structure.

Table 1
Analytical Frameworks

Focus	Goal	Element analyzed
Transitivity	Identify the pattern	Processes, Participants, Circumstances
Mood	Identify moods pattern	Declarative, Imperative, Interrogative moods
Nominal group	Examine the Thing, Classifier, Epithet, Numerative, Qualifier, and Deictic	The usage of Thing, Classifier, Epithet, Numerative, Qualifier, and Deictic

Understanding the function of grammar and lexicogrammar in language, viewed as a social semiotic system, necessitates SFL. To determine the linguistic system of transitivity, mood, and nominal group in SFL, individuals must carefully analyze both the structural and functional components of language. This analysis is crucial to understanding the nuances of meaning and communication in a particular context.

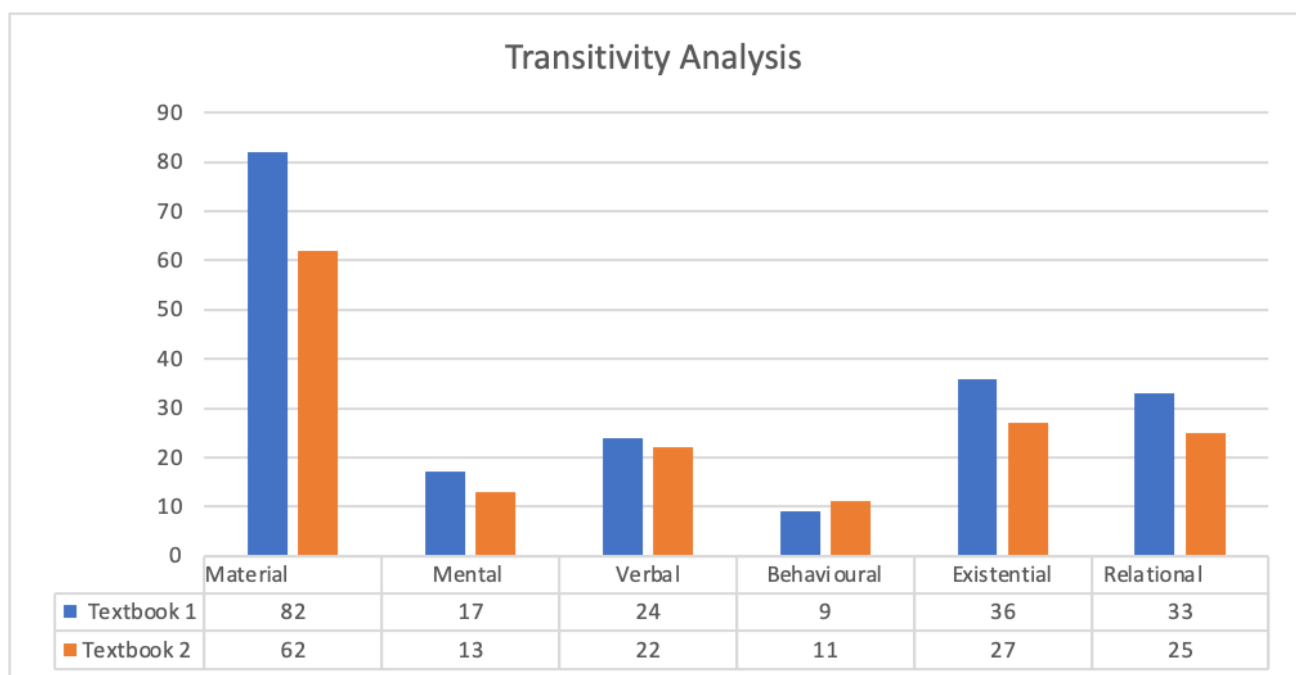
To improve the objectivity of the findings, the researchers conducted independent data analysis, ensuring that each researcher worked independently and without external interference. The goal of this strategy was to reduce any potential bias resulting from group thinking or shared perspectives. Subsequently, the results of independent analyses were systematically compared to determine the level of agreement. The researchers reached a high degree of agreement through the use of a well-defined coding system, frequent contact and discussion sessions, and the establishment of unambiguous criteria. The coding system focuses on the transitivity system, mood system, and nominal group. The first coding system covers process types, participants, and circumstances. The second covers mood types, modality, and mood block components. The last coding system covers structure and complexity. These procedures not only strengthened the objectivity of the

findings but also fostered teamwork, enhancing a meaningful level of agreement. An external, unbiased reviewer collaborated with the main coder to achieve a consensus, thus enhancing the objectivity of the results. The approach of the qualitative study follows the suggestions made by Nowell et al. (2017), emphasizing the need to create a traceable decision trail to increase the dependability and rigor of the analysis.

Results and Discussion

The SFL framework provides a strong lens for examining the ideational, interpersonal, and textual aspects of language functions in reading passages. This study explores the ideational, interpersonal, and textual functions realized through the register categories of field, tenor, and mode to reveal the complex ways in which language creates meaning in the chosen reading passages. As such, the researchers illuminate the subtle functions that contribute to the overall meaning of the reading passages in EFL textbooks by analyzing how linguistic features are used. In this regard, the analysis focused on the ideational, interpersonal, and textual functions of the reading passages with regard to the register categories of field, tenor, and mode. Figure 1 shows the results of the analysis for the two textbooks.

Figure 1
Transitivity Pattern



Data from two EFL textbooks (Figure 1) indicate that material processes, 82 for textbook 1 and 62 for textbook 2, are mostly used, followed by existential processes (36 for textbook 1 and 27 for textbook 2); and relational processes (33 for textbook 1 and 25 for textbook 2). This distribution shows that both textbooks place a high priority on using language in real-world contexts and depicting actual events and actions, as stated in Eggins (1994) and Darong (2022a). Material processes involve real actions performed by the actor. The significant prevalence of material processes (144) suggests an emphasis on practical language abilities, highlighting real-world applications. The incorporation of existential processes implies an endeavor to expand learners' vocabulary and increase their comfort level when communicating ideas related to identity and existence. Furthermore, the appearance of relational processes emphasizes the importance of teaching language structures that represent connections and relationships among constituents. The following examples depict the process types found in the textbooks.

Table 2
Material Process

The fisher man	went	to the seashore
Actor	Material Process	Location circumstance

Table 3
Existential Process

There was once	a man who lived with his wife	in a small hut close by the seaside
	Existential Process	Existent Location Circumstance

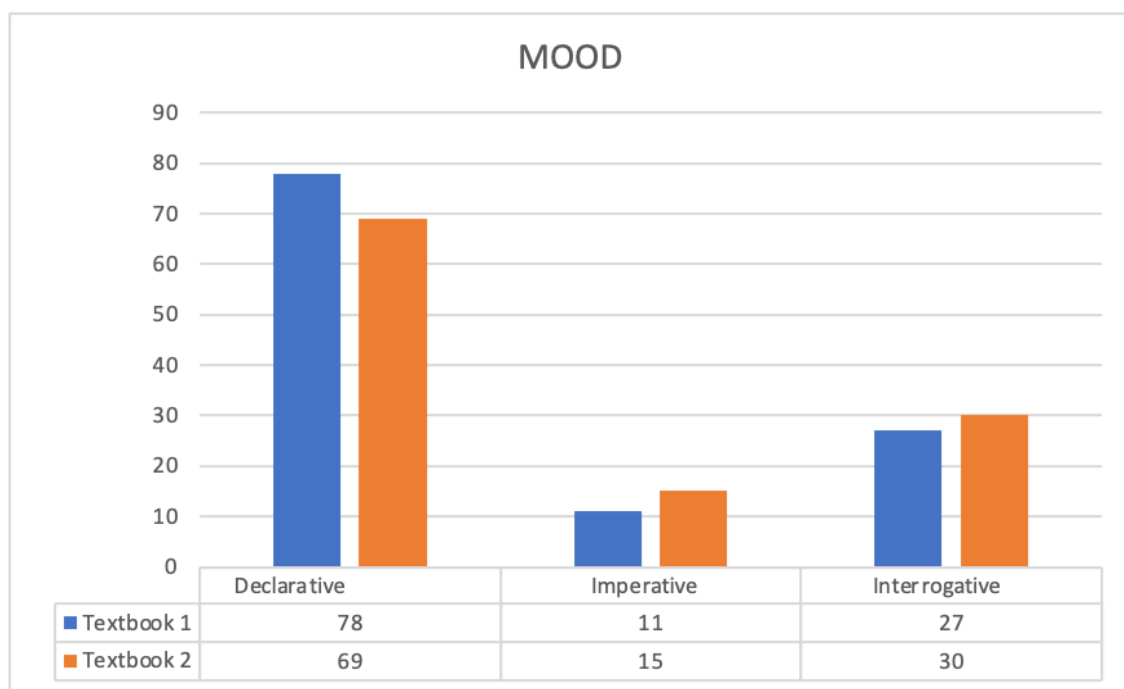
Table 4
Relational Process

At this thought	she	was	very angry
Location Circumstance	Carrier	Intensive process	Attribute

Overall, the ideational choices in these textbooks reflect a pedagogical strategy that emphasizes real-world communication, introduces basic vocabulary, and enhances students' comprehension of the connections between words in the

English language. These results corroborate previous studies conducted by Jati and Somphithak (2021) and Maya et al. (2020), who analyzed material processes in a corpus of English language teaching materials. In their studies, all researchers agreed that material processes were the most frequently used process type, followed by mental processes describing cognitive activity. The present study also aligns with the findings of Ellyawati et al. (2023), who identified material processes as the most common type in EFL textbooks. Although other process types—namely existential, relational, mental, verbal, and behavioral—have the potential to guide students’ language learning, the material process types identified in the study help students easily navigate real-world contexts, actual events, and actions.

Figure 2
Mood Analysis



Referring to the data in Figure 2, declarative sentences are predominantly used in both Textbook 1 (78) and Textbook 2 (69). This suggests that both textbooks prioritize providing facts and information. Furthermore, a significant number of interrogative sentences are used in both textbooks; however, Textbook 2 has a slightly higher frequency of these sentences, indicating a stronger focus on promoting inquiry and interactive participation. Both textbooks also include imperative statements, which are used to give directions or commands, with Textbook 2 containing more of these sentences than Textbook 1. This suggests that, while both textbooks provide instructions to some degree, Textbook 2

places greater emphasis on giving directions or instructions. In conclusion, the evidence points to a shared focus on declarative structures, with notable differences in the use of imperative and interrogative structures between the two textbooks. The following examples highlight the respective mood systems in question.

Table 5
Declarative mood

Technically	an earthquake (also known as tremor, quake or temblor)	is	a kind of vibration through the earth's crust.
Adjunct circumstance	Subject	Finite	Complement

Table 6
Interrogative

What	does	she	want	now?
Wh-Complement	Finite	Subject	Predicator	Adjunct

Table 7
Imperative

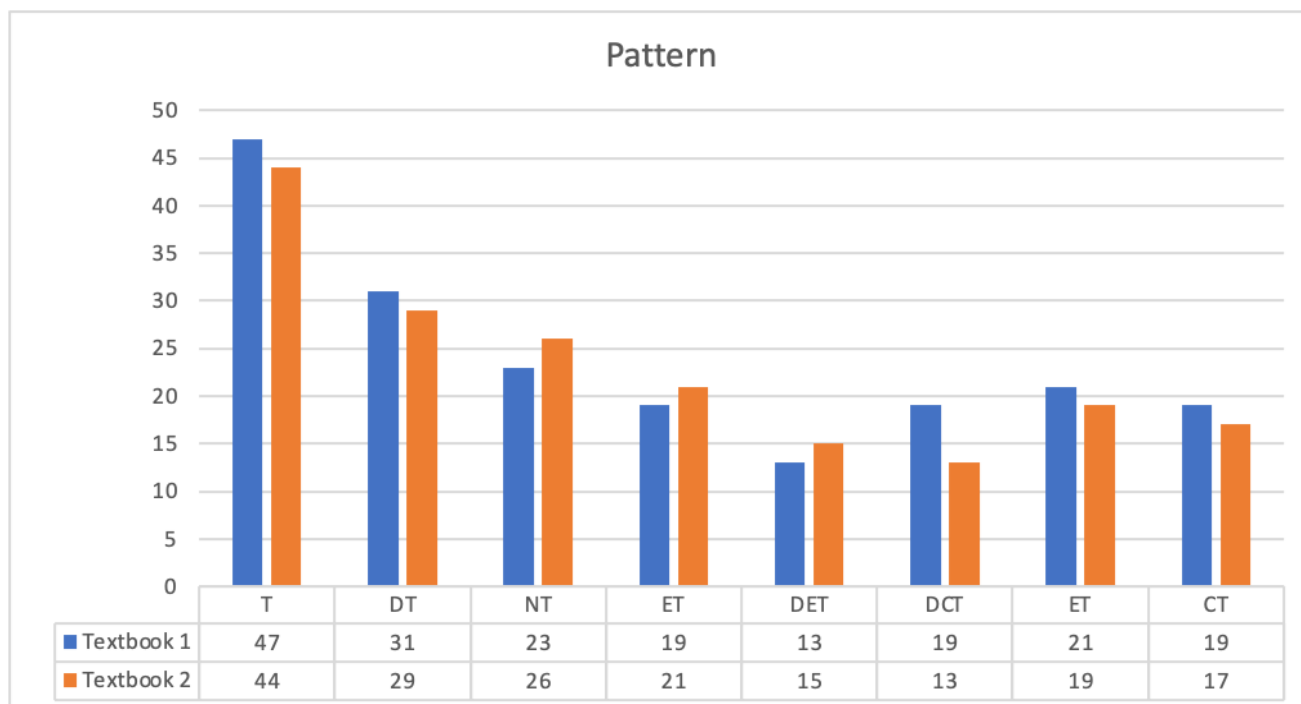
So	come forth and help	me
Adjunct	Predicator	Complement

These results are consistent with the findings of Yanto and Pravitasari (2023) and Darong (2024), who revealed a significant prevalence of declarative sentences in textbooks. Even though declarative constructions were widely used, interrogative sentences were often employed for elements like exercises and discussion questions (Table 6). However, the findings of the current study contrast with those of Ellyawati et al. (2023), who reported a frequent use of imperative statements in the Ecovacs Vacuum Robot Deebot Ozmo 920 manual. Nonetheless, it was discovered that different textbook series employed imperatives in subtle ways depending on textbook types, the degree of difficulty, and the topics discussed. This study emphasizes continuity with previous research by highlighting the widespread use of declarative sentences in the interpersonal function across various textbooks, including those

designed for English language instruction. Here, declarative structures are used to provide clarification and educate the reader.

Figure 3

Nominal Group Analysis (T: Thing; DT: Deictic Thing; NT: Numeric Thing; ET: Epithet Thing; DET: Deictic Epithet Thing; DCT: Deictic Classifier Thing; ET: Epithet Thing; CT: Classifier Thing)



Data on nominal groups taken from the selected passages are shown in Figure 3. In total, Thing (T) appears 91 times, Deictic Thing (DT) 60 times, Numeric Thing (NT) 49 times, and Epithet Thing (ET) 40 times. In addition to these patterns, other combinations also occur: Deictic Epithet Thing (DET) appears 28 times, Deictic Classifier Thing (DCT) 32 times, Epithet Thing (ET) 40 times, and Classifier Thing (CT) 36 times. The preponderance of "T" (Thing) and "DT" (Deictic + Thing) nominal group patterns in Textbooks 1 and 2 highlights a conscious inclination toward simplicity and clarity in the presentation of information. Two patterns that exemplify a focus on simple and direct nominal structures include the "T" pattern, which uses a single noun as the main element (Table 8), and the "DT" pattern, which uses a determiner and a noun (Table 9). The use of these linguistic features reflects a teaching strategy that places a high value on reading and comprehension, as illustrated in the following examples.

Table 8

T pattern

Earthquake
Thing (T)

Table 9

DT Pattern

The	Boat
Deictic (D)	Thing (T)
His	boat
Deictic (D)	Thing (T)

The textbooks' use of short and concise nominal groups is intended to enhance student learning by presenting material in an understandable and accessible manner. The frequent use of these patterns reflects a deliberate attempt to communicate information simply, thereby promoting comprehension and engagement with the instructional content of both textbooks. Additionally, the use of T and DT types is crucial for helping students describe objects accurately and expand their vocabulary. Furthermore, the widespread use of T and DT types in English textbooks suggests that the authors prioritize teaching students how to construct noun phrases – a critical component of English grammar.

From a bimodal bilingual perspective, Van Beijsterveldt and van Hell (2010) reached similar conclusions when analyzing lexical noun phrases (NPs) in narrative and expository EFL texts. They observed consistent patterns in the use of NP modifiers, NP-agreement errors, and omissions of required NPs among both proficiently signing deaf individuals and those with lower proficiency. The findings of their study support the claim made in the current research: English textbooks typically focus on teaching and using noun phrases, with T and DT types playing a key role in helping students construct them.

Apart from phrase constructions and vocabulary, the widespread usage of T (Thing) and DT (Deictic Thing) categories in English as a Foreign Language (EFL) textbooks indicates a clear preference for the spoken mode (Darong, 2022b). In Systemic Functional Linguistics (SFL), language is used to generate meaning in a variety of social contexts, and the choices made when selecting

linguistic features reflect communicative intents. Thing (T) types are commonly found in EFL textbooks because they align with the SFL principle of creating cohesive discourse. Additionally, by emphasizing Deictic Thing (DT) categories, students are better equipped to explore and communicate meaning in spoken discourse by pointing to or describing items in relation to the immediate context. From an SFL perspective, the predominance of T and DT types (Table 8 and Table 9) in EFL textbooks underscores a pedagogical focus on providing students with the linguistic tools needed for effective oral communication. This highlights the textbooks' commitment to helping students develop practical language skills for communicative contexts.

When viewed through the lens of SFL, the widespread use of material process types in textbooks suggests that language instruction places special emphasis on actions and concrete processes. This pedagogical approach prioritizes practical application, aiming to enable students to understand and communicate concrete actions and occurrences. The present study reflects the findings of Maya et al. (2020) and Dewi and Kurniawan (2018), who found that the consistent prevalence of material process types in the examined EFL textbooks indicated a purposeful preference for concrete objects and events over abstract notions. This choice helps students apply their language abilities to real-world situations, underscoring the importance of comprehending and communicating concrete actions and occurrences. Furthermore, the extensive use of declarative phrases (see Table 5) in the examined textbooks highlights a pedagogical focus on straightforward communication and unambiguous statement-making, particularly in terms of interpersonal function. This linguistic choice may be intended to suit academic or informational contexts where clarity is essential, equipping students with the tools to communicate clearly and coherently. The emphasis on informative language over persuasive or negotiative language in EFL instructional materials is supported by the findings of Emilia and Hamied (2015) and Linares and Xin (2020), who underscore the impact of EFL textbooks on language instruction, particularly regarding the clear and direct communication of information.

Regarding nominal groups, the findings align with previous studies that examined EFL textbooks using SFL-based methodologies. The results indicate that T- and DT-oriented nominal groups are frequently found in learning resources. In this context, Daliman (2019), Damayanti (2023), and Suryadewi et al. (2018) analyzed a corpus of academic textbooks from various subjects and discovered that one of the most commonly used grammatical structures was noun phrases. This suggests that nominal groups are a widely utilized tool in EFL textbooks to provide students with precise and comprehensive information. Furthermore, the increased prevalence of material process types

in the analysis can be attributed to the general use of nominal groups with a T and DT orientation, as these specific noun group types are often employed to distinguish concrete physical objects and actions. Thus, within the framework of SFL, the present study extends and validates previous findings about the linguistic elements and practical language use found in EFL textbooks.

To date, as highlighted by Jati and Somphithak (2021) and Maya et al. (2020), the majority of material process types used in the examined English textbooks indicate a purposeful emphasis on teaching language connected to actions and processes, particularly in formal and written contexts. For example, teachers often have students write or utter sentences emphasizing daily activities. Since the focus is on activities, students consequently use vocabulary related to actions. This has ramifications for language learning and teaching in several ways. First, the findings underscore the importance of developing language skills for describing procedures and behaviors. This involves equipping students with the tools to effectively communicate subtle details about how specific actions are performed through the use of verbs and adverbs (see Tables 2-4). Second, the results highlight the need to teach vocabulary associated with activities and processes, including technical or scientific terms required to explain mechanics or procedures. This suggests that language teachers should incorporate domain-specific vocabulary into their lesson plans to ensure students acquire the language skills necessary for effective communication in specialized fields. Lastly, the frequent presence of material process types in textbooks emphasizes the importance of improving writing skills, particularly in formal or technical writing. This indicates a teaching approach focused on helping students articulate their thoughts and present information in a structured and formal manner, aligning with the standards of academic and technical communication.

Teachers can leverage these implications for teaching and learning by incorporating focused activities into their curricula. For example, it may be helpful to design tasks that target the development of language skills related to actions and processes, such as creating sentences using appropriate verbs and adverbs. Teachers can also implement vocabulary-building exercises to introduce students to scientific and technical language. To help students enhance their written communication skills, teachers might assign structured writing projects that simulate formal or technical writing scenarios (Emilia & Hamied, 2015). While material process types are crucial for clear and concise communication of information, it is equally important for teachers to incorporate activities that promote the expression of emotions, opinions, and attitudes. This ensures a comprehensive language-learning process that encompasses a wide range of linguistic functions.

The considerable pedagogical implications are also evident in the use of declarative sentences. This pattern reflects a purposeful teaching strategy that emphasizes direct communication and facilitates a clear flow of information. These implications extend beyond language structure to the development of essential language skills. First, this linguistic tendency highlights the prioritization of clarity in communication within the instructional context. By emphasizing declarative statements, teachers implicitly promote a language style that values precision and direct expression. This approach not only addresses the communicative needs of language learners but also aligns with the broader concept of efficient language use in everyday contexts. Furthermore, given the prevalence of declarative statements (Martin & Zappavigna, 2019; Siregar et al., 2023), teaching should focus on enhancing students' ability to communicate facts and information accurately. Students are encouraged to express themselves in ways that convey information precisely while adhering to grammatical rules. This focus is particularly crucial for academic purposes, where accuracy and clarity are paramount.

The prevalence of declarative phrases in scholarly literature further underscores the importance of developing critical language skills. Acquiring the ability to understand and evaluate declarative structures is essential for effective academic engagement, as students frequently encounter them in scholarly texts. This highlights how language learning encompasses higher-order cognitive skills tied to linguistic structures. Beyond language itself, another layer of thought is involved in the explicit teaching of declarative statements. Teachers are encouraged to incorporate specific activities into their lesson plans, recognizing the significance of declarative statements in conveying information and factual claims (Yanto & Pravitasari, 2023; Siregar et al., 2021). Such tasks might include using a variety of linguistic forms, such as facts, opinions, descriptions, and explanations. Students who receive this type of explicit instruction are expected not only to identify declarative phrases but also to apply them appropriately in context.

Essentially, the goal of these all-encompassing instructional strategies is to provide students with a thorough understanding of the frequency of declarative sentences while also offering clear guidance on their use in various contexts. To enhance learners' overall language proficiency and communicative competence, these strategies aim to move beyond surface-level comprehension and foster a deeper connection between language structure, effective communication, and cognitive skills. Ultimately, the impact of emphasizing different material process types in English textbooks depends on the specific context and learning objectives. Striking a balance between functional language skills and a broader range of language functions ensures a comprehensive

approach to language learning, equipping students for adaptable and effective communication in diverse settings.

An SFL analysis of the common usage of T (Thing) and DT (Deictic Thing) in EFL textbooks highlights a purposeful instructional orientation toward concrete, tangible entities, emphasizing real-world applicability. This approach prioritizes teaching language in a way that helps students understand and express abstract linguistic concepts using real-world examples. The prevalence of T and DT types reflects a commitment to equipping students with the tools necessary to function and interact successfully in various authentic contexts, aligning with the communicative language teaching philosophy. However, it is important to recognize potential distinctions in the use of T and DT forms between spoken and written modes. The spoken mode requires more distinct language functions and structures than written declarative statements, often focusing on conversational abilities such as expressing ideas, making requests, and engaging in dialogue. A balanced teaching strategy must address the differing linguistic demands of spoken and written modes while acknowledging the importance of advanced language skills in each context. The primary goal remains to provide students with adaptable language skills that extend beyond the classroom, enabling effective and practical communication in a variety of written and everyday scenarios.

In conclusion, systemic functional linguistics, with its focus on material process types, declarative sentences, and T (Thing) and DT (Deictic Thing) forms, serves as a valuable framework for analyzing EFL textbooks. Its functional and systemic approach provides insights into contextual language use, supporting the development of effective instructional activities for practical language skills (Cheng, 2023; Morton, 2023). Teachers should adopt a comprehensive approach in classrooms where material process types, declarative sentences, and T and DT forms predominate in EFL textbooks. For material process types, teachers can implement practical tasks to refine students' language skills. Additionally, organized writing and vocal communication exercises can be used to emphasize succinct and clear communication for declarative phrases. Exercises aimed at enhancing vocabulary related to tangible entities, as represented in T and DT forms, are also essential. Therefore, teaching and instructional activities should maintain balance by addressing different sentence types and encouraging the use of diverse language resources (To, 2018; Troyan et al., 2022). The ultimate goal is to develop adaptable language skills that cater to both written and oral communication needs.

Conclusion

Through transitivity patterns, mood systems, and nominal group analysis, the study has provided key insights into the ideational, interpersonal, and textual functions reflected in EFL textbooks. The transitivity analysis highlighted the ideational function by revealing a preponderance of material processes that emphasize concrete acts and procedures. The mood system analysis uncovered a predominance of declarative structures, supporting the interpersonal function by focusing on straightforward communication. Additionally, the examination of nominal groups demonstrated the frequent use of T (Thing) and DT (Deictic Thing) categories, which enhance the ideational function by providing concrete examples to build vocabulary.

Despite the fruitful findings and insightful perspectives on the linguistic characteristics of EFL textbooks, the present study has certain limitations. As the research focused on a specific set of linguistic features, a more comprehensive investigation of additional grammatical structures and discourse components in EFL materials would be advantageous. Furthermore, the study primarily relied on qualitative analysis; incorporating quantitative methods could enhance the validity and robustness of future studies. Additionally, the research was restricted to a limited collection of textbooks, which narrowed the generalizability of the results. Future research could expand the scope by analyzing a broader range of textbooks from diverse cultural contexts and proficiency levels. Exploring how these linguistic features influence students' language comprehension and acquisition could also provide valuable insights for instructional design. Consequently, this study lays a foundation for future investigations to deepen the understanding of the intricate relationship between linguistic features and instructional applications in EFL materials.

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