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of genre-specific language features

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The human sciences have to assume at least an equal responsibility in establishing the foundation of knowledge.

- Michael Halliday

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Abstract

Due to the Standardized Reife- und Diplomprüfung in Austria, it is essential to examine in detail the text types assessed in the written Matura. As it is a standardized examination, school textbooks should also be aligned with the guidelines of the Bundesministerium Bildung, Wissenschaft und Forschung (Bmbwf) and provide guidance for students to achieve the requirements.

This study focuses precisely on these printed sample texts. The sample texts were examined for their linguistic characteristics according to the Systemic Functional Linguistic Theory by Michael Alexander Halliday. The investigated text types included articles, blog posts, blog comments, essays, and reports. The results indicate that not all sample texts meet the requirements, and there are also different interpretations of the Bmbwf guidelines. Therefore, it is recommended to elaborate on the requirements of each text type and to differentiate them more precisely, as some overlap in certain aspects. Likewise, it is suggested that the Bmbwf publish its own sample texts for all relevant text types for the school leaving exam, along with indications of how the respective requirements were met.

Keywords: Standardisierte Reife- und Diplomprüfung, schriftliche Matura, text types, Textsorten, textbook analysis, Schulbuchanalyse, SFL, Systemic Functional Linguistic, Michael Alexander Halliday

1. Introduction

“The grammatical system of language is closely related to the social and personal needs that language is required to serve” (Halliday 1970: 142). By analyzing language patterns, students gain a deeper understanding of how specific linguistic choices can shape and convey meaning, for instance, when examining the metaphorical language in speeches or poetry. This examination allows students to grasp the nuanced ways in which language can be employed to create vivid and impactful descriptions. Additionally, second language learners can explore the effects of register and tone in different types of writing. They can also investigate the role of syntax and sentence structure in conveying meaning. By examining sentence patterns, such as the use of active or passive voice, students develop an understanding of how these choices can affect the emphasis, clarity, and level of agency in a sentence. They learn to adapt their language to different contexts and purposes, selecting structures that best convey their intended meaning. Through such explorations, students become more conscious of the intricate relationship between language choices and meaning. They recognize that language is not only a tool for communication, but a versatile system that can shape and enrich their expressions.

In context of the Austrian Matura, students need to focus on different text types which they acquire through model texts from their school books. In those books the Matura-relevant texts are depictures demonstrating the learners one way of fulfilling the requirements of the various genres. That is the reason why many students often attempt to mimic the model texts. However, it is crucial to analyze these texts to compare them with the requirements of the Bundesministerium Bildung, Wissenschaft und Forschung (Bmbwf) to see if those texts realize the guidelines. It is essential to analyze this as a teacher to sub-consequently educate the students about the differences of each text type to enable them to see the various nuanced ways to express different aims that the specific genres include. As a result, students acquire a deeper understanding of what is deemed suitable and necessary within specific text types and also cultural contexts. This allows them to develop the required skills and knowledge to effectively navigate and produce appropriate texts in diverse communicative settings. For example, in a language learning context, students may study and imitate persuasive essays found in textbooks. By closely examining the structure, language features, and rhetorical strategies employed in these model texts, students gain insights into the conventions and expectations of persuasive writing. They learn how to present arguments convincingly, employ persuasive techniques, and engage with the target audience effectively. This practice allows them to understand the specific requirements and cultural nuances associated with persuasive essays. Similarly, students may explore model texts to develop proficiency in various social contexts and their communication

requirements. Through careful analysis of the organization, tone, and language choices in these texts, students acquire the necessary skills to craft well-structured and appropriately worded correspondence. They become familiar with the cultural norms and conventions of specific communication, such as appropriate language, and polite expressions. Overall, the study and imitation of model texts in textbooks provide students with valuable guidance and insights into various text types and cultural contexts. It empowers them to enhance their language skills and effectively adapt their communication to different genres and cultural settings.

The Systemic Functional Linguistic (SFL) approach provides a useful basis to analyze texts in general, but in this thesis, it is used to investigate specific model texts in school books and find out about the texts' registers consisting of Field, Tenor, and Mode. Moreover, because genres follow a specific move structure for a communicative purpose, it is essential to analyze the products and understand the genre.

Based on the necessity of analyzing model texts this thesis answers the following questions:

1. What are genre specifications for essays, articles, reports, blog posts and comments in the standardized Austrian Matura in terms of Field, Tenor, and Mode?
2. What genre-specific structures/moves can be detected in the model texts?
3. What typical linguistic features are used in the realization of these moves in the selected sample texts from Austrian school books?

To answer these questions, three Austrian school books namely *English in Context*, *PrimeTime* and *Way2Go* have been analyzed. Regarding the genre, the text types, article, blog post and comment, essay, and report have been chosen, as they are part of the obligatory text types for the standardized Matura in the AHS. Moreover, the guidelines for the Matura published by the federal office of education are evaluated for the individual text types. The text types of emails and letters are excluded as they vary in formality and context, such as email/letter of complaint and email/letter of application.

In addition, the general theoretical background on SFL is described as well as the use of SFL in educational settings. Subsequently, the Austrian Standardized Matura Specifications concerning each individual text type are outlined and expectations which are based on the requirements of the Bundesministerium Bildung, Wissenschaft und Forschung (Bmbwf) as well as other scientific studies that suit the individual genre. The main part of this thesis is the analysis of the model texts found in the school books. In each individual conclusion a reference

to the genre specifications issued by the Bmbwf as well as the other studies form the scholastic contexts is made. Lastly, a general conclusion as well as discussion is provided.

2. Systemic Functional Linguistics

Halliday's theory of systemic functional linguistics (SFL) investigates how language constructs meaning (Halliday & Matthiessen 2014: 3). He states that learning "is a process of making meaning – a semiotic process; and the prototypical form of human semiotic is language. Hence the ontogenesis of language is at the same time the ontogenesis of learning" (Halliday 1993: 97). Moreover, his concept of SFL focused on four steps where texts are analyzed: context, discourse semantics, lexico-grammar, and phonology. First, context is understood as the central concern based on the meaning-making aspect of the context of culture and a situation. Related to this context of culture the term 'genres' is "a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture" (Martin 1984: 25). However, the focus lies on the genres (Eggins 2011: 56). The context of the situation is needed in order to solve semantic indetermination. This is carried out through three variables referred to as "register variables" (Eggins 2011: 90), which are Field, Tenor, and Mode.

In short, the three dimensions are answering focusing on different aspects of a text. First, who is included in a text and how, which is answered by the ideational meaning, also referred to as Field. Second, what relationship does the reader and the writer have, how is that carried out through language, is questioned by the interpersonal meaning, also known as Tenor. Last, the question about the organization of a text and what knowledge is already implied by the writer. Each of these three variables has a different focus on language and interactions which are more detailed described in the following:

Firstly, Field answers the question "what the language is being used to talk about" (Eggins 2011: 90). To be more precise, Field highlights the ideational meanings by, focusing on verb itself, referred to as Transitivity, as well as the grammatical structures that are included (ibid. 111) The ideational metafunction can also be seen as the content of the message and relates to the semantic function (Banks 202: 23) and refers to personal encoding experience and depicting reality (Butt et al. 2003: 39).

Secondly, Tenor investigates the connections between the individuals in the interactions and it can be linked to the interpersonal meaning expressed through the grammatical structures of Mood (Eggins 2011: 90-111). The interpersonal metafunction relates to the relationships between the speakers and the addressees and the speaker and the message itself and resembles

the semantic metafunction of Tenor (Banks 2002: 23), whereas interpersonal meaning functions as the encoder of relationships (Butt et al. 2003: 39).

Lastly, Mode centers on “the role language is playing in the interaction” (Eggins 2011: 90), and it “can be associated with the realization of textual meanings [...] realized through the Theme patterns of the grammar” (ibid. 111). The textual metafunction relates to the meaning of making a text a text in terms of words or clauses and is Mode in the semantic metafunction (Banks 2002: 23). Its function lies in being an organizer of the two other metafunctions by encoding the meaning of the textual development in terms of a linear and coherent text (Butt et al. 2003: 39).

The link between context, semantics, and lexico-grammar can be seen in Figure 1. Based on the three dimensions of context, ‘Field’, ‘Tenor’, and ‘Mode’, language is a semiotic system, and by using language, meaning is created by an active choice. The general purpose of language is to create meaning in a specific context (Eggins 2011: 3-11). That is why SFL aims to investigate “how [...] people use language [and] how [...] language [is] structured for use” (ibid. 3).

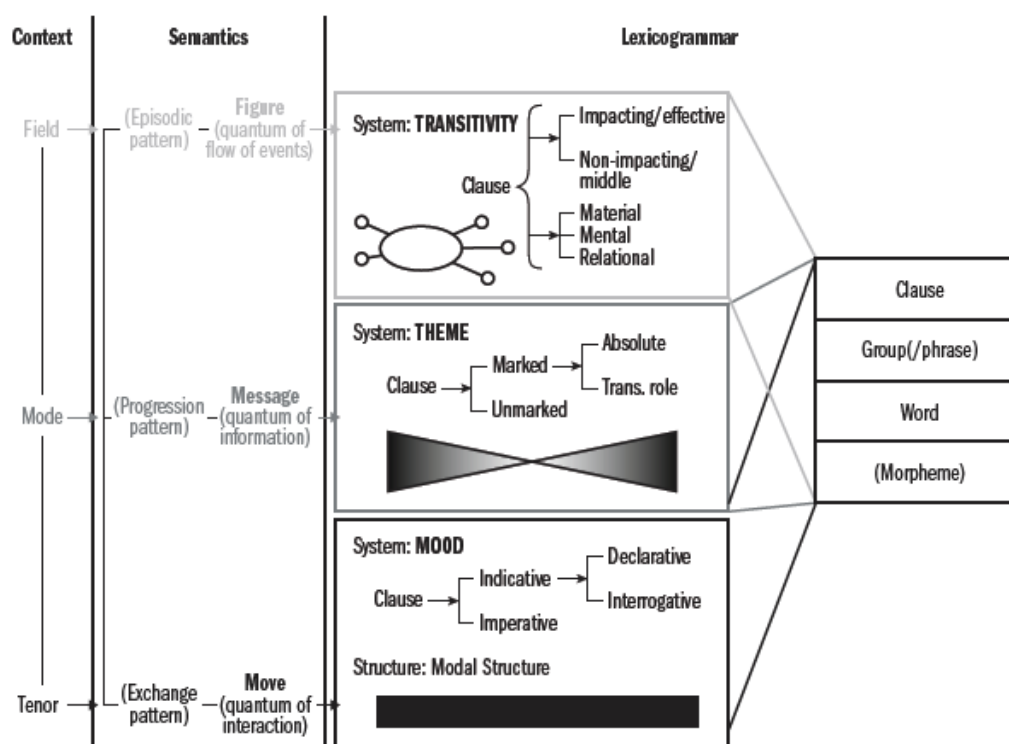


Figure 1 Language dimensions (Halliday & Matthiessen 2014: 21)

As the meaning-making process within a language is the core focus of SFL, the three metafunctions. Each of them focuses on a different aspect of language which can be explained as the following:

[T]he analysis of the Transitivity structure of a text [Field] makes clear who is doing what to whom, where, when, why, and with what. The analysis of Mood structures [Tenor] tells us what the speaker uses language to do in relation to other interlocutors. And the analysis of Theme structures [Mode] throws light on the way information has been organized in the text and reveals the various foci of the speaker. (Nørgaard 2003: 14)

To completely understand how people communicate, each metafunction needs to be examined.

Additionally, genre and register need to be explained.

Firstly, genre can be described as “texts [that] share the same general purpose in the culture, they [...] often share the same obligatory and optional structural elements and so they belong to the same genre or text type” (Butt et al. 2003: 9).

Secondly, as stated above, registers are carried out through Field, Mode, and Tenor variables by creating the ideational, interpersonal, and textual meaning in a specific context (ibid.). Therefore, the idea of connecting the context of a situation to linguistic choices is referred to as the concept of ‘register’ (Nagao: 2019).

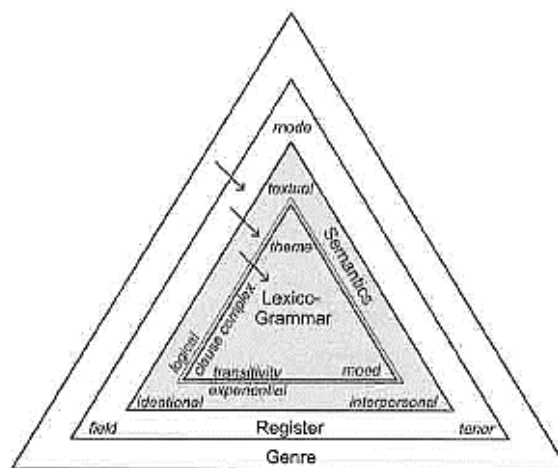


Figure 2 Genre and Register (Eggins 2011: 112)

Genre and register are concerned with the context of language use. Whereas genre focuses on a more general purpose and rather structural elements within a cultural context, register focuses on the specific context of a situation. Moreover, register investigates the relationship between the three aspects: Field, Tenor and Mode (ibid.), see Figure 2.

2.1. The ideational metafunction - Field

The semantic metafunction of ideational, related to the register variable Field, is the basis for an SFL analyses. In this parameter, Transitivity rests on the verb, and thus the verb is the pivot of the analysis, whereby it determines the subject and the complement roles (Thompson 2014: 92). In SFL, the verb is referred to as process, and the subjects and complement roles are various participants depending on the process type.

In the following sentences, each verb takes on a different function as it focuses on different abilities of the person doing the action:

You give her a book.

She sees a bird in the tree.

I asked her a serious question.

The verb has the power of the sentence meaning that the verb controls the other participants of the sentence and gives the other participants their various roles, see Table 1 (Halliday & Matthiessen 2014:311; Eggins 2011 206-14). This can be seen if the sentences are investigated in depth:

You	give	her	a book.
Participant	Process	Participant	Participant

Within this sentence, several participants are needed which perform various roles. The first participant is the person who does something, the second participant benefits from the action/process, and the third participant is the object that undergoes the action. The process regulates all of these participants, as the verb determines which roles the others perform in the sentence.

She	sees	a bird	in the tree.
Participant	Process	Participant	Circumstance

The second sentence also includes different participants, but in contrast to the first sentence, the first participant does not act but instead senses another participant, the second one, in a specific location, labeled as circumstance.

I	asked	Her	a serious question.
Participant	Process	Participant	Participant

To demonstrate a third time that the verb is the most powerful part of the sentence, in the last example, the participant says something to a receiver of the information, and the information itself is another participant regulated by the verb.

As the three examples explain, the verbs or rather the “processes are the core of the clause” (Thompson 2014: 92). Therefore, six different semantic types of verbs can be found, namely material, behavioral, mental verbal, relational as well as existential.; however, some of these categories are subdivided, as seen in Table 1 (Halliday & Matthiessen 2014:311; Eggins 2011 206-14). To illustrate the importance verbs’ abilities, each process type with its subcategories is further explained:

Process type	Category meaning	Participants, directly involved	Participants, obliquely involved
material: - action - event	doing - doing - happening	Actor, Goal	Recipient, Scope
behavioral	behaving	Behaver	Behavior
mental: - perception - cognition - desideration - emotion	sensing - seeing - thinking - wanting - feeling	Senser, Phenomenon	
verbal	saying	Sayer	Receiver, Verbiage
relational: - attribution - identification	being - attributing - identifying	Carrier, Attribute Token, Value	
existential	existing	Existent	

Table 1 Transitivity functions (adapted from Halliday & Matthiessen 2014: 311)

But not only the aspect of process types and participants relate to the category of Field, but also circumstances do, as seen in the example sentence above. Those circumstances are adverbial or prepositional phrases and groups and can occur with all process types (Eggins 2011: 222). Nine different circumstances can be categorized: Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Matter, and Angle. Some of these have even more subcategories, such as ‘Extent’ with ‘Temporal’ and ‘Spatial’ (Halliday 2004: 291), as seen in Table 2.

Circumstances			
Type	Subtype	Examples	Probe
Extent	Duration, Frequency (Temporal) Distance (Spatial)	for, over, across, etc.	How long? How often? How far?
Location	Time (Temporal), Place (Spatial)	at, in, on, from, etc.	When? Where?
Manner	Means Quality Comparison Degree	with, by, like	How? What with? In what way? Like what? To what extent?
Cause	Reason Purpose Behalf	through, for, etc.	Why? What for? Who for?
Contingency	Condition Concession Default	in case of, etc.	Under what conditions?
Accompaniment	Comitation Addition	with, besides, etc.	Who/What with? Who/What else?
Role	Guise Product	as, into, etc.	What as? What into?
Matter	Matter	about, etc.	What about?
Angle	Source Viewpoint	according to, to, etc.	According to whom? From whose perspective?

Table 2 Circumstances (adapted from Halliday 2004: 291)

There in clauses such as *there is* needs to be analyzed differently, as it only indicates a “feature of existence, and it is needed interpersonally as a Subject” (Halliday& Matthiessen 2014: 308), but it is not a participant or a circumstance. Furthermore, ‘there’ cannot be queried and is, therefore, referred to as existential *there* (ibid.), discussed in Chapter 2.1.6.

2.1.1. Material processes

Material Processes mainly involve physical activities, “usually concrete, tangible actions” (Eggins 2011: 215). The semantic notion of this process is that some entity, also referred to as Participant, is the doer of the action and does something specific. The Participant in this process is called the Actor of the Material Process. Eggins (2011: 215) probes these Material Processes by asking, “What did x do?”. These processes are defined as intransitive. However, depending on the verb, some Material processes involve more than one Participant and are referred to as transitive. Those “are clauses in which ‘someone does something and the doing involves another entity’. Transitive clauses are probed by ‘what did x do to y?’” (ibid. 216). For instance, the verb ‘give’ involves three entities and is probed by “What did x do to y to z” (ibid.). Consequently, the Actor is viewed as relating to the material process type of events and actions. In an intransitive material clause, the process only involves the Actor itself and is represented as a happening, whereas in a transitive material clause, the process also impacts another participant, representing as a doing (ibid. 180). Retaking the previous example, the sentence can be analyzed as the following.

You	give	her	a book.
Actor (transitive)	Material	Beneficiary	Goal

Each verb in a clause determines the subject and the optional as well as obligatory complement. For instance, if a verb is categorized as a material verb, such as *run*, *move*, or *give*, then the person who *runs*, *moves*, or *gives* is the Actor of the ongoing action. The verb ‘give’ demands two complement roles: the Beneficiary, regarding the person who receives the item, and the item itself, which is the Goal.

Another example is the word ‘shoots’ in the sentence ‘She shoots the gun’, whereby the pronoun ‘she’ is again the Actor, but the gun as complement can be analyzed as Range (Eggins 2011: 214-21). The difference between Goal and Range, called Scope in the material process (Halliday & Matthiessen 2014: 346), is vague, although Halliday classifies both and even lists how to distinguish them (Eggins 2011: 219). Halliday (2004: 180) states that Goal is registered, suffered, or undergone by the outcome of an action. Moreover, he defines that a Goal participant is most commonly a directly involved thing (ibid. 201; 260) “to which the process is extended” (ibid. 201). Concerning Range, he defines it as “things – typically either places or events” (ibid. 201) as well as “participants, obliquely involved” (ibid. 260). Scope is another term introduced

at this point; Halliday argues that it “is not in any way affected by the performance of the process” (Halliday & Matthiessen 2014: 239). In addition, Scope defines the area in which the process happens or describes the process itself. The following example clarifies the entity Scope:

She	sings	a song.
Actor	Material	Scope

There is no such thing as *song* other than the *act of singing*, even when looking it up in the dictionary. The same is true for *game*, as it is related to the *act of playing*. Therefore, “[s]emantically the Scope element is not any very obvious sense a participant in the process – it is not directly involved in the process by bringing it about, being affected by it or benefitting from it; but grammatically the Scope is treated as if it was a participant” (ibid. 241). This is also realized by the fact that a Scope element can be regarded as the subject of a clause, as demonstrated by the following example:

A Song	is sung	by her.
Scope	Material	Actor

To further distinguish between Goal and Scope, see Halliday and Matthiessen (2014: 242).

2.1.2. Mental processes

Commonly people do not always act in the sense of the process of doing, but instead, they think or feel, which is why Halliday created the mental process type. Consequently, new participants also need to be introduced as the people who mentally process, do not act but rather sense which is why they are termed *Senser*. This *Senser* needs to be “a conscious human participant” (Eggins 2011: 227). The second participant, which the *Senser* feels, thinks, or perceives, is labeled *Phenomenon*. Even if a subdivision of the phenomenon is referred to as act and fact, it is not included in this analysis based on the length limitation. The following example illustrates the mental process type:

She	sees	a bird.
Senser	Mental	Phenomenon

There is one significant difference comparing material processes and mental processes: Material processes can have one or two participants, but mental processes always have two participants even if the second participant is absent (ibid. 226). This can be seen in the following example:

She	thinks.	(about the consequences).
Senser	Mental	absent Phenomenon

The only exceptions are situations of projections (ibid. 226.). These projections deal with quoting or reporting different ideas, for instance:

She	thinks		I	went	to Italy.
Senser	Mental		Actor	Material	Location

The example sentence above consists of two clauses with an empty box that indicates a clause boundary. “The relationship between the two clauses is a relationship by which one clause ‘shoots out’ or projects a second clause. [This is also called] the logical relationship that can hold between adjacent clauses” (ibid. 231).

Halliday and Matthiessen (2014: 256-58) further divide the sensing process into four subcategories. The following example sentences illustrate their differences:

She sees the dog.

She knows the dog.

She wants the dog.

She likes the dog.

All four examples belong to the mental processes; however, their sensing is still different. Therefore, the four subcategories were established: perspective, cognitive, desiderative, and emotive. Examples of each subtype can be seen in Table 3.

Type	Examples
Perceptive	sense, see, notice, perceive, glimpse, hear, feel, taste, smell, etc..
Cognitive	think, consider, know, believe, understand, imagine, forget, convince, surprise, puzzle, strike, appreciate, etc.

Desiderative	would like, want, wish, hope, plan, decide, agree, refuse, resolve, determine, etc.
Emotive	like, love, dislike, hate, fancy, enjoy, please, disgust, offend, encourage, bore, amuse, entertain, interest, fascinate, scare, frighten, pain, etc.

Table 3 Subtype examples (Halliday & Matthiessen 2014: 257)

Consequently, the above-mentioned example sentences are categorized into the following subtypes:

- She sees the cat. → Perceptive
 She knows the cat. → Cognitive
 She wants the cat. → Desiderative
 She likes the cat. → Emotive

Yet cognitive and desiderative processes share some aspects, as do emotive and perceptive processes. The former involves the creation of ideas, the function of modality, and verbal causations, while the latter do not, but they can be used to present facts. Although cognition and desideration project ideas, some other areas differ, for instance directionality, construal as behavior, phase, agnate ascriptive process, construal as attribute of ascription, scalability, and reification. In general, it can be said that all of the previously mentioned categories are distinct from each other, and even more definitions can be found on the individual level. Nonetheless, the needs of the analysis of this paper are satisfied with the four given categories without a further differentiation on the separable level, for further information see Halliday & Matthiessen 1999: 139-144.

2.1.3. Behavioral processes

Behavioral processes encompass physiological as well as psychological behavior performed by humans. They are the least distinct process types as they lack clearly defined characteristics. Instead, they possess attributes that are partly material and partly mental. The participant involved in these behaviors, known as the Behaver, is typically a conscious individual, similar to the Senser. Grammatically, these processes align more with actions or activities. The following sentence illustrates the connection between inner and outer experiences (Halliday & Matthiessen 2014: 301).

People	are laughing.
Behaver	Behavioral

When people as Behavers are laughing, there is an inner process going on; however, there is a result also in the outer experience as others can sense the behavior. To differentiate the mental and the material process, one can say that within the mental processes, no one else can experience the process except for the Sensor. Therefore, the experience takes place within the person as an inner experience. Concerning the material process, the outer world can also experience the Actor's actions, as a participant, for instance, in the sentence from above: You give her a book.

If another participant is in the behavioral process, it can be a Behavior or a Phenomenon. To distinguish them, one has to analyze whether the participant is a restatement of the process, then it is the Behavior, which can be seen in the following sentence:

She	smiled	a big smile.
Behaver	Behavioral	Behavior

If the second participant is not a restatement of the process, then it is a Phenomenon, which is illustrated in this example sentence:

Andrew	smelled	the turkey.
Behaver	Behavioral	Phenomenon

Examples of behavioral processes can be found in Figure 3.

Close to...	Description	Examples
the mental process	processes of consciousness as forms of behavior	listen, look, stare, watch, dream, etc.
the verbal process	processes of verbality as forms of behavior	chatter, gossip, argue, talk, etc.
	physiological processes manifesting consciousness	cry, laugh, frown, hiss, nod, etc.
	other physiological processes	breath, cough, hiccup, faint, yawn, etc.
the material process	bodily postures and activities	dance, sing, lie (down), etc.

Figure 3 Process type: Behavioral (Halliday & Matthiessen 2014: 302)

As demonstrated, the behavioral process is a mixture of mental and material processes in semantics and grammar.

2.1.4. Verbal processes

Verbal processes include all actions of saying with its many alternative expressions and symbolic meanings of exchange. The verb again regulates the other participants so that the person who speaks is the Sayer, the message itself is the Verbiage, and the participant to whom the Verbiage is directed is the Receiver (Eggins 2011: 235). “The Verbiage is a nominalized statement of the Verbal Process: a noun expressing some kind of verbal behaviour (e.g. *statement, question, retort, answer, story*)” (ibid.). The Sayer does not have to be human; it can be anything that “puts out a signal” (Halliday & Matthiessen 2014: 304). This example clarifies the different categories:

She	tells	him	a story.
Sayer	Verbal	Receiver	Verbiage

While numerous verbal processes involve a nominal element shown above, it is also a characteristic feature of verbal processes that they can project. Like mental processes, verbal processes can quote or report speech (ibid. 236). “A relationship of interdependence between the two clauses gives quoting or direct speech, whereas a relationship of dependency between projected and projecting clause gives indirect or reported speech” (ibid.). The following examples illustrate the differences between direct/quoted speech and indirect/reported speech:

She	asked	her		‘Can	you	pay	the bill?’
Sayer	Verbal	Receiver			Actor	Material	Goal

The first part of the sentence holds the participant, Sayer, as in the person speaking, the Receiver as in the person who is directly addressed, and the verbal process; the second part of the sentence can hold any other process type, in this case, a material process with you as the Actor and the bill as the Goal.

She	asked	her		to pay	the bill
Sayer	Verbal	Receiver		Material	Goal

The second example illustrates the difference between direct/quoted speech and indirect/reported speech. The distinction is the omission of the Actor in the second example sentence. Both clauses need to be analyzed in the transitivity analysis to find out which process types are used in the individual model texts. Halliday further divides the verbal processes into

activity, targeting and talking, and semiosis, neutral quoting, indicating, and imperating (see Halliday & Matthiessen 2014: 305); however, the given information fulfills the purpose of this paper's analysis.

2.1.5. Relational processes

Relational processes include the act of being in its various forms. Within the complex area of relational processes, a wide range of subtypes exists. This complexity occurs from the numerous ways in which existence can be expressed and interpreted within clauses and sentences. As the name suggests, relational Processes are responsible for establishing relationships between two entities, or participants (Thompson 2014: 101). There are two subtypes of relational processes, attributive and identifying.

Attributive Relational Processes involve assigning an attribute to a participating entity through the structure "x carries the attribute of a. (EGGINS: 2011: 240)" Consequently, these processes necessitate the involvement of two participants (x and a). One participant is the Carrier (y), which is always a noun or nominal group, responsible for carrying the assigned quality, while the other participant is the Attribute (x), representing the quality being ascribed. Moreover, another distinction can be made when the attribute is usually an adjective or when the Attribute is a noun (Eggins 2011: 239-240). If the Attribute is an adjective, it is labeled as a descriptive attributive, as "the attribute is a quality or epithet ascribed to the carrier" (ibid. 240). If the Attributive is a noun, it is usually an indefinite nominal led by *a* or *an*. In the latter's case, the meaning lies in "x is a member of the class a" (ibid. 240).

The following two examples clarify the differences:

She	is	beautiful.
Carrier	Relational: Attributive (descriptive)	Attribute

Within this example, the participant, the Carrier, holds the attribute beautiful, so as mentioned above, this one belongs to the descriptive attribute. The term beautiful can consequently be seen as the Attribute of the Carrier.

She	is	our guest.
Carrier	Relational: Attributive	Attribute

In contrast to the previous example, the participant here does not hold the attribute but is a member of a specific group.

Among others, *become*, *turn*, *grow*, *keep*, and *stay* are examples of relational attributive processes (Eggins 2011: 240). A grammatical uniqueness of the attributive relational lies within the aspect that it cannot be used to construct passive forms. “This is because Attributive intensives, in fact, contain only one independent nominal participant, the Carrier, with the Attribute functioning to encode the ascription assigned to the Carrier” (ibid. 241).

The intensive identifying processes differ from the attributive processes in both semantic and grammatical aspects. In semantic terms, an identifying clause serves the purpose of defining rather than ascribing or classifying. “The meaning of an identifying intensive is that ‘*x serves to define the identity of y*’” (ibid), and the relation is that of assigning an identity rather than attributing a quality” (Fontaine 2013: 76). In grammatical terms, two participants are involved in the identifying process, namely an entity that is being defined labeled as Token and an entity that defines referred to as Value. Both are typically nominal groups (Eggins 2011: 242). This can be seen in the following:

She	plays	Juliet.
Token	Relational Identifying	Value

Among others *make*, *express*, *play*, *represent* and *refer to* are examples for the relational identifying processes (ibid. 242). Another grammatical feature of identifying processes is their capability to form passives. This can easily be demonstrated by transforming the active sentence from above into passive.

Juliet	is played	by her.
Value	Relational Identifying	Token

As apparent, the participants stay in terms of the semantics, only the sentence structure changed. However, the question might be raised “which ‘side’ of the clause is the Token, and which is the Value” (ibid. 243). In semantic terms, the Token can be understood as “a sign, name, form, holder, or occupant of a Value” (ibid.). The Value provides “the meaning, referent, function, status, or role of the Token” (ibid.). Therefore, the Token refers to the nominal group that includes the name, while the Value refers to the nominal group that provides the classification. In grammatical terms, the difference can be seen in active and passive sentences. The subject

in an active sentence is always the Token participant, and the subject in a passive sentence is always the Value entity (ibid.)

To quickly determine if the clause involves an attributive or an identifying relational process, one can invert the sentence; if it is impossible, the relational process is attributive, and if it is possible, it belongs to the identifying subcategory.

The relational subcategories are further divided into circumstantial and possessive (see Halliday & Matthiessen 2014: 265; Eggins 2011: 243-249); however, the need of this paper's analysis is satisfied with the given information.

2.1.6. Existential processes

Existential processes can easily be identified by “positing that ‘there was/is something’” (Eggins 2011: 238). Noteworthy to say is that the word ‘there’ in an existential process does not hold any representational meaning nor relate to any location. The existential processes usually “employ the verb *be* or synonyms such as *exist*, *arise*, and *occur*. The Existent is the only obligatory participant in an existential process that receives a functional label. This participant, which usually follows the *there is/there are* sequence, may be a phenomenon of any kind, and is often, in fact, an event (nominalized action)” (ibid.)

The following example illustrates the theoretical description:

There	was	a spider	on the table.
	Existential	Existent	Location

In the ideational metafunction, also referred to as Field, three elements, namely the process types, the participants, and the circumstances, are analyzed in SFL theory. The verb is remarkable as it determines the participants and occupies the core position of this metafunction. Also, in this paper's analysis, all three elements are considered.

2.2. The interpersonal metafunction – Tenor

The interpersonal metafunction, also called Tenor, is another aspect of the SFL approach analysis. It examines the dynamics of relationships among the participants involved, encoding the connection between the speakers and the addressees as well as the speakers and the messages themselves. This is realized by examining three aspects of texts: Mood, Modality, and Appraisal. All three are relevant for this paper's focus.

2.2.1. Mood

In general, there are four fundamental move types: statements, questions, offers, and commands, which are in Halliday's theory called speech functions. These speech functions have a typical Mood in a clause, such as Declarative, Interrogative, and Imperative (Eggins 2011: 145-147). Mood types relate to exchanging or demanding goods and services (Eggins 2011: 176-77). The exchanging goods and services element is Indicative, and the demanding goods and services aspect is mainly established by an imperative structure (Eggins 2011: 177). "The characteristic expression of a statement is the Declarative, that of a question is the Interrogative; and within the category of Interrogative, there is a further distinction between Yes/No Interrogative, for polar questions, and WH-Interrogative, for content questions" (Halliday & Matthiessen 2014: 114). However, there are also Declaratives which are semantically rather a command but without using "the grammatical structure of imperatives" (Eggins 2011:179) such as "You shouldn't take my copy of 'The Bostonians'" [highlighted by Eggins] (ibid. 179).

Mood is referred to as propositions in Halliday's theory because the clause is used for information exchange. "The component that gets bandied back and forth is [called] the MOOD element of the clause. The other component is called the RESIDUE [highlighted by Eggins]" (Eggins 2011: 149). The difference between Residue and Mood is that the Mood aspect of the clause cannot disappear, leading to two essential elements for Mood, a subject and a finite (ibid. 149-150). The Residue consists of a complement, a non-vital part of the clause, and a predicator, "the lexical or content part of the verbal group" (ibid. 155). Additionally, the predicator in, for instance, 'give' requires two complements. Each complement could be the subject of a passive construction (ibid. 157). As the following example demonstrate, the first part *She wasn't* is obligatory, as the conversation could continue without the second part *a teacher*:

She wasn't	a teacher.
Mood	Residue

Moreover, Mood also consists of adjuncts that add non-vital information to a clause. Mood Adjuncts are described as "the speaker [can] add her judgment of the

probability/likelihood to a proposition" (ibid. 160) and are further subdivided into probability, usuality, obligation, and inclination (Halliday & Matthiessen 2014: 162). There are also three other adjuncts: Polarity, Comment, and Vocative Adjuncts. However, these are not included in this paper's analysis (for further information, see Halliday & Matthiessen 2014: 160-4).

Besides Mood and Residue, Textual Adjuncts are other parts of the clause and are mainly situated before the Mood. There are two categories, namely Conjunctive Adjuncts and Continuity Adjuncts; but, only the Conjunctive Adjuncts are relevant for this analysis as the Continuity Adjuncts mainly refer to spoken interactions (ibid. 162-4). Conjunctive Adjuncts link two sentences together using cohesive conjunctions, such as *moreover*, *nevertheless*, or *however*, primarily as sentence starters; a list of those linking words can be seen in Table 4. They add textual meaning and create "logical meanings of elaboration, extension, and enhancement" (Egins 2011: 162).

Type	Meaning	Examples
Appositive	i.e., e.g.	that is, in other words, for instance, etc.
Corrective	rather	or rather, at least, to be precise, etc.
Dismissive	in any case	in any case, anyway, leaving that aside, etc.
Summative	in short	briefly, to sum up, in conclusion, etc.
Verification	actually	actually, in fact, as a matter of fact, etc.
Additive	and	also, moreover, in addition, besides, etc.
Adversative	but	on the other hand, however, etc.
Variative	instead	instead, alternatively, etc.
Temporal	then	meanwhile, before that, later on, next, etc.
Comparative	likewise	in the same way, likewise, etc.
Casual	so	therefore, for this reason, as a result, etc.
Conditional	if... then	in that case, under the circumstances, etc.
Concessive	yet	nevertheless, despite that, etc.
Respective	as to that	in this respect, as far as that's concerned, etc.

Table 4 "Conjunctive adjuncts" (Halliday & Matthiessen 2014: 108)

Those Conjunctive Adjuncts can be subdivided into cohesive and structural or tactics conjunctions. Whereas cohesive conjunctions link sentences together, tactic conjunctions such as *but*, *although*, or *because* link clauses together and create logical meaning (Egins 2011: 163). However, only Mood Adjuncts and Textual Adjuncts are analyzed in this thesis. Textual Adjuncts are investigated in terms of Theme, discussed in Mode.

2.2.2. Modality

Modality is another aspect of this metafunction. Modality is carried out through modal finites or adjuncts concerning mood, comment, polarity, or vocative (Eggins 2011: 160-165). The subcategories of these modality types are probability and usuality, which result in modalization; obligation and inclination belong to modulation (ibid. 172-79), which can be seen in Figure 4. Modalization and modulation express the speakers' or writers' attitudes.

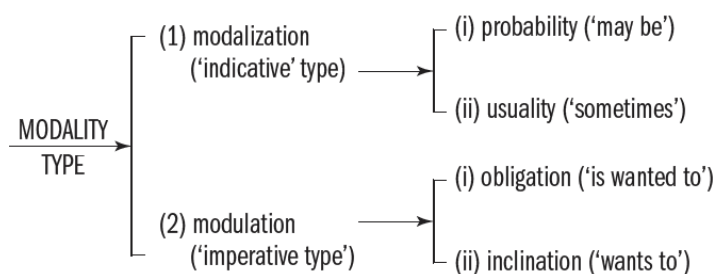


Figure 4 Modality types (Halliday 2004: 691)

By using modalization, the attitude towards the speakers' or writers' saying is expressed, and by using modulation, the speakers' or writers' judgment or attitude about events and actions is stated (ibid. 174-81). Nevertheless, the two categories vary, even if the high, median, and low degrees stay the same within each subtype.

"Both modal operators and Mood Adjuncts [in the modalization category] can be classified according to the degree of certainty or usuality they express high (*must, certainly, always*), median (*may, probably, usually*) or low (*might, possibly, sometimes*) [highlighted by Eggins]" (ibid. 173). The statement is weakened by adding Mood Adjuncts or Modal Operators even if the Mood Adjunct or Modal Operator belongs to the high category of certainty (ibid. 175). The following examples demonstrate the differences using high, median, or low Modality by Mood Adjuncts or modal finites concerning the modalization probability subcategory. Similarly, it can be used in the subtype of usuality.

She didn't write 'Wonders of the world'.

She **certainly** didn't write 'Wonders of the world'.

She **probably** didn't write 'Wonders of the world'.

She **possibly might** not have written 'Wonders of the world'.

The first example can be seen as a reference sentence to the others. Examining the second example, it is evident that it indicates the writer is highly certain about their statement; in the third sentence, a median judgmental expression is used, which shows the author lacks certainty,

and in the last example sentence, expresses the uncertainty of the writer concerning the statement.

The modulation degrees are the same as the modalization ones, so there are “high: *must/require to*; median: *should/suppose to*; [and] low: *may/allowed to* [highlighted by Eggins]” (Eggins 2011: 181). As stated before, within modulation, the focus lies on the speakers’ attitudes or judgments about events and actions (ibid.). The examples below demonstrate their differences:

She wants to give you the book.
 She **must** give you the book.
 She **should** give you the book.
 She **is allowed to** give you the book.

The first example can once again be regarded as a reference point for the others. The second sentence used a high degree of modulation, expressing a very strong judgment or attitude towards the person giving the book. In the third example, the judgment or attitude is weaker and refers to the median degree. The last sentence includes a low attitude or judgment, leaving it up to the person who gives the book whether she does it or not.

2.2.3. Appraisal

Appraisal Theory is another part of this semantic metafunction. Halliday refers to the Appraisal theory by Martin and White (2005). In general, Appraisal can be described as "a system of interpersonal meanings. We use the resources of Appraisal for negotiation our social relationships by telling our listeners or readers how we feel about things and people" (Martin & Rose 2007: 26). Adding Appraisal elements into this paper’s analysis also reflects the texts’ social dimension (ibid.), in addition, it is relevant as some text types require the students’ personal opinions which are primarily carried out through Appraisal. Martin and White classified three subcategories of Appraisal: Attitude, Graduation, and Engagement with their subdivisions which can be seen in Figure 5.

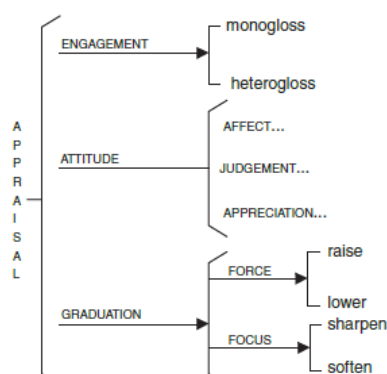


Figure 5 Appraisal resources (Martin & White 2005: 38)

Firstly, Engagement has two aspects, whereby monogloss is defined as making "no reference to other voices and viewpoints" (Martin & White 2004: 99), and heterogloss is described as to "invoke or allow for dialogic alternatives" (ibid. S. 100). Furthermore, heterogloss consists of more subcategories; though, only the four categories, disclaim, proclaim, entertain and attribute, are part of this paper's analysis.

Secondly, Attribute is divided into Affect, Judgment, and Appreciation. Martin and White state (2005: 45) that the three categories can be associated with feelings and values; furthermore, Affect navigates as a center of these feelings of Judgment and Appreciation, referring to positive or negative feelings. Judgment is compared to ethical or moral regulations or rules such as proposals and relates to "attitudes to people and the way they behave" (ibid. 52). Appreciation is compared to values of things as propositions and adds an evaluation of certain things or performances (ibid 45). Each category has positive or negative aspects (ibid. 42-56). Martin and White divide each category; this specification is not needed for this paper's aim; therefore, only the overall categories Affect, Judgment, and Appreciation are considered (for further information on the subcategories, see Martin White 2004: 45-56).

Lastly, Graduation consists of Force and Focus with raise or lower and sharpen or soften. Force "covers assessments as to degree of intensity and as to amount" (ibid. 140), consisting of two areas, intensification and quantification. Within the category Focus, the term described can be specified in terms of sharpened, also called up-scale, or it can be widened in terms of softened, also called down-scale (ibid. 138-54).

2.3. The textual metafunction – Mode

The textual metafunction, called Mode, is the third aspect of the SFL analysis. This parameter is also called the “’ relevance’ or the ‘enabling’ metafunction” (Eggins 2011: 298) because of the organization regarding the constituents’ order. Its contexts and purpose make the clause effective and consist of two major components: Theme and Rheme (ibid. 298).

Theme is referred to as the

point of departure for the message; it is that which locates and orients the clause within its context. The speaker chooses the Theme as his or her point of departure to guide the addressee in developing an interpretation of the message; by making part of the message prominent as Theme, the speaker enables the addressee to process the message. (Halliday & Matthiessen 2014: 89)

Additionally, it has three different systems that need to be distinguished: choice of type, marked and unmarked, and predicated and unpredicted Themes (Eggins 2011: 296-99). In general, the Theme element is the first part of the clause and starts with already given information, meaning that the first information has been mentioned indirectly through the context or in the text itself (ibid. 299). On the other hand, Rheme is defined as “unfamiliar, or ‘new’ information” (ibid. 300) in a clause. Therefore, to identify the Rheme, it is essential to separate it from the Theme; everything that does not belong to the Theme is part of the Rheme (ibid. 300).

A more precise distinction must be made based on the Theme's boundary.

[T]he type of Theme is realized by the insertion of a particular type of constituent in Thematic position. Theme markedness depends on the conflation (mapping together) of the Theme constituent with different Mood and Transitivity constituents. Theme predication involves the use of an additional clause element. (Eggins 2011: 299)

Three types of Themes can be differentiated:

Firstly, Topical Themes are obligatory parts of the clause “to which a Transitivity function can be assigned [...] such as Actor. Behavior, Senser or Circumstance” (ibid. 301-2); however, there is always just one topical Theme in every clause (ibid. 302). The example below demonstrates how this is analyzed and also considered transitivity:

In Greece,	people	dance	Sirtaki.
Location	Actor	Material	Scope
Topical theme	Rheme		

Secondly, Interpersonal Themes include either a Finite such as in Interrogative clauses, or a Modal Adjunct, which can either be a Mood Adjunct, such as *maybe*, a Vocative Adjunct

as the name of a person, a Polarity Adjunct with yes or no answers, or a Comment Adjunct such as *unfortunately* (ibid. 302-305).

The following examples show four possibilities excluding polarity because it is only the no or yes answer:

1.) Finite in an Interrogative clause

Does	she	give	him	the book?
Finite				
	Actor	Material	Beneficiary	Goal
Theme		Rheme		
Interpersonal	Topical			

2.) Mood Adjunct

I think/Maybe	she	gives	him	the book.
Adjunct Mood				
	Actor	Material	Beneficiary	Goal
Theme		Rheme		
Interpersonal	Topical			

3.) Vocative Adjunct

Sarah,	do	you	give	him	the book?
Adjunct Vocative					
	Finite	Actor	Material	Beneficiary	Goal
Theme			Rheme		
Interpersonal	Interpersonal	Topical			

4.) Comment Adjunct

Fortunately,	she	gives	him	the book.
Adjunct Comment				
	Actor	Material	Beneficiary	Goal
Theme		Rheme		
Interpersonal	Topical			

Lastly, there are also Textual Themes that can occur before the Mood part of the clause. As mentioned in the Mood section, there are two different Themes, namely Continuity or Continuative Adjuncts and Conjunctive Adjuncts (ibid. 305-6). In contrast, Conjunctive Adjuncts are most relevant for this paper's analysis because Continuity Adjuncts usually occur in spoken conversations (Halliday & Matthiessen 2014: 107). There are two types of Conjunctive Adjuncts, tactic conjunctions that link clauses together, such as *and*, *but*, and cohesive conjunctions, which combine sentences with other sentences, such as *therefore*, *and moreover* (Eggins: 2011: 306).

Moreover,	she	gives	him	the book.
Adjunct Conjunction				
	Actor	Material	Beneficiary	Goal
Theme		Rheme		
Textual	Topical			

In addition, multiple Themes can also occur before the Mood part, which can be seen by the use of continuative adjuncts in the example below (Eggins 2011: 307):

Well,	at least	she	gives	him	the book.
Adjunct Continuity	Adjunct Continuity				
		Actor	Material	Beneficiary	Goal
Theme			Rheme		
Textual	Textual	Topical			

Themes can be either marked or unmarked. The difference lies in the regularity or typicality of the sentence structure. Marked Themes are unusual or atypical, and Unmarked Themes are usual or typical in their appearance. These Unmarked Themes occur “when the constituent that is Theme is also playing the following roles: Subject (in a Declarative clause), Finite (in an Interrogative), Predicator (in an Imperative) [and] WH element (in a WH-Interrogative)” (ibid. 318). The example below demonstrates such an Unmarked Theme:

She	gave	him	the book.
Subject	Predicator	Complement	Complement
Actor	Material	Beneficiary	Goal
Theme	Rheme		
Topical			

By signaling that there are different interpretations of text referring to a specific social situation, the Marked Theme is used to indicate that. (ibid. 318). Depending on the conflation with another constituent of the Mood structure, it is either an unmarked or a marked Theme; if there is no conflation, it is an Unmarked Theme; if there is a conflation, it is a Marked Theme. Typically, in Marked Themes, a Circumstantial Adjunct is used (ibid. 318), which can be seen in the following example:

Yesterday	she	gave	him	the book.
Adjunct	Subject	Predicator	Complement	Complement
Location: Time	Actor	Material	Beneficiary	Goal
Theme	Rheme			
Topical				

Moreover, there are Predicated and Unpredicated Themes. The differentiation between those two is based on the new information in a clause which is done, for example, by introducing a second clause (ibid. 317). “[O]ne of the effects of turning what is typically expressed as one clause into two is in a sense to set up the predicing clause [...] as Theme to the entire sentence” (ibid. 317). The Predication is also related to Marked Themes as all predicated themes can be considered marked to some extent, as the original clause's Subject becomes the Rheme (ibid. 319). The following examples illustrate the marked/predicated Theme using *it* as the Subject.

It	was yesterday		that she gave him the book.
Theme	Rheme		
topical			

To improve the coherence and cohesion of a specific text, one should avoid using the Theme structure repetitively as boredom is created. Therefore, three theme patterns can be

distinguished: Firstly, Theme reiterating is one approach to keep a text focused. Cohesion is effectively produced by repetition, and the text has a distinct focus because the same participant is the Theme element (Eggins 2011: 324). The following short example clarifies this pattern function:

Sarah gave him the book.
 She got the book from her grandfather.
 She had always thought that he had been a man with a good taste.

This pattern might be possible for relatively short texts; but, within longer texts, there should be more variation. Secondly, an element introduced in the first clause as the Rheme becomes the Theme of the second clause, creating a zig-zag pattern seen in Figure 6. This pattern also creates cohesiveness in a text by focusing on introducing new information. This evokes a feeling of development which may lack in the Theme pattern (Eggins 2011: 324-5).

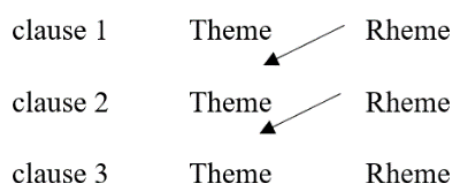


Figure 6. Zig-zag pattern (Eggins 2011: 324)

To explain the zig-zag pattern further, look at the example below:

Sarah gave him the book.
 The book she got from her grandfather.
 He had been a man with a good taste.

Lastly, in multiple-Rheme patterns, “the Theme of one clause introduces a number of different pieces of information, each of which is then picked up and made Theme in subsequent clauses (ibid. 325).” This pattern is mainly used in lengthier texts (ibid. 325); see Figure 7.

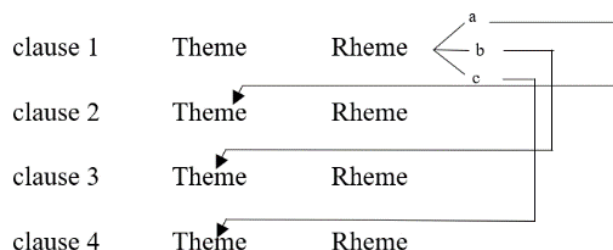


Figure 7 Multiple-Rheme pattern (Eggins 2011: 325)

This multiple-Rheme pattern can be seen in the example given by Eggins (2011: 325):

The three main reasons babies cry are hunger, cold, and illness.
Hunger can be determined by considering when the baby was last fed.
Babies feel cold more acutely than we do and the smaller the baby, the more warmly it should be wrapped up.
Finally, sickness or pain may also be signalled by crying...

Furthermore, to make a text more cohesive, conjunctions, which have already been discussed above, references, and lexical cohesion can be employed.

Using references constituents, for example, people, locations, or things, helps the reader to follow as it is used to lead through the text (ibid. 33). Those references are either homophoric, meaning the cultural context, exophoric by sharing the instant context, or endophoric, where “the identity of a referent item is retrieved from within the text” (ibid. 34). Three different types of endophoric reference can be identified, see Table 5. First, anaphoric references are used to refer to the item which has been introduced earlier in the text; second, cataphoric references are when the reference item is introduced later (Halliday & Matthiessen 2014: 624); and the last one is esphoric (Eggins 2011: 35). These references are when the reference item “occurs in the phrase immediately following the presuming referent item (within the same nominal group/noun phrase, not in a separate clause)” (ibid.).

Reference to		Before	Current	After
environment		exophoric		
text	endophoric	anaphoric ←	↑ esphoric	→ cataphoric

Table 5 References (adapted from Halliday & Matthiessen 2014: 624)

For the last reference, Eggins (2011: 35) gives an example sentence that clarifies its function:

“When the storm [highlighted by Eggins] of grief had spent itself...”

In this sentence, the reader is directly informed about the specific storm being referred to, namely the storm of grief (ibid.). As the reference is not in an additional clause or sentence, there must be a differentiation from the other endophoric references.

To create cohesion in a text, lexical relations that refer to the general field of the text are used. These lexical items are based on readers' expectations with word relations, called lexical sets, such as *dog* and *bark*. Those lexical sets can be either taxonomic or expectancy relations. Within

Taxonomic relations, classifications, such as co-hyponymy, class and sub-classes, contrasts, similarities, synonymy and repetition, and compositions with meronymy and co-meronymy can be differentiated. Expectancy relations refer to processes and their expected participant, such as *diagnose* and *doctor* or *whisper* and *word* (ibid. 42-4).

In this paper's analysis, the model texts are examined concerning Mode within its Topical, Interpersonal and Textual Themes, specifically the Conjunctive Adjuncts.

3. Genre, text types, SFL and model texts in the scholastic context

3.1. Genre vs. text types

Before elaboration on genre, text types and various students' productions in terms of an SFL analysis, the two terms genre and text type need to be discussed. Knapp and Watkins (1994) connect the concept of genre to language processes and state that it consists of describing, explaining, and arguing, while text types are viewed as products such as reports, expositions, and stories. In this paper text types and genres are seen in line with Stubbs (1996: 11) by stating that text types and genres are interchangeable, Christie (2013:12) supports this by stating that "[a] genre is a text type". Moreover, Lee (2001: 41) argues that "[a]t present, such usages of text type [...] are perhaps as consistent and sensible as any, as long as people make it clear how they are using the terms. It does seem redundant, however, to have two terms, each carrying its own historical baggage, both covering the same ground." Additionally, genre is perceived as an inclusive concept that involves register. The purpose together with the three metafunctions form the overall text structure. It determines not only the content but also the linguistic impact, affected by the relationship between the readers and the writers (Melissourgou & Frantzi 2017).

3.2. Genre in the scholastic context

Genre pedagogy provides teachers with the tools to support the teaching of various genres based on their curricula and the specific needs of their students. It offers detailed guidance on how to scaffold the learning process. The primary aim of a so called curriculum genre is to assist students in successfully mastering these genres. As a result, students not only acquire knowledge related to the curriculum topics but also develop an understanding of the language used in expressing these ideas through written texts (Rose 2016). By providing instructions on the analysis of generic move structure students understand the organizational patterns and linguistic features of different genres (Yasuda 2011). In addition, "[b]y describing typical stages and features of valued genres, teachers can provide students with clear options for writing, so their texts seem well-formed and appropriate to readers" (Hyland 2007: 153). It is essential to raise genre awareness as it allows students to effectively communicate with different audiences and in various social contexts (Yasuda 2011.).

Genres in school are most likely different from real-world genres (Melissourgou & Frantzi). However, "[t]he primary or elemental genres of schooling genres are very powerful, for they represent canonical ways of constructing meaning and achieving significant goals, personal, familial, communal and social in any culture" (Christie 2013: 13). Therefore, it is important to examine genres in the education sector. Melissourgou and Frantzi (2017)

investigated text types and genres in English language teaching material and concluded that there are 33 text types, grouped into 7 general text types namely essays, formal letters/emails, reports, informal letters/emails, articles, stories, and reviews. They critically reflect on the aspect that letters and emails can be subdivided based on the layout. Consequently, it can be argued that there are nine text types. Rose (2016) also examined genre types and in line with Melissourgou and Frantzi (2017) who mention seven different genre types with subcategories, see Table 6 which can be also found in Rose and Martin (2012: 130).

	Genre	Purpose	Stage
Stories	Recount	Recounting events	Orientation Record of events
	Narrative	Resolving a complication	Orientation Complication Resolution
	Exemplum	Judging character or behavior	Orientation Incident Interpretation
	Anecdote	Sharing an emotional reaction	Orientation Remarkable event Reaction
	Observation	Commenting on events	Orientation Event description Comment
	New story	Reporting current events	Lead Angles
Chronicles	Autobiographical recount	Recounting significant life events	Orientation Record stages
	Biographical recount	Recounting stages of a life	Orientation Record of stages
	Historical recount	Recounting historical stages	Background Record of stages
	Historical account	Explaining historical stages	Background Account of stages
Explanations	Sequential explanation	Explaining a sequence	Phenomenon Explanation
	Conditional explanation	Alternative cause & effect	Phenomenon Explanation
	Factorial explanation	Multiple causes for one effect	Phenomenon: outcome Explanation: factors
	Consequential explanation	Multiple effects from one cause	Phenomenon: cause Explanation: consequences
Procedures	Procedure	Directing activities	Purpose Equipment Steps

	Protocol	Prescribing and proscribing actions	Purpose Rules
	Procedural recount	Recounting procedures	Purpose Method Result
Reports	Descriptive report	Classifying & describing an entity	Classification Description
	Classifying report	Describing types of entities	Classification Description: types
	Compositional report	Describing parts of wholes	Classification Description: parts
Arguments	Exposition	Arguing for a position	Thesis Argument Reiteration
	Discussion	Discussing two or more positions	Issue Slides Resolution
Text response	Review	evaluating a literary, visual or musical text	Context Description of text Judgement
	Interpretation	Interpreting the themes of a text	Evaluation Synopsis of text Reaffirmation
	Critical response	Challenging the message of a text	Evaluation Deconstruction Challenge

Table 6 Genres for school curricula (Rose 2016: 5)

“The teaching strategies that were designed to guide students to write the genres of schooling became known as ‘genre -based pedagogy’” (Rose & Martin 2012). This genre-based pedagogy contains of three key phases. Initially, in the 1980s, the genre writing pedagogy was created, focusing on a limited number of genres within the primary school context. Subsequently, during the 1990s, there was an expansion of the writing pedagogy, widening genres across the secondary school curriculum and beyond. In the late 1990s, a new facet emerged with the development of the reading pedagogy, which involved the integration of reading and writing within teaching practices across the primary, secondary, and tertiary education levels. The pedagogy in its early stages was inspired by Halliday's contributions to language learning, leading to the formulation of a teaching-learning cycle based on this principle (Rose 2012).

3.3. Genre and SFL in the scholastic context

Nearly 40 years ago, SFL was first utilized in an educational context in Sydney, to enhance students' academic literacy (Gebhard 2010: 798). Also, Halliday stated that SFL is helpful in an educational surrounding (Eggins 2011:2) because learning about language empowers

students to use language in different ways as students who are taught the SFL approach are enabled to recognize how language is used to present and organize ideas with concrete foci and emphases, and to engage in richer conversations about individual contents. This can lead to more critical reading and help students to become more confident and effective in writing in academic and professional settings (Achugar et al. 2017). Achugar et al (ibid) list various basic principles foregrounding multiple languages; some principles perfectly fit this paper's context. Firstly, "[l]anguage and content are inseparable" (ibid.: 12). When language is used, the content must be taken into consideration; otherwise, there is a possibility of expressing oneself incorrectly or creating misunderstandings. Secondly, "[s]econd language development is an expression of the meaning-making resource" (ibid.: 12) With the expansion of the social world of an EFL student, new resources need to be developed to take part in the new surroundings. Thirdly, "[l]earning about language by developing a meaning-based metalanguage allows language users to be reflective about the meaning and power of the linguistic choices that others and they themselves make" (ibid.: 13), and lastly, "[f]ocused work on analyzing texts allows users to become aware of the meaning and power of language choices" (ibid.: 13). These two aspects can be combined as when students can understand the choices within other texts, and they are enabled to improve their productions by taking the meaning and power of their choices into critical consideration.

SFL is rarely part of the teaching curriculum, even though "[t]eachers need knowledge about language and tools to analyze language to understand the demands their subject matter poses to students, to support their students' literacy development and to critically approach the texts they use" (ibid.: 8). Moreover, teachers should be able to teach the language features of the target genre in terms of having knowledge about the grammatical, lexical as well as textual features to make students aware of those (Schleppegrell 1998).

SFL and genre theory are interconnected in the sense that SFL provides a theoretical foundation for understanding the linguistic and functional aspects of genre, while genre theory offers a framework for applying SFL principles to the analysis and teaching of different text types within specific social contexts. This integration allows educators to effectively incorporate genre-based language instruction into their teaching practices, helping students develop genre awareness and proficiency in using language to achieve specific communicative goals (Hyland 2007). The genre-based approach together with the SFL theory, emphasize the teaching of language in the context of different genres or types of texts. This approach helps students understand how language is used in specific social contexts and how different genres have distinct linguistic features and structures. By teaching language through genres, educators

can help students develop the language skills necessary for effective communication in various academic and professional settings (Martin 1993).

A so-called curriculum cycle was developed using SFL in a classroom in which three different stages are performed, whereas the general objective for students “is to develop [an] understanding of disciplinary knowledge and associate language practices, both of which are essential components of academic literacy. By learning to analyze and produce in different genres and registers, students can develop their ability to communicate effectively in academic contexts and to participate more fully in disciplinary communities” (Gebhard 2010: 800). Each of the three stages of the curriculum cycle has its individual objectives. Firstly, in the so-called deconstruction phase, the focus lies on enhancing learners' comprehension of the subject matter by utilizing SFL's specialized terminology to facilitate discussions about how meanings are constructed within chosen texts. This phase also aims to encourage familiarity with the typical organizational and lexicogrammatical structures. Therefore, students learn how meaning is constructed in texts by using the SFL's metalanguage. Within that step, they understand the Field by establishing patterns on levels of organization and lexicogrammar. Secondly, in the joint construction phase, students collaborate with the teacher to use their gained knowledge, together, they create a text that continues to enhance students' comprehension of both the subject matter and the conventions of written communication within the discipline. Students reach this step by choosing a topic and identify how texts establish coherence and discuss elements that relate to the interpersonal relationship. Thirdly, in the independent construction phase, learners not only use their genre and register knowledge but also acquire an individual writer identity as it is an autonomous phase. They do so by constructing their own texts with fewer guidelines than in the second phase where they collaborated with the teacher (ibid. 798-9).

Similarly, the teaching-learning cycle is based on these three stages; however, two more are added. A modeling phase is included between the elaboration of the context and the joint construction, and after the independent construction, a comparison of other students' texts is performed (Nagao 2019). “The goal of this cycle is to expand students' meaning-making repertoires by providing them with models, explicit instruction, and critical analyses of authors' and their own semiotic choices as they learn to interpret and produce academic texts in school” (Gebhard & Harman 2011: 49). In-depth, in the teaching cycle, see Figure 8, the first stage is referred to as ‘building the context’ in which the purpose and the context of a specific genre are discussed, subsequently as a second stage, called ‘modeling and deconstructing the text’, the students analyze model texts with a focus on genre features and the cultural context of the text.

As already stated in this section, the learners also look at the three metafunctions Field, Tenor and Mode in texts as they explore the subject matters, elaborate the authors' stances, and analyze how the texts flow.(Gebhard & Harman 2011). This phase is essential for this paper as the model texts are analyzed concerning Halliday's metafunctions. As a third phase, the so-called 'joint construction of the text', the teacher "draw[s] on insights gleaned from phases one and two to co-construct a new text with students in the same genre as a way of making genre knowledge and the process of critically making semiotic choices visible to all students" (ibid.: 49) The fourth stage is 'the independent construction of the text'. Learners use model texts and attempt, with the help of their analyses of these texts, to draft, revise, and edit their own texts by using their knowledge about the three metafunctions. The last phase is called 'linking related texts', where students and teachers discuss what they have acknowledged about the new genre and its context by referring to other texts; it also should contain a part where students critically reflect and transform texts (ibid.).

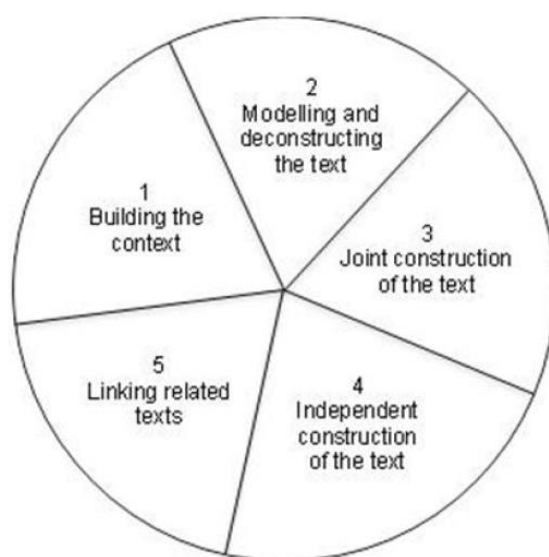


Figure 8 Teaching-Learning Cycle (Gebhard et al. 2011: 284)

Students who were trained in the genre-based pedagogy understood the significance of social context as well as communicative purposes within diverse genres and text types and consequently improved their language competencies (Nagao 2019). To be more precise, with the use of the SFL genre-based approach, students improved their texts concerning the semantic relationship section by using modal verbs based on not only the probability aspect but also its degree of value (Nagao 2019) and Appraisal, especially Engagement (Jou 2019), in the Mode section in terms of organization (Chen & Su 2012) as well as in the Field section regarding content and vocabulary as well as their overall language use (ibid.). Besides those

enhancements, genre awareness through linguistic awareness as well as linguistic features and choices have improved students' writings (Jou 2019, Emilia & Hamied 2015).

3.4. Genre and SFL in students' productions

Various studies have already investigated students' production of different text types, such as recount writing (Mingsakoon & Srinon 2018), narratives (Correa & Dominguez 2014), reports (Dimas et al. 2014; Gardner 2012; Brisk et al. 2011), academic writing (Donohue 2012), article reviews (Jou 2019), essays (Nagao 2020; Nagao 2019; Miller & Pessoa 2016; De Oliveria 2015; Rodriguez Arancon 2013; Lee 2008), summaries (Yasuda 2017; Chen & Su 2012) and blogs (Adlington & Feez 2019; Gebhard et al. 2011). The most relevant aspects of each of the studies are discussed in the relating chapters of this paper. However, they all similarly express that SFL is a beneficial tool for students as by applying an SFL approach, students' written production improved significantly in the three metafunctions. "EFL learners are not fully exposed to the intricate relation between language and genre in real-life situations, and therefore, incidental learning of genre-language relations is less likely in FL contexts" (Yasuda 2017: 599). Therefore, it is even more critical to teach SFL at schools to raise this awareness (Martin 2009).

Chen and Su (2012) analyzed summaries using a rating scale with four elements (Content, Organization, Vocabulary, Language use). The results show an increase in all categories but significantly in Content and Organization. Based on the description given, these two elements refer to Field and Mode. Therefore, it can be concluded that by the intervention of teaching the genre specific features, the ideational as well as the textual metafunctions enhanced in the students' writings (ibid.). The four elements are similar to the Austrian Standardized Matura Specifications of all text types (see Chapter 4). Moreover, Gardner's (2012) research provides a framework for analyzing the language used in academic writing registers. This approach focuses on the relationship between language and social context and how language is used to achieve specific communicative purposes, similarly relevant for the Austrian Matura—by analyzing the register of a text, Gardner (ibid.) gained insights into the disciplinary context and ideologies that shape academic writing practices. Dimas et al. (2014) states that ideas need to be separated into paragraphs in which new information is placed into new paragraphs. This refers to the textual metafunction, in general. In their study, the students' texts were analyzed in terms of the text which refers to the Austrian Matura text type report, its text's schematic structures and linguistic features using SFL frameworks. The schematic structures and linguistic features were derived from the theme system, transitivity, and conjunctions of report

text anchored in SFL. Moreover, the study also reveals that the ideational metafunction is partly achieved through the use of the paragraphs as by organizing the text into separate paragraphs the subject matter is clarified and the text can easily be identified as the prescribed genre. From this it can be concluded that the textual metafunctions affect the ideational one. Concerning the text type, the study highlights that low-achieving students need more stage modelling and teacher-to-student interactions with one-on-one feedback to make the students acknowledge the genre (ibid.). It is explicitly stated that the “implementation of modelling stage, [...] was beneficial in introducing the model of the text type, making students familiar with how [the text] was structured, and showing how [the] organization was developed to achieve the social purpose” (Dimas et al.: 107, also see Guo 2005).

Overall, systemic functional linguistic research helps to reveal how language is used to construct meaning in academic writing registers.

3.5. Model texts, genre and SFL

The use of model texts is an important aspect of developing students' genre awareness and writing competence and it is especially beneficial for foreign language learners, as it provides them with concrete examples of how language is used in different genres and social contexts (Yasuda 2011). Model texts influence student's productions regarding organization but also in terms of genre-specific patterns on sentence, paragraph as well as discourse level. Additionally, a comparison of different models in terms of their quality enables students to identify strengths and weaknesses of texts so that they also incorporate or do not incorporate these in their own productions (Charney & Carlson 1995). Consequently, an in-depth analysis of model texts is recommendable, as the various prototypical texts indicate the style, tone and formality according to the asked purpose and audience so that students can understand how language changes as it is included by these variables (Yasuda 2011).

Due to the limitations of this paper, the methodology of Reading to Learn cannot be explicitly elaborated, however, it needs to be mentioned in this context as it “adds more intensive levels of support for students to recognize patterns of language in reading texts, and to appropriate them in their writing.” (Rose 2016: 222; for further information see Acevedo, Rose & Whittaker 2023)

4. The Austrian Standardized Matura Specifications & Genre and SFL in students' productions

Students taking the Austrian Standardized Matura are assessed in their written performances concerning four different criteria: Task Achievement, Organization and Layout, Lexical and Structural Range, and Lexical and Structural Accuracy. Especially, Range, Accuracy and Organization and Layout are inspected in this SFL analysis as the Bundesministerium Bildung, Wissenschaft und Forschung defines the following criteria, (Bmbwf 2019: 2)

Range [...] to include descriptions of linguistic and sociolinguistic competence. Accuracy [...] to include descriptions of linguistic and semantic competence. Coherence which has been adapted into Organisation and Layout to include descriptions of discourse competence.

The Task Achievement category is related to the moves that are required from the Bmbwf for each individual text type. The Organization and Layout criteria “considers the interactive nature of writing and assesses the extent to which the test takers have taken the reader into account” (ibid.). Moreover, the texts are also assessed concerning the organization of the students' ideas and the linking throughout the texts. Within this category, linking devices such as the ones referred to in the SFL analysis of Mode, are required. Besides the vocabulary range, the Lexical and Structural Range also evaluates whether students used an appropriate register for the required text type. For instance, the assessment scale awards higher points for variation of complex structures, as well as avoidance of repetition. Appropriateness is also assessed in the Lexical Structural Accuracy criteria (ibid. p. 3-5).

In the Austrian school-leaving exam, there are various text types that students must be able to perform. Therefore, these text types are taught throughout the school years preceding the Matura. Besides articles, blog posts, blog comments, essays, and reports also letters or emails of application, complaint, formal and informal as well as a letter or an email to the editor can be the prompt of the AHS Matura writing competence. As already stated, based on the differences of formality and consequently different linguistic features the letters or emails are not part of this analysis. The modal texts articles, blog posts and comments, essays and reports which are given in Austrian schoolbooks and should prepare students for the Matura, are evaluated. The outcome is further compared with the Bmbwf's definitions of each text type. In general, these definitions are rather broad which might make it challenging for students to understand them. As a consequence, one could assume that students rely more on the school books model texts, which makes it even more relevant to investigate these.

Lastly, one needs to distinguish the findings from fully SFL-based studies with the findings from this thesis which are focusing on the Bmbwf's text types. However, some aspects can be seen as similar.

4.1. Article

According to the Bmbwf (2017: 1), an article is a text in which a specific topic is described and published as a part of a book, a newspaper, or a magazine. It aims to inform, persuade, or entertain depending on the target audience. Visually, the layout consists of a title and well-structured paragraphs. Regarding the individual moves, the title should be catchy, and the beginning should encourage readers to continue reading. In addition, the main aspects should be included in a separate paragraph with fitting examples and ideas or aspects that seem relevant to the audience. The ending can be a summary of the previously mentioned aspects. As a stylistic feature, rhetorical questions can be used to directly address the reader, making them want to continue reading. Depending on the audience, the text is either formal, neutral, or personal in the register (ibid.). The length of an article varies at the Matura, students can be asked to write 250 words or 400 words (Bmbwf 2023:1).

4.1.1. Genre and SFL theory: Article

Some research that relates to the definition by the Bmbwf in terms of genre and SFL has been done and seems relevant for the expectations of this paper's findings. Firstly, the study by Brisk's et al. (2010) needs to be taken into consideration when thinking about expectations of the findings. Even if the texts are entitled as report and the students are elementary graders, the analyzed texts share some aspects with the article definition of the Bmbwf. The researchers reveal that in the students' report texts, the process types of action, relating, being/having, and existential verbs occur, as well as people, places, concepts, and things were the participants. The circumstances included places and times as well as with whom and how something was done. However, the researchers highlighted that time circumstances were rarely used. In terms of Tenor, the study indicates that the language used included first, second as well as third person perspective, and the register was formal in order to make the writers seem an expert as well as trustworthy. Regarding Mode, lexical ties, text connectors, referent ties as well as theme/rheme were examined. Additionally, structural elements such as general introductory sentences as well as an optional concluding sentence were indicated. Students also interact with their audience using rhetorical questions like "Do you like Jaguars [sic!]? You should cause..." (ibid.: 7) or the imperative such as "Never go in the Jungle [sic!] and grab a vine because it might be a SNAKE [highlighted by the student]!" (ibid.: 7), which is also an element of the Bmbwf

definition of an article. Nevertheless, the texts analyzed in Brisk et al. (2010) do not include the personal opinion on the writers.

4.1.2. Expectations

Based on the given information, the following assumptions in terms of the three metafunctions are plausible. Firstly, the finding might include a high number of relational as well as material processes in the ideational meaning, as the Bmbwf's description indicates that people should be informed as well as persuaded also by fitting examples. Secondly, another expectation regarding the interpersonal meaning is that texts should include some interrogatives. By using declaratives such as rhetorical questions, the readers are involved, inciting the audience to continue reading. However, primarily declaratives might be found, as one required purpose is to inform the readers. Because of the purpose of persuading the readers, there might be a lack of modality, especially in the low modality expressions. Lastly, regarding the textual meaning, the general assumption of finding conjunctive adjectives is given, as the criteria *Organization and Layout* is assessed regardless of the text type. There also might be a lack of interpersonal themes, as the text type requires a rather formal, neutral, or personal and not an informal, personal register.

4.2. Blog posts and blog comments

The Bmbwf (2017: 2) states that blogs and blog posts are texts appearing on the Internet either as one solitary writing or as an answer to a previous text. They aim to express the writer's opinion, inform, exchange experiences and adventures, or communicate and react to a previous text. The audience is specified as people sharing the same interests or friends. Visually there is a difference between blog posts and blog comments. A blog post needs a username and a title, whereas a blog comment needs a username and an e-mail address. They also differ concerning the move structure. A blog post needs a catchy title, and similarly to an article, the introduction should incite the readers to continue reading; the main ideas should also be structured in paragraphs, and an ending should be included; however, there is no specification on the last part (ibid.). Furthermore, the length of a blog post varies at the Matura, students can be asked to write 250 words or 400 words (Bmbwf 2023:1). The blog comment should refer to the previous text to which the blog comment replies. Furthermore, the main arguments should be covered in separate paragraphs, and an ending is obligatory, though no specifications are made. Depending on the audience, the register is personal and neutral, and the content refers to the readers. Additionally, interactive elements should be included to appeal to the readers (Bmbwf 2017: 2). Moreover, the length of a blog comment varies at the Matura, students can be asked to write 250 words or 400 words (Bmbwf 2023:1).

4.2.1. Genre and SFL theory: Blog posts and blog comments

Aspects of blog post as well as a blog comment can be found in the recount writing, as the recounts used in the study by Mingsakoon and Srinon (2018: 113), show “opinions or feelings of being relaxed about the events through life experiences. [...] The first person narrator engaging with surrounding of specific participants and action processes in the sequences of time would retell or elaborate himself in a particular situational culture” (ibid.). The upper secondary students improved not only in the textual metafunction by adding more paragraphs but also on the interpersonal level, as their texts interacted more than in their pretest writings. Moreover, their texts fulfilled the text type purpose, which also refers to the ideational metafunction (ibid.). The research by Jou (2019) focuses on article reviews and relates to the blog comments aspects of the Bmbwf. The goal of these article reviews is “to acknowledge, entertain, counter or endorse other value positions and yet be clear about their own perspectives” (Jou 2019: 2). One of this study's main foci was using voice by involving Appraisal devices, especially Engagement. After the intervention of implementing voice awareness via Engagement in the lessons, the second language students were able to explore “voice in academic texts, which helped foster their consciousness of voice as they learned to write article reviews. The *Engagement* [highlighted by Jou] pedagogical scheme gave students opportunities to recognize how language realized evaluative meaning” (ibid.: 14). Lastly, students acquired awareness about appropriately evaluating and responding to the text (ibid.).

Gebhard et. al. (2011) also investigated on the research area of blogs and blog comments. Second language students participated in this study, where a teaching-learning cycle was included concerning the use of a class blog. However, the reflection and findings are limited to one female student representing the general class as this one particular student not only wrote in school but also at home, which results in more text production. Additionally, that specific student also interacted more frequently than the others. The researchers found out that this student communicated “with an expanded audience for a wide range of academic and social purposes in ways that also expanded her semiotic resources” (ibid.: 289) On an SFL base, Tenor was included as she was not only a student but also a responding peer and writer. Additionally, this learner also enhanced her Mode abilities as she varied her clause complexity through the texts and acquired a better understanding of tenses and modality, as well as an understanding of the difference between an oral or written text. One interesting aspect is the blog comment by this student, as she used a “more emotive tenor by exploiting the modal resources of print by using capital letters and exclamation marks” (ibid.: 292). This shows that her skills in the interpersonal as well as textual metafunction have improved significantly.

Adelington's and Feez's (2019) analysis of commenting in blogs concerning the interpersonal metafunction is especially relevant for this paper. As stated, the commenting function enables the readers to contribute their own stances by, for instance, replying to raised questions. One way of communicating in a blog is by asking questions as the writer opens up a dialogue. However, also providing the readers with information, offers them a way to react to the statements. This interplay between authors and their audience refers to the interpersonal metafunction and also relies on Appraisal devices such as Graduation or Engagement. This is also essential for the blog comment that students are writing as "[t]he correspondence between post and comment foregrounds lexical items expressing evaluative meanings" (ibid.:11). A part of Yasuda's (2017) research about the genre summary can be considered in terms of the text types, in general, but mainly in those cases where foreign language learners refer to other people's opinions or graphs such as the blog comments or reports (see Chapter 4.4.1.). The survey highlights that before the intervention phase, students directly quoted the original text, whereas they summarized the main ideas and used their own words in their post-writings. This is then depicted through verbal process types (ibid.).

4.2.2. Expectations

Regarding the blog post, the findings might be that the process types used might refer to the material and mental types category. The reasons for these assumptions are that the above depicted requirements say there should be information about experiences and adventures that most likely involve an action. There is also the guideline of sharing one's viewpoint, which might be carried out using mental processes. In terms of the interpersonal metafunction, there might be frequent use of interrogatives, as the one purpose is to interact with the audience. Moreover, there also might be a high number of declaratives as the requirement states that there should be information on specific adventures, experiences, and personal opinions. The use of Appraisal devices might also highlight these personal opinions depending on the stance being either positive or negative. In terms of Mode, there might be a significant number of interpersonal themes to directly address the readers as well as general cohesive devices in terms of textual themes.

Concerning the blog comment, there might not be significant differences between this text type and the blog post one, which might also be the reason why the Bmbwf (2017:2) combined them in one definition. In the ideational metafunction, the results may include a high number of material as well as mental processes. Additionally, in the interpersonal metafunction,

declaratives and interrogatives might occur frequently. In the textual metafunction, cohesive devices might be found as in all the other text types. Nevertheless, some differences between this specific text type and the other could also be found in the analysis. First, as the Bmbwf states that reference should be made to another text, the Circumstance Angle might be used more frequently than in the other text types. Additionally, the Conjunction Adjunct types verification and comparative may be used in this specific text type as they are used to confirm and compare a stance (ibid.).

4.3. Essay

According to the Bmbwf (2017:1) definition, an essay is a text in which a topic is discussed from a personal perspective. The audience is defined as a jury or a teacher in an educational context. An essay aims to convince the audience that the authors' perspectives are valid. Additionally, an essay should inform and illustrate an issue or problem and deliberate on whether some points of view are right or wrong. Visually, an essay has a title and paragraphs. In terms of move structure, an essay consists of a title that addresses the topic and refers to the prompt. Additionally, the topic is presented, and the idea of the essay is included in the introduction. In the main part, the ideas are developed relating to the general picture; in this section, each argument should be in a separate paragraph and begins with a topic sentence supported by details or examples. The conclusion consists of a summary of the author's stance. The register is formal and neutral; stylistically, readers are not addressed directly, and no contractions are used (ibid.). In addition, the length of an essay is always 400 words (Bmbwf 2023:1).

4.3.1. Genre and SFL theory: Essay

A relevant survey was conducted by Lee (2008) and investigated argumentative or persuasive essays written by tertiary students. The researchers drew some conclusions on the interpersonal metafunction. The sample analyses of two essays are provided, one with the highest and one with the lowest grade. The highly graded text "keeps interacting, engaging with the audience on the one hand and showing distance on the other" (ibid.: 264). In contrast to the low-graded text, the other one consists of engagement and interaction with the reader by commands, modal verbs, and Appraisal devices such as Graduation and Engagement (ibid.) Moreover, Rodriguez Arancon's study (2013) reveals that processes of material, mental as well as relational nature are needed to fulfill "the experiential meanings of field" (ibid.: 252). Concerning Tenor, Modality, as well as Appraisal devices, are used in the texts. The researchers found high, medium as well as low Modality, negative Judgements, as well as positive and negative Appreciation. Mode through different theme patterns or other cohesive devices is only partly

developed in the students' writings. Nevertheless, "[m]ost of the theme choices in the corpus are unmarked topical and focus the attention of the reader on major participants and sequence of time [which] follows the characteristics of its genre" (ibid.: 258). Similar to the results of Rodriguez Arancon's study concerning the use of Modality, the research by Nagao (2019) highlights that the foreign language students have improved "in the understanding of modal auxiliaries [...] in the target genre" (ibid.: 14). The target genre was an argumentative essay, in which students should have presented different stances such as pros and cons on a specific topic. It was concluded that high Modality was less used in the students' texts (ibid.).

4.3.2. Expectations

As the specification says, the purpose is to outline and inform the audience of the writers' stances, and there might be many relational and material processes to give specific examples. Regarding the register, interrogatives might not be used as it is also stated that the readers are not directly involved; therefore, the total of declaratives might be dominant. In terms of the Appraisal devices, intensification and sharpening devices are probably used to highlight the authors' opinions. Another aspect that refers to the register is that there might not be any interpersonal themes but rather textual ones to show coherence throughout the text.

4.4. Report

A report is defined by the Bmbwf (2017: 1) as an interpretation of a specific issue in the form of an 'official' document after an investigation or consideration process. Its purpose is to provide facts concerning incidents, projects, research, together with a concluding recommendation. The audience is defined as decision-makers, which consequently affects the register, which is formal or neutral. The visual layout consists of the author's name, the topic within a subject line, and the date. The text is structured in paragraphs with separate headlines. Concerning the move structure, the subject line refers to the report's content and is followed by a brief introduction that answers the questions of what, why, and for whom. Subsequently, each paragraph deals with one main aspect of the prompt by having a suitable subheading for each bullet point. Finally, at the end of a report there is typically a summary, a recommendation, or an implication. Stylistically, no contractions are used, and the text should be objective, factual, and precise (ibid.). Furthermore, the length of a report varies at the Matura, students can be asked to write 250 words or 400 words (Bmbwf 2023:1).

4.4.1. Genre and SFL theory: Report

Nagao (2020) investigated essays written by first year university students. The genre includes a source text or data as a reference so it can be referred to the reports' definition of the Bmbwf, however, it can also fit into the blog comment text type. The reasearchers concluded that students with a lower proficiency increased in all three metafunctions, but especially in the interpersonal one. On the interpersonal level, "the usage of expanding resources (attribute) to bring in the source text [...], the usage of contracting resources (endorsement) to demonstrate how the cited material supports the claims [... and] the usage of modalities such as auxiliary verbs and -ly adverbs" (ibid.: 153) was enhanced in the students' writings (ibid.) Noteworthy is that in the metafunction Mode, students with a higher rating in the pre-writing also increased in their textual understanding. Students with a lower or mid-score in the pre-writings, however, only improved slightly in this metafunction (ibid.).

4.4.2. Expectations

Based on the given definition, the SFL analysis, in terms of the three metafunctions, might include many verbal processes as the specification indicates the reference to the research. Additionally, material, mental and relational processes might be used to include a concluding recommendation, also considering the previously depicted data. Another aspect that might be found in the use of circumstances is Angle, such as *according to* as well as Cause, such as *for*. Regarding the mood of clauses, mostly declaratives, as well as a high rate of median and low modality devices, might occur because of the specification. In addition, Appraisal devices might be reduced as the register is formal, factual, and objective, however, there might be some in the recommendation paragraph. Another aspect of the register requirement is that topical and textual themes might be found rather than interpersonal ones.

5. Data and Methodology

This section focuses on the textual data and the analysis of the model texts of three school books within the SFL and Appraisal theory framework. Regarding the frequency and utilization in the AHS, *PrimeTime8*, *Way2Go8*, and *English in Context 7/8* were chosen. In the *English in Context* book, references are made to Häusler and Pürer (2015) ‘Neue Reifeprüfung schriftlich. Englisch AHS’; moreover, no blog comment could be found in *English in Context 7/8*, but an additional essay was given. The model texts are part of the writing guides at the end of the books or in a separate booklet dealing with the Austrian Standardized Matura. As already mentioned above based on the variation in communicative functions as well as the length limitation, this study does not focus on letters or e-mails which are also part of the Austrian Standard Matura.

Five different text types, articles, blog posts and blog comments, essays, and reports, are analyzed utilizing the three metafunctions by Halliday. Firstly, the sample texts are examined regarding the Transitivity, including process types, participants, and circumstances referring to the ideational metafunction. Next, Mood, Modality, and Appraisal are analyzed concerning the interpersonal metafunction, and lastly, Theme and Conjunctive Adjuncts are being focused on in the textual metafunction. In the last step, the SFL analysis is compared to the Bmbwf’s definitions and moves in the texts and examines how the moves are fulfilled using the linguistic features.

5.1. Methods and Procedure

For this text analysis, SFL theory supported by Appraisal theory was used to analyze different model texts from three different school books, which are commonly used in the Austrian AHS. This analysis aimed to investigate what the genre specifications for each text type (articles, blog posts, and comments, essays, and reports) are, and what genre-specific structures and linguistic features can be detected in those model texts by referring to the Bmbwf’s guidelines of how the specific text types must look like.

Before the SFL and Appraisal theory analysis, a short examination of the requirements by the Bmbwf and their implementation in the school books is conducted.

In terms of the SFL and Appraisal theory analysis, the following codes were used which were defined in the previous chapters:

Field	
Transitivity/Process types (see Chapter 2.1.)	- material (action) - material (event) - mental (affection) - mental (cognition) - mental (perception) - behavioral - verbal - relational (attributive) - relational (identifying) - existential
Field (see Chapter 2.1.)	- Actor (intransitive) - Actor (transitive) - Goal - Recipient - Range - Senser - Phenomenon - Behavior - Sayer - Receiver - Verbiage - Carrier - Attribute - Token - Value - Existent
Circumstances (see Chapter 2.1.)	- Location (Spatial) - Location (Temporal) - Extent (Spatial) - Extent (Temporal) - Manner - Cause - Contingency - Accompaniment - Role - Matter - Angle
Tenor	
Mood (Clause type) (see Chapter 2.2.1)	- Imperative - Indicative - o Declarative ▪ Non-exclamative ▪ Exclamative - o Interrogative ▪ WH-question ▪ Yes/No
Mood (Modal Adjuncts) (see Chapter 2.2.1)	- Readiness/Inclination (inclination and ability) - Obligation - Usuality - Probability
Modality (see Chapter 2.2.2)	- High - Median - Low
Appraisal (see Chapter 2.2.3)	- Graduation - o Focus - o Force - Engagement

	○ Entertain ○ Attribute ○ Disclaim ○ Proclaim - Attitude ○ Affect ○ Judgement ○ Appreciation
Mode	
Conjunctive Adjuncts (see Chapter 2.3.)	- Appositive - Corrective - Dismissive - Summative - Verification - Additive - Adversative - Variative - Temporal - Comparative - Casual - Conditional - Concessive - Respective
Theme structure (see Chapter 2.3.)	- Topical - Interpersonal - Textual

5.2. Data analysis software

The software used for coding the individual texts is MAXQDA 2022. MAXQDA is a qualitative data analysis software that allows the user to code the text into different sections, such as words, phrases, or passages, depending on the previously set code systems. The codes used in this paper's analysis are found above.

6. Model texts

6.1. Article

The topics of the articles are e-scooters, video games and environmental housing. Moreover, the three sample texts consist of 738 words which are divided into *English in Context* (269), *PrimeTime* (263) and *Way2Go* (206), see Table 7. All of the texts have a quite similar range, therefore, also a comparison of all three books could be possible. However, already based on the length, the first requirement of approximately 250 words is not fulfilled by *Way2Go*.

	English in Context	PrimeTime	Way2Go
Length	269	263	206

Table 7 Article: Overview length

The three sample texts are mostly consistent with the Bmbwf definition of an article, even though, not all of them fulfill all the requirements completely, see Table 8.

	English in Context	PrimeTime	Way2Go
Length	✓	✓	X
Title	✓	✓	✓
Paragraphs	✓	✓	✓
Introduction	✓	✓	✓
Ending	X	✓	✓
Optional Rhetorical questions	✓	X	✓
Register	personal	neutral	neutral
Purpose	informing	informing/ persuading	informing

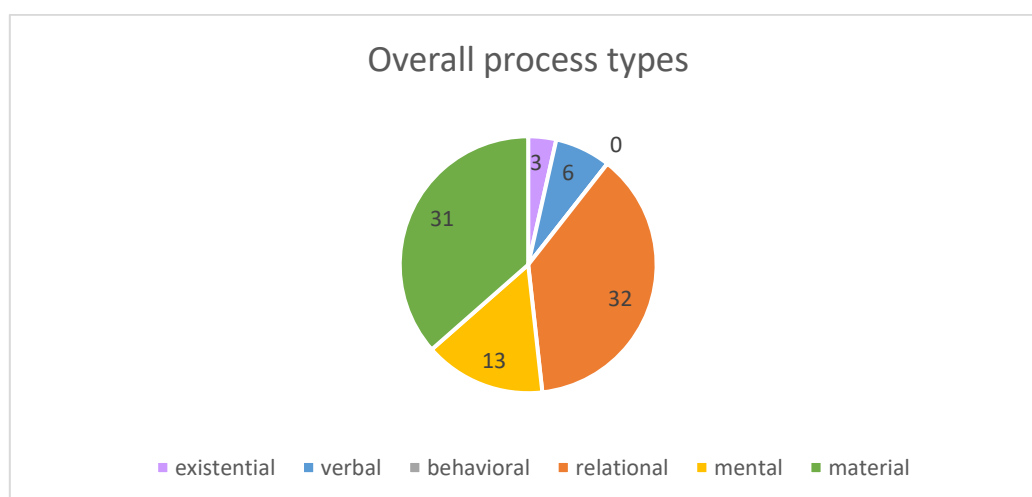
Table 8 Article: Bmbwf requirements in the three schoolbooks

All of them start with a title, *English in Context* starts with “Green Luxury” (ibid. 65), *PrimeTime* has “Are video games really all bad” (ibid. 158) as a title and lastly, *Way2Go* begins the text with “Easy rider” (ibid. 175). Depending on the reader, is catchy; additionally, the articles are structured into paragraphs, and the beginning incents the audience to read on. Rhetorical questions are used in *English in Context* and *Way2Go*, and *PrimeTime* uses them indirectly within the title. Additionally, the *Way2Go* article directly addresses the reader, making the text more personal, in contrast to *PrimeTime* and *English in Context* which seem more neutral in register.

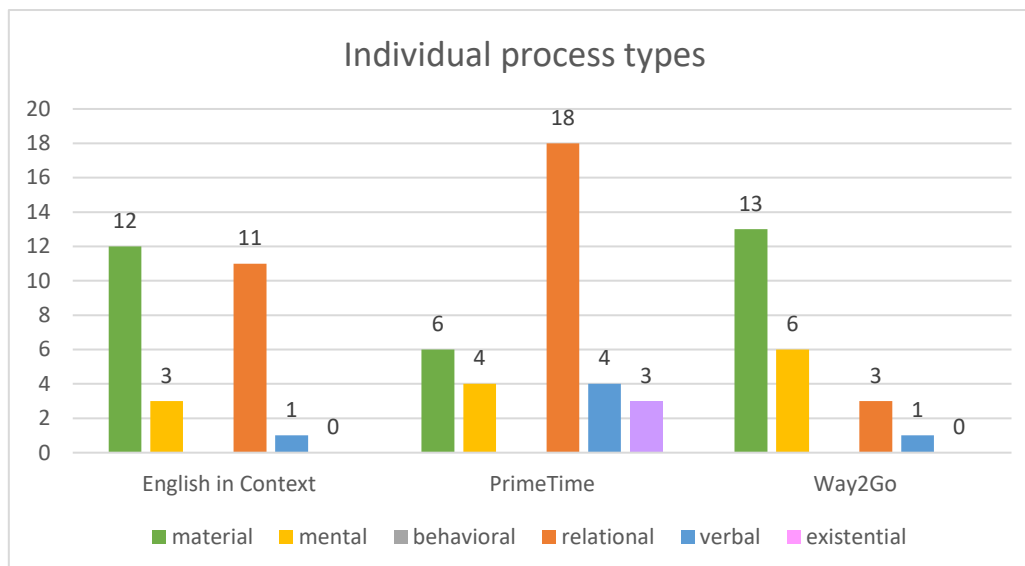
The purpose also differs, which might be the reason for the different registers; *PrimeTime* tries to inform but also convince the reader that video games are not bad; *Way2Go* explains the advantages and disadvantages of e-scooters, but is in favor of e-scooters, and *English in Context* informs about a revolutionary environmentally-friendly house. Finally, the endings of *PrimeTime* and *Way2Go* summarize the main aspects, but the last paragraph in *English in Context* does not include a conclusion. Therefore, *English in Context* is not completely consistent with the Bmbwf definition.

6.1.1. SFL analysis of samples

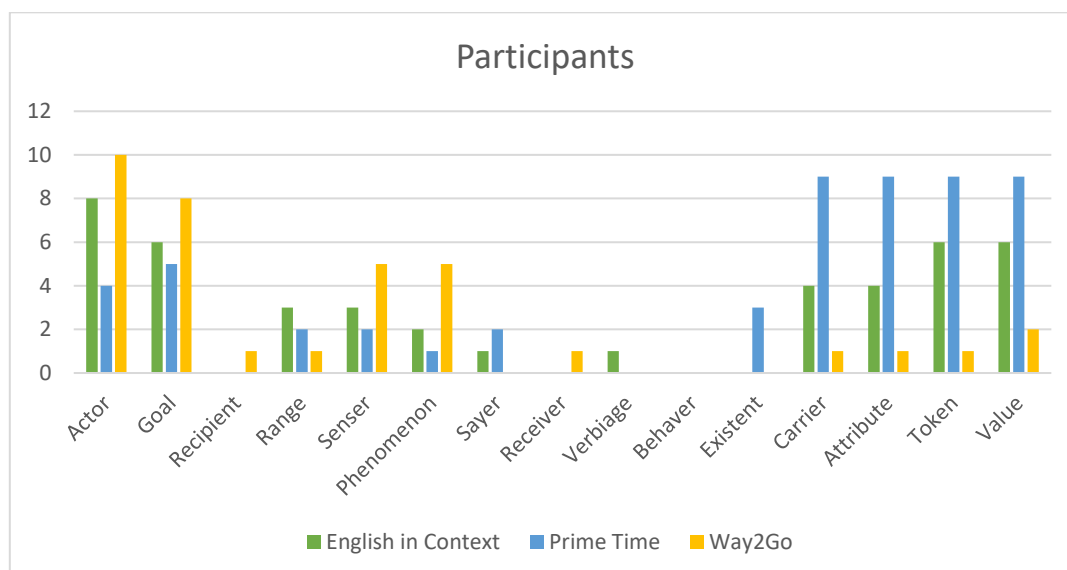
The ideational meaning in the articles can be described as the following: The most common process types are relational (32), with relational identifying (18) and relational attributive (14) and material (31), with material action (26) and material event (5). Consequently, the corresponding participants Goal (19), Value (17), Actor transitive (16), Token (16), Attribute (14), and Carrier (14) are also high in numbers. Other mentioned process types are mental cognition (8), verbal (6), existential (3), mental perception (3), mental desideration (1), and mental emotion (1) with the participants Senser (10), Phenomenon (8), Actor intransitive (6), Range (6), Existent (3), Sayer (3), Receiver (1), Recipient (1), and Verbiage (1). The process type behavioral with the corresponding participant Behavior is not used in the three articles; see Graph 1 for the general overview and Graphs 2 and 3 for the individual process types for each text.



Graph 1 Article: Process types across the three model texts



Graph 2 Article: Individual Process Types per text

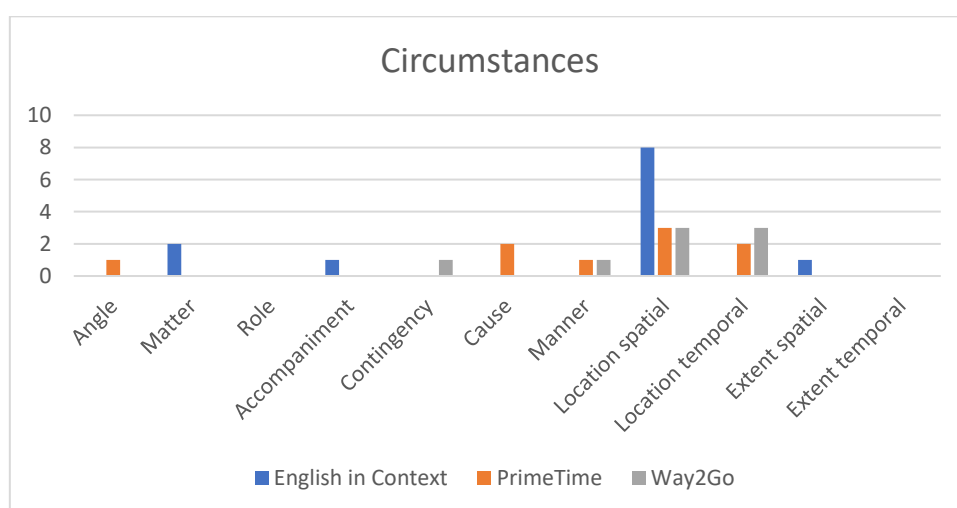


Graph 3 Article: Participants

In greater detail, the article published by *PrimeTime* has at the beginning two verbal processes restating other people’s opinions and expressing that there are two points of view. This aspect corresponds to informing the audience about the two stances and convincing them that video games are not bad, which is carried out by the authors as they try to “assess the true position” (PrimeTime 2018: 158). Moreover, the article consists of many relational process types, attributive as well as identifying, which might be based on the fact that the authors want to describe video games in detail, such as “video games are not such a big waste of time and money” (ibid.) or “Various games that are extremely popular” (ibid.). In *Way2Go*, the article tries to inform the readers about e-scooters and persuade them that even with some drawbacks, e-scooters are “the perfect solution to modern transport problems” (Way2Go 2020: 175). The

article also consists of many material action process types, which might be because of the topic. However, comparing *PrimeTime* and *Way2Go*, as both articles aim to convince the readership, the register still differs as in *Way2Go*, two relational identifying processes are used to persuade the reader of the text directly from the beginning, to be more precise, in this specific text that might be e-scooter drivers. Therefore, it can be said that the article published by *Way2Go* directly starts with its primary purpose, whereas *PrimeTime* begins with a more general introduction and information for the readers. The *English in Context* article starts with a material event process and moves on with two relational identifying processes, as the purpose of this article is rather to inform the readers about an innovative house consisting of green products than to convince them to purchase one. As the authors describe the house, many relational attributive process types are used, but it is not surprising that relational identifying process types are not used at all.

Additionally, Location Spatial (14) and Location Temporal (5) are the most frequent circumstances, followed by Cause (2), Matter (2), Manner (2), Accompaniment (1), Angle (1), Contingency (1), and Extent Spatial (1). These articles do not include the Extensive Temporal and Role as circumstances; see Graph 4. In general, one can say that those articles represented in the school books consist of material action, relational attribute, and relational identifying process types with their corresponding participants Actor (transitive), Carrier, Attribute, Token, and Value. Goals are used more frequently in the material action process type than Range and Recipient.



Graph 4 Article: Circumstances

Concerning circumstances, only Location Spatial is used frequently, especially in *English in Context*; for instance, as the house is located in New York, many references are made to the location compared to the other two articles, see Graph 4. The other circumstances are not significantly high in numbers.

In terms of Tenor, the general mood clauses used are Declaratives (36), Questions (3), and Imperatives (1) see Table 9. The *PrimeTime* article has only Declaratives, namely 11 sentences, the article published by *Way2Go* has 13 Declaratives, 2 Yes/No Questions, and 1 Imperative, and the *English in Context* article consists of 12 Declaratives and 1 WH-Question. The Interrogatives and the Imperative refer to the Bmbwf definition of involving the audience and the Declaratives used to convey factual statements from the authors' viewpoints, which also corresponds with the definition of informing and persuading the readers. However, as the main goal is to inform or describe, Declaratives are mainly used by the authors to fulfill this aim.

Mood Type				
	English in Context	PrimeTime	Way2Go	Sum
Imperative	0	0	1	1
Indicative	13	11	15	39
Interrogative	1	0	2	3
WH-question	1	0	0	1
Yes/No	0	0	2	2
Declarative	12	11	13	36

Table 9 Articles: Mood Type

Regarding Modality, Low (10), Median (12), and High (2) modal auxiliaries are used, and only phrases of Obligation (1) and Probability (1) are used. To be more precise, *PrimeTime* counts 8 Low and 5 Median Modality expressions, and *Way2Go* consists of 1 Low and also 5 Median, whereas *English in Context* only uses 1 Low and 2 Median auxiliaries. This lack of Modality in the *English in Context* might be based on the text's purpose. Interestingly, the two other texts with the purpose of convincing use more auxiliaries which contradicts this aim. As based on the theoretical background using modal auxiliaries weakens the general statement. Therefore, the use of these contradicts the general purpose of the texts.

Some Appraisal devices expressing Attitude (41), Engagement (6), and Graduation (28) are also used. Firstly, in the Attitude aspect Appreciation (34), Affect (6), and Judgement (1) can be found. Secondly, there are Attribute (4), Disclaim (1), and Entertain (1) in the Engagement aspect. Lastly, Sharpening (10) and Softening (6), as well as Intensification (11) and Quantification (1), are used. For in-depth information on the individual texts see Table 10. Taken these number into a deeper understanding, graduation and appreciation devices can be understood as the following suggests: With the use of softening devices, the texts lose their convincing character, such as the following examples in *PrimeTime* (2018: 158) demonstrate:

“perhaps video games are not *such* a big waste of time” or “some could be *quite* educational”. However, using intensification devices such as “[t]here are *clearly* factors that can be cited” (ibid.) or “some video games are *extremely* complex and can *actually* increase brain function” (ibid.) enhance the persuasive character and also shows the authors’ stances towards the various topics. Furthermore, the appreciation devices used can be primarily seen as positive polarity, referring to the purposes of *Way2Go* and *PrimeTime* such as “E-scooters are the *perfect* solution to modern transport problems” (Way2Go 2020: 175), “video games today could be *useful* for a child’s development” (PrimeTime 2018: 158) and “Various games that are extremely *popular* involve creating virtual cities and *sustainable* social and economic structures” (ibid.). The goal of persuading is fulfilled by using relatively more positive than negative Appreciation and intensifying words and phrases. Consequently, by using those positive Appreciations and intensification, the texts highlight the authors' personal opinions of favoring the individual topics. Emphasizing the authors’ stances is also part of the Bmbwf’s definition as the register can be personal, and therefore, this goal can be seen as fulfilled.

Appraisal				
	English in Context	PrimeTime	Way2Go	Sum
Graduation	7	15	6	28
Focus	5	7	4	16
Softening	0	6	0	6
Sharpening	5	1	4	10
Force	2	8	2	12
Quantification	1	0	0	1
Intensification	1	8	2	11
Engagement	1	5	0	6
Entertain	0	1	0	1
Attribute	1	3	0	4
Disclaim	0	1	0	1
Proclaim	0	0	0	0
Attitude	10	19	12	41
Affect	0	4	2	6
Judgement	0	1	0	1
Appreciation	10	14	10	34

Table 10 Article: Appraisal

Concerning Mode, the themes used in the articles are mostly Topical (44) or Textual (19). The only school book that also uses Interpersonal themes (2) is *Way2Go*. The lack of Interpersonal theme devices might be based on the register definition of the Bmbwf, which is formal, neutral, or personal. In the Textual themes, Conjunctive Adjectives are used. Most commonly Additives (8), followed by Adversative (5), Conditional (1), Concessive (1), Dismissive (1), Respective (1), Temporal (1), and Verificative (1) ones. For instance, some are *and* (4), *while* (3), *also* (1), *but* (1), *even though* (1), *if* (1), *in addition* (1), *in that respect* (1), *of course* (1), *perhaps* (1), *plus* (1), *so* (1), *then* (1), and *well* (1). This might be based on the text type's purpose because the authors want to persuade the reader or inform about two different ones; therefore, Additives and Adversatives might be used more regularly than other Conjunctive Adjuncts.

6.1.2. Conclusion

To conclude, the text type article is not precisely defined by the Bmbwf (see Chapter 4.1.) as mainly the purpose, and the audience vaguely outlines the used register. Therefore, the register can vary depending on the authors' intention of sounding formal, neutral, or personal. However, the results provide fundamental insights into the general distribution of linguistic choices in the text type article. Concerning the general structure, all three texts include a rather catchy title and are structured into paragraphs. These paragraphs refer to the Bmbwf's guidelines of starting with an introduction, continuing with the most relevant aspect, and ending with a kind of summary of the given information.

Regarding the SFL analysis, some Field, Tenor, and Mode elements can be found throughout the texts which seem rather typical linguistic features for this specific text type.

Firstly, the three model texts indicate that mostly material action processes, as well as relational identifying and relational attributive processes with their corresponding participants, are used. Therefore, one can argue that material and relational processes are frequently used to suit the description of the Bmbwf. Consequently, it might be that based on the topics of these articles' physical activities as well as another participant who is affected by the ongoing process are needed.

Secondly, most mood clauses are Declaratives that might be based on factual statements based on the authors' opinions. Besides that, also Interrogatives such as rhetorical questions are used to involve the readers. The most striking part is the Modality: Even though one purpose given by the Bmbwf is to convince the audience, modal auxiliaries are repeatedly used, reducing the persuasive character of the given information as it weakens the argumentation of the writers. The used modal adjuncts fit the purpose of informing the readership. Through sharpening and

intensification devices, this persuasive character is reinforced. Most of the used Appreciation devices are positive, which might lead back to the purpose of the text type. Therefore, it might be that the authors want to create a balance between informing and persuading the addressee by using Modal adjuncts and Appraisal elements.

Thirdly, more than two thirds of themes are Topical, and most Conjunctive Adjuncts refer to the Additives and Adversative categories. This might be because of the organization and layout assessment criteria in which texts should have a systematic and clear way of developing points as well as connecting similar ideas by using various linking devices (Bmbwf 2019: 6). Furthermore, the lack of Interpersonal themes might be based on the required register of the text type being rather formal.

Evaluating these findings in connection with the theoretical background it can be said that concerning the Field aspect, Brisk's et al (2010) report research correlates with this thesis findings. As they discovered that the students' texts revealed a range of process types, including action, relating, being/having, and existential verbs. The participants found in Brisk et al (ibid.) contained people, places, concepts, and things. The circumstances used were Locations, Temporal references, as well as information about individuals and methods. Still, the researchers noted that Temporal circumstances were infrequently utilized in the texts. The findings from the Austrian school books underlines these results.

6.2. Blog post

The topics of the blog posts are young people and politics, obesity and bullying as well as traveling. Moreover, the three sample texts consist of 843 words, see Table 11, which are divided into *English in Context* (249) focusing on traveling, *PrimeTime* (197) concentrating on obesity and bullying and *Way2Go* (397) talking about young people and politics.

	English in Context	PrimeTime	Way2Go
Length	249	197	397

Table 11 Blog post: Overview length

Consequently, the analysis of *Way2Go*'s text might be higher in total numbers, therefore, a comparison of all three books is not recommended. In terms of length, *PrimeTime* already does not fulfill the word requirement of approximately 250 words. As the Bmbwf also states that a blog post can be around 400 words, *Way2Go* does not exceed the word length. However, based on the length, there will be more to analyze in the *Way2Go* text.

The three sample texts are almost consistent with the Bmbwf's definition of a blog post, see Table 12.

	English in Context	PrimeTime	Way2Go
Length	✓	X	✓
Title	✓	✓	✓
Username	✓	✓	✓
Paragraphs	✓	✓	✓
Introduction	✓	✓	✓
Ending	✓	✓	✓
Addressing the readers	✓	X	✓
Register	personal	personal	neutral
Purpose	sharing opinions & experience	sharing opinions & experience	sharing opinions & experience/ informing

Table 12 Blog post: Bmbwf requirements in the three schoolbooks

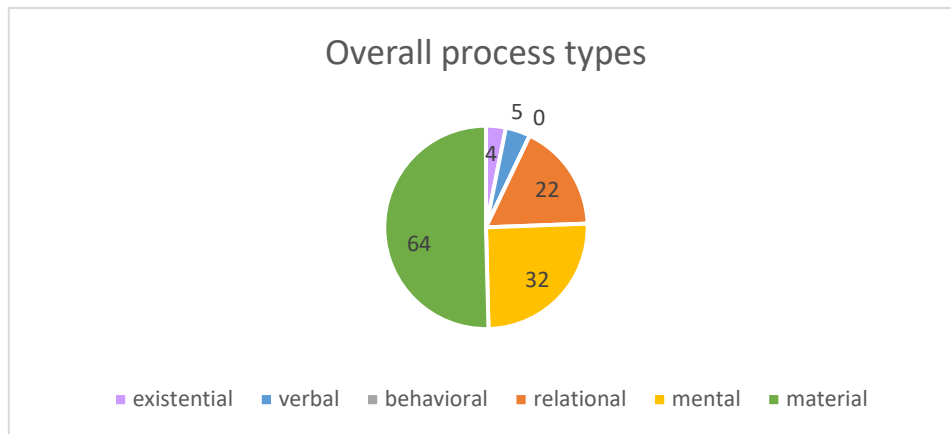
All of them start with a title such as *English in Context* "Travel Blog – Traveller or pilgrim" (ibid. 64) *PrimeTime* "Weight issues and bullying" (ibid. 152) and *Way2Go* "Wake up, young people and politicians alike!" (ibid. 169) Depending on the reader, is catchy; moreover, the blog posts are structured into paragraphs, and the beginning incents the audience to read on. Additionally, the three texts directly address the reader by using Imperatives, Interrogatives as

well as using the pronoun *you* such as: “Do the right thing and reach out to each other!” (Way2Go 2020: 169), “What do you think about it? Why not taking a year off and finding yourself?” (English in Context 2018: 64) and “We should do more to integrate obesity in our anti-bullying repertoire” (PrimeTime 2018: 152), making the text more personal in register as well as referring to the stylistic element required by the Bmbwf definition. In terms of the structure, *Way2Go* and *English in Context* similarly structure the blog posts by having more than two paragraphs, and also, in the last paragraph, both texts address the readers by either asking questions for the Interrogative clause type or using Imperatives ones. This interaction is not part of *PrimeTime*’s text which contradicts the Bmbwf guidelines.

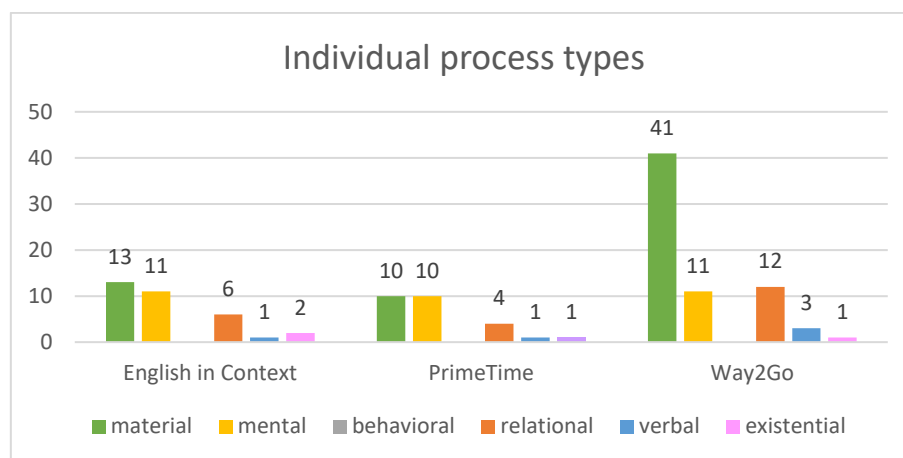
The purpose stated by the Bmbwf is a discussion of opinions, sharing experiences as well as adventures or personal encounters. All three samples fulfill the purpose as most experiences, as well as opinions, are shared in the texts, for instance, “In my opinion, eliminating bullying requires parents and teachers to stay firm on negative interactions among young people” (PrimeTime 2018: 152), “I was pretty shocked” (Way2Go 2020: 169), “I believe the main problem is” (ibid.), “I came to think” (English in Context 2018: 64) as well as “I can recommend you to get lost and find yourself somewhere in another country, because I think it’s important to get an insight into a foreign culture. I’ve been to India and learnt Hatha Yoga which gave me a complete [sic!] new idea about my body and mind” (ibid.). It can be said that *PrimeTime* and *English in Context* only share the authors’ opinions as well as experiences, whereas *Way2Go* also includes general information for the audience as it describes the current political situation, which is not required by the Bmbwf’s guidelines.

6.2.1. SFL analysis of samples

Concerning the ideational metafunctions, the following can be stated. In the texts most frequently used process types are material (64) with material action (47) and material event (17), mental (32) with mental cognition (26), mental desideration (3), mental perception (2), and mental emotion (1), and relational (22) with relational attributive (13) and relational identifying (9), see the Graph 5 for an overview and Graph 6 for the individual process types for each text.

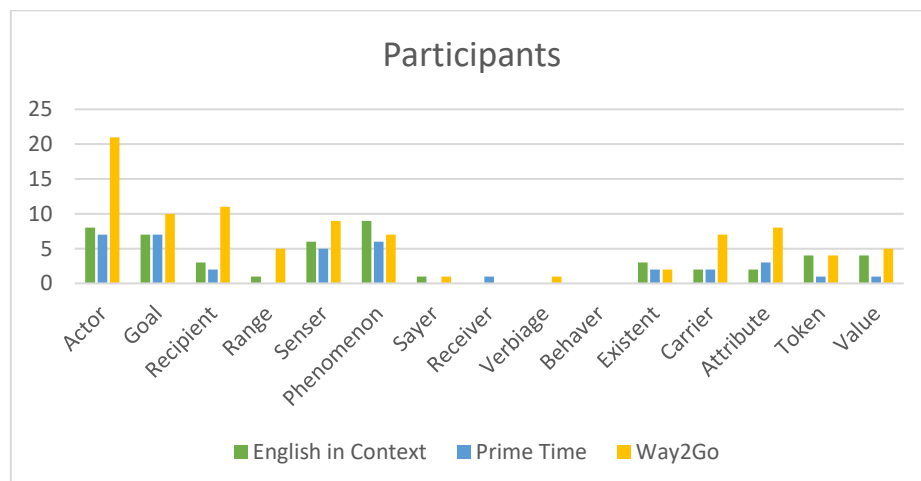


Graph 5 Blog post: Process types across the three model texts



Graph 6 Blog post: Individual Process Types per text

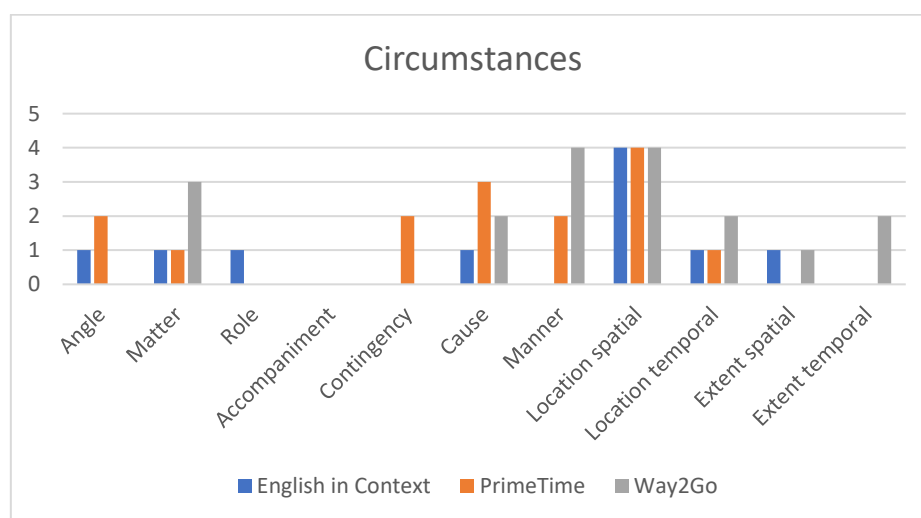
As a result, also the corresponding participants are high in numbers, such as Actor (36), Goal (24), Phenomenon (22), Senser (20), Recipient (16), Attribute (13), Carrier (11), Value (10) and Token (9). The process type behavioral with its participant Behaver is not included in the three samples; for an individual overview, see Graph 7.



Graph 7 Blog post: Participants

In-depth, the blog post published by *PrimeTime* begins with mental processes such as “I noticed that” (ibid.) and “I think that” (ibid.), referring to previous experiences as well as sharing a personal viewpoint. Both correspond with the given requirements by the Bmbwf. Similar to that, *Way2Go* uses phrases such as “I believe” (ibid.), “young people might wonder” (ibid.), or “Politicians should clearly (and loudly!) focus “(ibid.). However, *Way2Go* also uses a great number of relational process types. The reason behind it might be that there are many descriptions of the situation of political actions. Mental processes are also in English in Context; examples of these include “I came to think about it” (ibid.), “It compared modern day tourism with the mythical and ancient concept of pilgrimage” (ibid.) as well as, “I think it’s important to get an insight into a foreign culture” (ibid.). Nevertheless, the number of material processes is high in all samples. This might be because of the purpose of sharing experiences, in which presumably a person played an active part in the past.

In addition, also some circumstances are used in these texts. Collectively, Location Spatial (12), Cause (6), Manner (6), and Matter (5) are used more frequently than Location Temporal (4), Angle (3), Contingency (2), Extent Spatial (2), Extent Temporal (2) and Role (1); Accompaniment is not used at all in the three different samples, see Graph 8 for the individual uses.



Graph 8 Blog post: Circumstances

The frequency of Location Spatial might be because of the reference to specific adventures such as “I’ve been to India” (English in Context 2018: 64). Also, the circumstance Cause is related to this text type because the different blogs specify the audience and the purpose for whom it is done such as “among young people” (PrimeTime 2018: 152), or “in the younger generation” (Way2Go 2020: 169). Moreover, the reasoning for their stances is also indicated with the use of Cause devices such as “because such negative experiences can increase the risk”

(PrimeTime 2018: 152) or “youngsters with weight issues are excluded from friendships due to their weight” (ibid.). Similarly, the circumstance Manner is used regularly, as the guidelines by the Bmbwf require examples for the authors’ ideas; these are referred to as “It’s pointless to complain about issues that affect them, *such as* tuition fees or wider issues *like* the environment, if they don’t take part in elections. (Way2Go 2020: 169), or “Political parties should also show that they treat young people as adults” (ibid.).

Concerning the interpersonal metafunction, the most dominant mood type found in the samples are Declaratives (38), Interrogatives (6), and Imperatives (2). Interestingly, *PrimeTime* only used Declaratives (10), whereas the most variety in mood clauses is given in *Way2Go*, see Table 13.

Mood Type				
	English in Context	PrimeTime	Way2G	Sum
Imperative	0	0	2	2
Indicative	12	10	22	44
Interrogative	3	0	3	6
WH-question	2	0	3	5
Yes/No	1	0	0	1
Declarative	9	10	19	38

Table 13 Blog post: Mood Type

The results from *PrimeTime* slightly contradict the stylistic feature given by the Bmbwf, as it is said that the audience should be directly involved. However, *PrimeTime* uses the pronoun *we*, which might be used to integrate the readers into a general statement such as “We should do more to integrate obesity in our anti-bullying repertoire” (PrimeTime 2018: 152) or “We need strategies that address bullying systemically by focusing on school, classroom, individual and community level” (ibid.). On the contrary, the involvement of the readers is undertaken by *English in Context* and *Way2Go* by questioning the readers such as “What do you think about it?” (English in Context 2018: 64), “Why not taking a year off and finding yourself?” (ibid.) or “What’s wrong with young people and politics?” (Way2Go 2020: 169), “But what can be done to mobilise the youth vote?” (ibid.). The last two examples reveal that young people are the audience of this blog post.

Regarding Modality, Median (12) and Low (8) auxiliary words and Inclination (3) occur in the texts. This might be because the authors want to give reasons for their opinions, as the following examples illustrate: “I think it is alarming that youngsters with weight issues are excluded from friendships due to their weight because such negative experiences can increase the risk of overweight [...]. Social isolation may also trigger unhealthy behaviour [...]. This can lead to further weight gain and thus may cause a vicious cycle” [highlighted by CF] (PrimeTime 2018: 152). Another justification could be that in *Way2Go* (2020: 169), the authors indirectly demand a change and therefore state the following: “Another thing is that young people might wonder why they should care about politics at all” (ibid.), “[p]oliticians should clearly (and loudly!) focus on issues that matter to young people, using social media to reach out to them” (ibid.), and “Political parties should also show that they treat young people as adults” (ibid.). Interestingly, no High auxiliary devices occur in the sample texts, which is striking as blog posts referring to the guidelines of the Bmbwf state the opinions of the writers.

Furthermore, some Appraisal devices expressing Graduation (28), Attitude (26), and Engagement (6) occur in the samples. Most Graduation devices are from the Focus Sharpening category (12), followed by Focus Softening (5), Force Intensification (5) and Force Quantification (3). The detected Engagement devices are Attribute (3) and Entertain (1) and the Attitude devices that occur are from the category Appreciation (15), Affect (9) and Judgement (2). For the individual sample texts see Table 14.

Appraisal				
	English in Context	English PrimeTime	English Way2Go	Sum
Graduation	7	15	6	28
Focus	5	6	6	17
Softening	2	0	3	5
Sharpening	3	6	3	12
Force	2	3	3	8
Quantification	0	2	1	3
Intensification	2	1	2	5
Engagement	1	1	2	4
Entertain	0	1	0	1
Attribute	1	0	2	3
Disclaim	0	0	0	0
Proclaim	0	0	0	0

Attitude	8	5	13	26
Affect	2	1	5	9
Judgement	0	1	1	2
Appreciation	5	3	7	15

Table 14 Blog post: Appraisal

By using sharpening devices, the texts specify the different topics in greater detail, for instance, when the authors highlight the differences between “overweight children” (PrimeTime 2018: 152) and “thinner kids” (ibid.), or the “life-changing experience” (English in Context 2018: 64) a traveler has, as well as “the only way” (Way2Go 2020: 169) and “a simple answer” (ibid.) to increase the political involvement of young people. Additionally, Appreciation devices occur throughout all three samples. Depending on the topic and the stance of the author, positive as well as negative Appreciation devices occur. For instance, positive Appreciations are used primarily in *English in Context* (2018: 64), as the writers want to highlight the beneficial experiences traveling can offer, such as “life-changing”, “mythical and ancient”, as well as “new”. Whereas *PrimeTime* and *Way2Go* rather critically depicture the different topics. For instance, the writers state that “[i]t’s pointless to complain” (Way2Go 2020: 169) or “[a] zero-tolerance policy” (PrimeTime 2018: 152) as well as “a vicious cycle” (ibid.).

Regarding the last metafunction, Mode, it can be said that the blog posts mainly consist of Topical (53), Textual themes (20), and Interpersonal themes (4). In the Textual themes, Conjunctive Adjectives (18) are used, most commonly Additives (4), Conditionals (4), Adversative (4), Casual (2), and Temporal (2). For instance, some of the found words and phrases are *but* (4), *if* (4), *and* (2), and *so* (2). Striking are the findings of Conditionals in the samples. Generally speaking, the results of the Conjunctive Adjectives reflect the text type’s purpose by sharing experiences and stances rather than rephrasing or criticizing another text. Interestingly, a few Interpersonal themes could be found that do not relate to the guidelines of the Bmbwf.

6.2.2. Conclusion

To conclude, the text type blog post is rather broadly defined by the Bmbwf (see Chapter 4.2.) as the purpose, the audience as well as the register are only limited through the personal aspect in each category. Insights into one’s personal life is the general purpose of blog posts, therefore experiences as well as adventures is required. But not every model text fulfills the register with its stylistic elements. For instance, it is clearly stated that there should be interactive elements

to include the blogs' audiences, which is only carried out by *Way2Go* and *English in Context*. In terms of the structure, all three texts include a rather catchy title and are structured into paragraphs. However, *PrimeTime* consists of only two paragraphs and consequently lacks a well-structured introduction and ending. The other two samples include both moves.

Regarding the SFL analysis, some elements of the three metafunctions can be found that also refer to typical linguistic features for this specific text type.

Firstly, Field is realized by the model texts by the occurring process types. These are mostly material actions, mental as well as relational processes with their corresponding participants. Consequently, it can be argued that these processes suit the Bmbwf description of a blog post because by sharing adventures and opinions material action processes as well as mental processes are needed. By using relational processes, the authors illustrate the specific situations, which are also visible by the number of Spatial Locations.

Secondly, most mood clauses are Declaratives giving general information about the authors' experiences and stances. Nevertheless, the Bmbwf requires an interaction with the readership, which is also done by Interrogatives. Modality also plays a role in the model texts as rather Median modal auxiliaries can be found in the texts. This might be because it is only the authors' personal viewpoint and experience, and others might have different ones. The authors highlight their opinions by using Appreciation devices throughout their texts. These depend on the depicted stance if they are rather positively or negatively connotated.

Lastly, Mode is analyzed through the use of Topical as well as Textual and Interpersonal themes. Although Interpersonal themes are included in the texts, according to the description provided by BMBWF, they should occur more frequently to increase personal perspectives and reader interactions. However, the frequency of occurrence remains limited to a few exceptions.

In connection to the theoretical background the study by Mingsakoon and Srinon (2018) has been related to the text type blog post as well as article. Taken the findings into consideration the blog post fits in terms of the interaction with the readers. Similar to Mingsakon and Srinon the writers, in this case secondary students, interact with specific participants and engage in action processes within a temporal sequence, offering a retelling or elaboration of their own experiences within a distinct situational culture, this is especially true for blog post published by *English in Context*. Additionally, it is indicated that the students from Mingskoon and Srinon interacted with the audience, which is also visible in this analysis by the use of Interrogatives in two of the three samples namely *Way2Go* and *English in Context*. Similar to that, the results of Adelington and Feez (2019) illustrate that by using Interrogatives, the writer opens up a dialogue, to give the readers a reason to react to the given statements.

6.3. Blog comment

The topics of the blog comments analyzed are art, and animal cruelty in games. The two sample texts consist of 448 words which are divided into *PrimeTime* (197) and *Way2Go* (251), see Table 15. *PrimeTime* focuses on animal cruelty in games and *Way2Go* concentrates on art. As both of the texts have similar number of words, they could be compared with each other. However, only based on the text length, *PrimeTime* does not fulfill the requirements of approximately 250 words.

	PrimeTime	Way2Go
Length	197	251

Table 15 Blog comment: Overview length

In this section, only two model texts are analyzed from the books *Way2Go* (2020: 171) and *PrimeTime* (2018: 151), because *English in Context* does not include one sample text. Both texts fulfill almost all requirements by the Bmbwf, see Table 16. The texts contain a username and an e-mail address, and the Bmbwf requires both parts. Similar to the other text types described above, separate paragraphs occur. The Bmbwf does not explicitly illustrate the ending; however, the two samples include endings. Therefore, the two samples fulfill the Bmbwf's criteria concerning the general Organization and Layout structure.

	PrimeTime	Way2Go
Length	X	✓
Username/e-mail address	✓	✓
Paragraphs	✓	✓
Optional ending	✓	✓
Referring to previous text	✓	✓
Register	personal	personal
Purpose	sharing opinions & experience	sharing opinions & experience/ informing

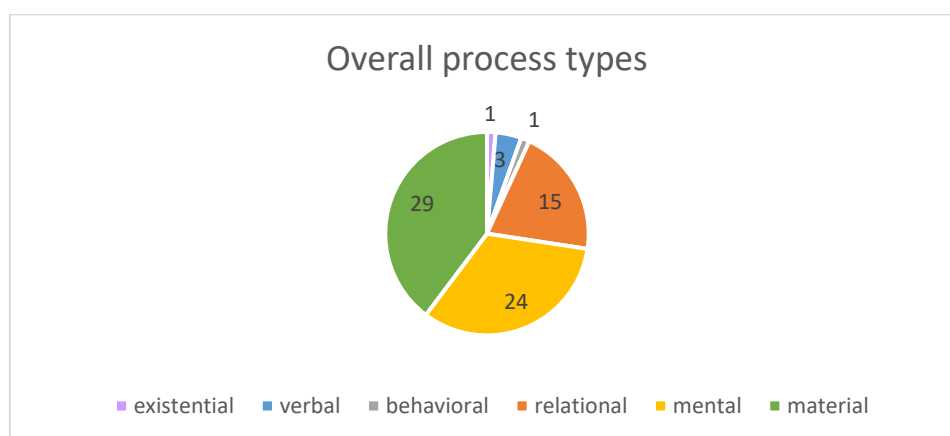
Table 16 Blog comment: Bmbwf requirements in the three schoolbooks

One striking difference between the blog post and the comment is that the blog comment needs to refer to another previous text by either agreeing or disagreeing with the given stance. Regarding the structure, both sample texts start with reference to the previous text and continue with their own viewpoints. The general purpose is consistent with the blog post one, namely,

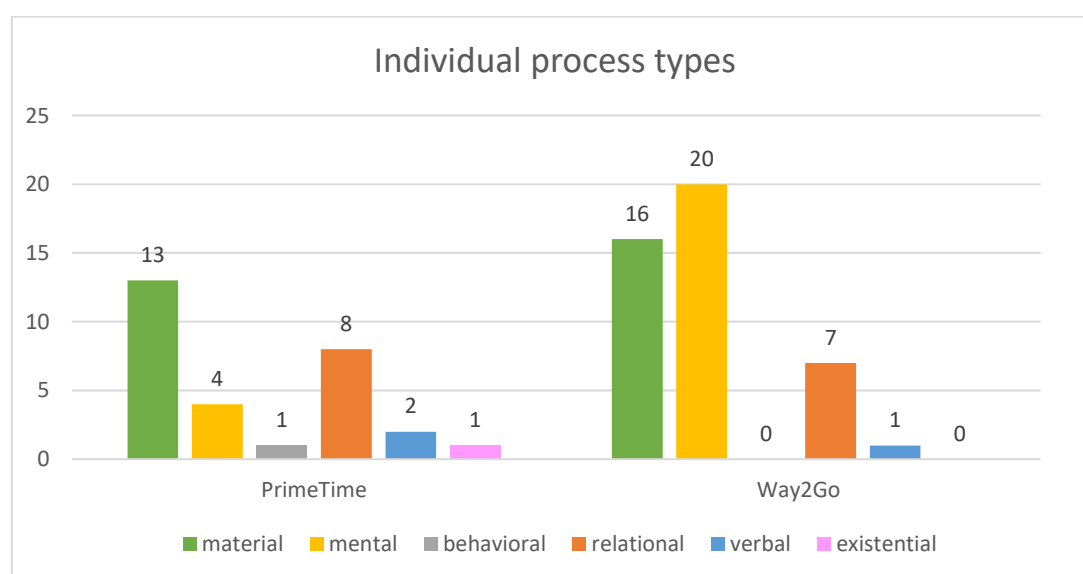
to express one's experiences, adventures, as well as opinions concerning the given topic, additionally in this text type, it is also to react to the previously given text.

6.3.1. SFL analysis of samples

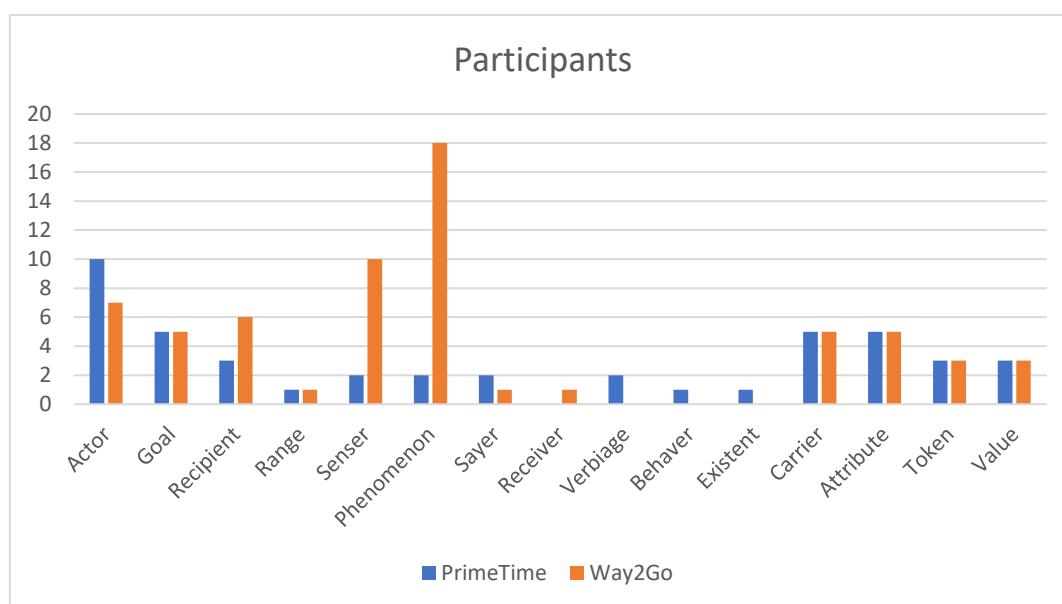
In terms of the ideational metafunction, the two articles consist of mainly material process types (29) with action (24) and event (5), mental (24) with mental cognition (13), mental perception (5), mental desideration (3) and mental emotion (3), as well as relational (15) with relational attributive (10) and relational identifying (5) process types. See Graph 9 for the general overview and Graph 10 for the individual process types. *PrimeTime* used the behavioral process type as well as the existential process type once. Consequently, the corresponding participants Phenomenon (20), Actor (17), Sensor (12), Attribute (10), Carrier (10), Goal (10), Recipient (9), Token (6), Value (6), Sayer (3), Verbiage (2), Range (2), Receiver (1) and Behaver (1), Existent (1) occur in the samples, see Graph 11.



Graph 9 Blog comment: Process types across the three model texts



Graph 10 Blog comment: Individual Process Types per text

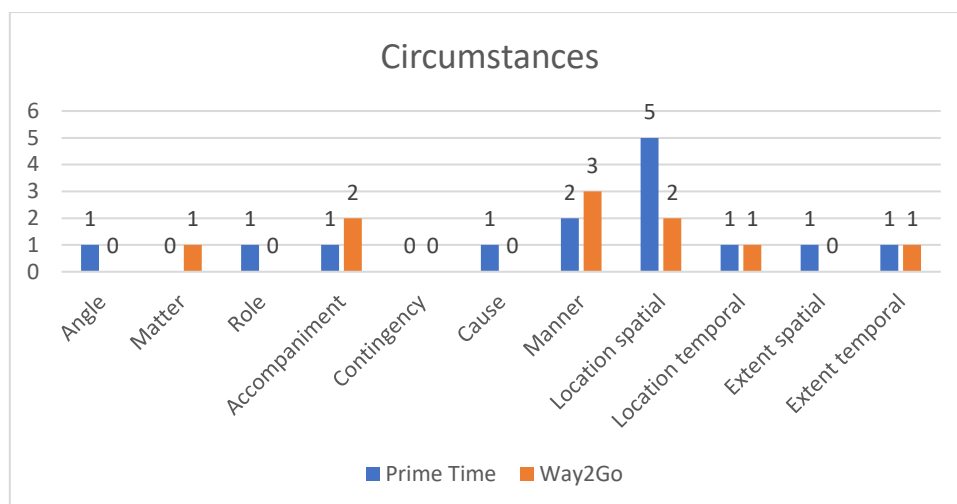


Graph 11 Blog comment: Participants

To be more precise, both texts directly start with a reference to the previous text by using a verbal process “I can only say that” (PrimeTime 2018: 151) as well as a mental action “I read your blog post” (Way2Go 2020: 171). Consequently, both texts immediately fulfill one of the required guidelines by the Bmbwf, namely, to refer to the pregiven text. Moreover, *PrimeTime* moves on with mentioning the text again. Subsequently, mostly material processes such as “to help real-life captive animals” (PrimeTime 2018: 151) as well as “but as a young adult playing” (ibid.). Additionally, mental processes occur, such as “they want to consider ethical dilemmas” (ibid.), or “try to avoid thinking” (ibid.), as well as, “I think” (ibid.). Also, relational processes can be found in the sample, such as “it would be wonderful” (ibid.), “it’s all glossy and shiny and pleasant on the outside and cruel and sinister underneath” (ibid.). In *Way2Go*, mental processes are primarily used, such as “wanted to let you know” (Way2Go 2020: 171), “[t]hey think” (ibid.), “wherever you may find it” (ibid.), “[f]orget the world” (ibid.), “you’ll find yourself” (ibid.) as well as “enjoy art on your terms, and forget the Mona Lisa” (ibid.). The use of mental processes in most texts might be because of the purpose of sharing personal stances; similarly, material processes might be because of this Bmbwf requirement, as most material processes are used to indicate what people can do relating to the topic. Nevertheless, also sharing personal experience might be expressed by material processes.

In addition, Locational Spatial (7) is used most regularly, followed by Manner (5), Accompaniment (3) as well as Location Temporal (2), Extent Temporal (2), Angle (1), Cause (1), Extent Spatial (1), Matter (1), and Role (1); Contingency does not occur in both texts, see Graph 12. However, the results are not significantly high in number. The reason why Location Spatial is used frequently might be that the blog comments refer to locations where experiences

and adventures can happen or happened, such as “Wherever you may find it – be it posters, street art or small gallery in your neighbourhood” (Way2Go 2020: 171) or “the orcas imprisoned at SeaWorld” (PrimeTime 2018: 151) as well as “tigers who live behind bars in circuses” (ibid.). Interestingly, only one Angle is used, which does not correlate with the requirement of the Bmbwf to comment on a pre-given text.



Graph 12 Blog comment: Circumstances

In terms of the interpersonal metafunction, generally Declaratives (20) followed by Imperatives (6) and Interrogatives (2) are used in the samples; but, in *PrimeTime*, only Declaratives occur, see Table 17. By exclusively using Declaratives, *PrimeTime* lacks the personal exchange with the readers, which is obliged by the Bmbwf’s definition. On the contrary, *Way2Go* uses Imperatives as well as Interrogatives to address the reader directly and, therefore, satisfies the requirement of involving the readership. However, as the general purpose is to exchange information, this is done mainly using Declaratives.

Mood Types			
	PrimeTime	Way2Go	Sum
Imperative	0	6	6
Indicative	8	14	22
Interrogative	0	2	2
WH-question	0	0	0
Yes/No	0	2	2
Declarative	8	12	20

Table 17 Blog comment: Mood Types

In regard to Modality, Low (5), Median (4) as well as High (2) modal devices are used. Mostly the word *can* as modal finite is used, especially in *Way2Go*, as well as *could*, *would*,

and *may* in *PrimeTime*; *perhaps*, *never*, and *absolutely* are used as mood adjuncts. The occurrences of these Modality devices might be used to find examples or justifications for experiences as well as stances, as the following examples illustrate: “And art can provide this” (Way2Go 2020: 171) as well as “[i]t can encourage them to think more critically and see the world with different eyes” (ibid.).

In addition, some Appraisal devices expressing Attitude (24), Engagement (5) as well as Graduation (28) occur in the two samples. To start with, Attitude, Affect (13), Appreciation (8) as well as Judgement (3) devices are used. Secondly, only a few Engagement devices, such as Proclaim (2), Attribute (1), Disclaim (1), and Entertain (1), occur in the model texts and lastly, Graduation can be found through Sharpening (9), Intensification (6), Softening (3), and Quantification (1). For the individual texts analysis see Table 18. The authors emphasize their stances by using sharpening and intensification devices; for instance, “most people have *absolutely* no idea” (Way2Go 2020: 171). In terms of the polarity of the used devices, there is no clear preference for either positive or negative adjectives, but it rather depends on the given topic.

Appraisal			
	PrimeTime	Way2Go	Sum
Graduation	15	6	28
Focus	7	5	12
Softening	2	1	3
Sharpening	5	4	9
Force	3	4	7
Quantification	0	1	1
Intensification	3	3	6
Engagement	3	2	5
Entertain	0	1	1
Attribute	1	0	1
Disclaim	0	1	1
Proclaim	2	0	2
Attitude	12	12	24
Affect	5	8	13
Judgement	3	0	3
Appreciation	4	4	8

Table 18 Blog comment: Appraisal

Concerning Mode, Topical (28), Textual (12), as well as Interpersonal (1) themes, occur in the blog comments; however, only *Way2Go* uses Interpersonal themes. In the Textual themes, Conjunctive Adjectives are used. Adversative (3) Conditional (2), Additives (2), Casual (2), and Respective (1), such as *and* (2), *if* (2), and *but* (2), occur in the samples. Striking is the fact that there are no Comparatives or Verifications found in the texts, which might also suit the Bmbwf's guidelines to refer to another text. By using Additive as well as Adversatives, the references are made.

6.3.2. Conclusion

In conclusion, the text type blog comment is only broadly defined by the Bmbwf (see Chapter 4.2.) and is also not separately described but rather associated with the blog post. The general purpose is the same as within the blog post, nevertheless, there are still differences regarding commenting on a previous given text and having no title and stating one's e-mail address, which are only included in the blog comment. Consequently, the general structure is slightly different as there is no introduction to the topic but rather referring to the other source, the two texts immediately start with this move. Significant within this text type is that there should be an interaction between the writers and the readers. However, this is only carried out by one of the two examples.

Regarding the SFL analysis, some Field, Tenor, and Mode elements can be found throughout the texts referring to typical linguistic features for the text type blog comment.

First of all, in the ideational meaning, the most used transitivity elements are material as well as mental and relational processes. The reason for this frequency might be that the description of the Bmbwf expects an exchange of information concerning experiences, adventure as well as personal views on different topics. Especially the opportunities and effects of such experiences are described with material as well as relational processes. Mental processes are rather related to the authors' opinions on the issue.

Secondly, Declaratives are mostly used to describe the authors' stances and experiences, though, based on the Bmbwf's definition, an interaction between writers and readers should be established, therefore, one of the two examples include Imperatives as well as Interrogatives to fulfill this criterion. The authors frequently used Low and Median Modality, mainly concerning the possibilities and consequences that might be included when talking about experiences and behavior. The personal opinion is carried out by using devices such as sharpening and intensification devices, corresponding to the Bmbwf's explanation. Additionally, positive and negative devices are used to sharpen the specific topic.

Thirdly, most of the themes are Topical, but Textual with mostly Adversative and Additive words and phrases are used to suit the requirement of commenting on another text. One of the texts also include Interpersonal themes.

Referring to the theoretical background above, the research by Jou (2019) corresponds with the findings of this thesis. As stated before, the goal of the texts by second language learners was to recognize, engage with, challenge, or support alternative value positions while simultaneously ensuring clarity about their own viewpoints. The same aim is true for the blog comment. The students from the mentioned study used a great number of Engagement devices which does not correlate with the findings of this thesis, however, in this paper's samples Appraisal devices of Attitude were used more frequently.

6.4. Essay

The topics of the essays analyzed are e-scooters, new technological inventions, games and violence, and effects of IT on everyday life. The four sample texts consist of 1767 words which are divided into *English in Context A* (436) concentrating on effects of IT on everyday life, *English in Context O* (431) focusing on games and violence, *PrimeTime* (485) discussing new technological inventions and *Way2Go* (415) elaborating on e-scooters, see Table 19. Concerning the length, *PrimeTime* exceeds the word limitation of approximately 400 words.

	English in Context A	English in Context O	PrimeTime	Way2Go
Length	436	431	485	415

Table 19 Essay: Overview length

The four sample texts vary in their appearances as two refer to a specific subtype of essay, opinionative and argumentative, whereas the other two are not explicitly defined as opinionative or argumentative. Nevertheless, all four are almost completely consistent with the Bmbwf definition of an essay, see Table 20. They all start with a title and continue with a short introduction. Subsequently, the main aspects of the issues are dealt with, and there is a clear ending, mostly a summary of the previously stated arguments, including the writers' opinions. Additionally, the samples are structured into paragraphs, and no contradictions are used.

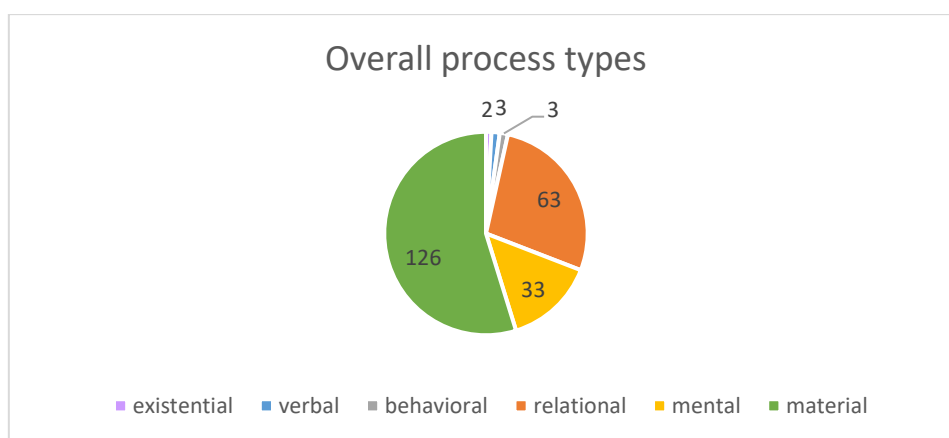
	English in Context A	English in Context O	PrimeTime	Way2Go
Length	✓	✓	X	✓
Title	✓	✓	✓	✓
Paragraphs	✓	✓	✓	✓
Introduction	✓	✓	✓	✓
Ending	✓	✓	✓	✓
Register	neutral	neutral	neutral	neutral
Not addressing the reader	✓	✓	✓	✓
No contractions	✓	✓	✓	✓
Purpose	outlining arguments for and against	convince the readers of the authors' stances	outlining arguments for and against	convince the readers of the authors' stances

Table 20 Essay: Bmbwf requirements in the three schoolbooks

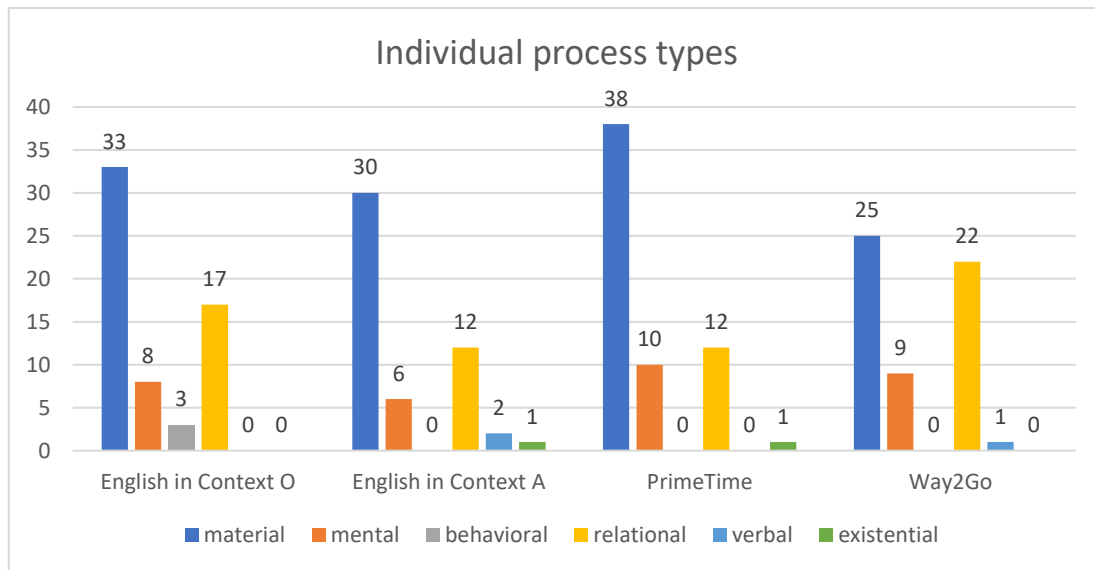
There are three purposes which are all included in the sample texts, namely convincing the readers of a particular viewpoint, outlining various arguments for and against a specific issue as well as informing the audience of the general topic. However, even if they all inform the audience about a specific topic, they do not all follow the same specific purpose. *English in context Argumentative* (later referred to as *English in Context A*), and *PrimeTime* outline positive and negative sides of a specific topic, whereas *Way2Go* and *English in Context Opinion* (later referred to as *English in Context O*) want to convince the readers of the authors' stances. Consequently, the findings might differ in some respects while the general type of essay stays the same.

6.4.1. SFL analysis of samples

Concerning the ideational metafunction, the essays can be described as follows: The most frequently used transitivity processes are material (126) with material action (113) and material event (13), followed by relational (63) with relational attributive (39) and relational identifying (24) and mental (33) with mental cognition (21) mental perception (10), mental emotion (1) and mental desideration (1), for a general overview see Graph 13, for the individual process types for each text see Graph 14.

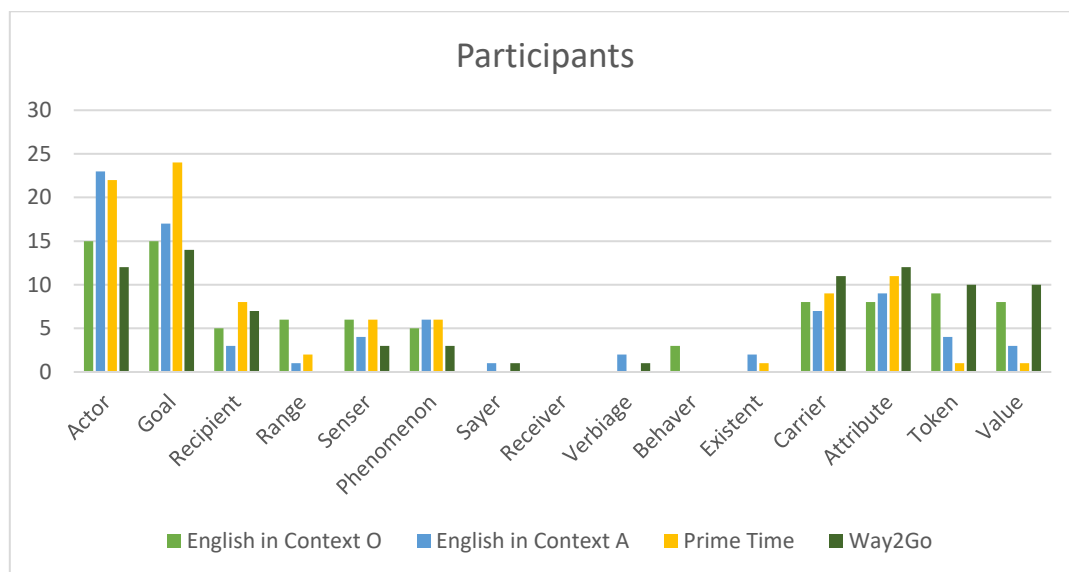


Graph 13 Essay: Process types across the three model texts



Graph 14 Essay: Individual Process Types per text

As a result, also the corresponding participants Actor (72), Goal (70), Attribute (40), Carrier (35), Token (24), Recipient (23), Value (22), Phenomenon (20), Senser (19) are high in number, see Graph 15.

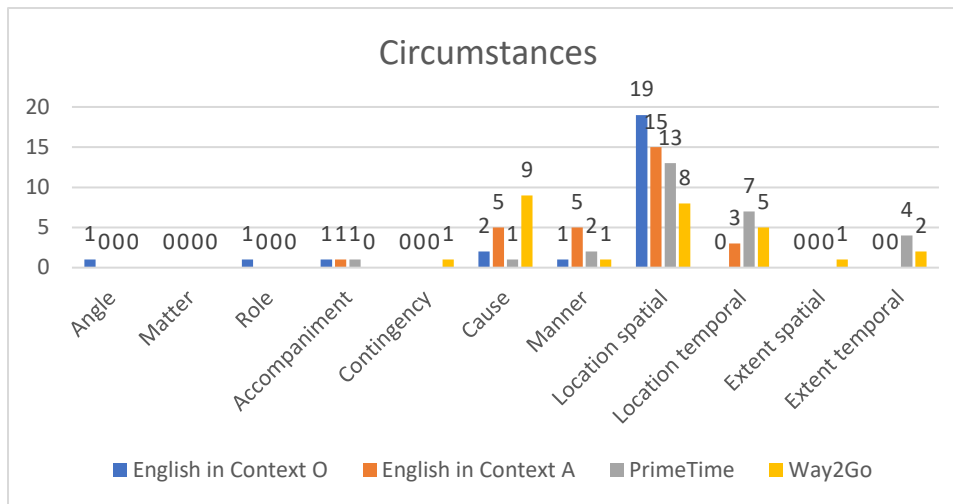


Graph 15 Essays: Participants

In detail, the essay published by *English in Context O* has material actions referring to the importance of the topic nowadays by expressing negative aspects at the beginning. Subsequently, mental processes are used to highlight the authors' stance toward the current incidents as well as general stances as the following examples show “[t]herefore, the media coverage [...] tries to blame violent computer games”, as well as “It is often heard that violent games develop violence in the player because violence becomes normal and the player cannot differ between game and reality” (English in Context O 2018: 68). Additionally, the essay uses

relational attributive processes to give detailed information demonstrated in the following examples: “people who play violent games are fascinated and attracted by violence” (ibid.) or “[v]iolence in games and violence in reality are completely different” (ibid.). The second essay, published by English in Context, A, similarly starts with material and relational processes about the topic’s current WHAT. The following examples indicate WHAT: “The usage[sic!] of IT has become more and more common recently” (English in Context A 2018: 69), as well as “it has completely changed people’s everyday life” (ibid.). Afterwards, the essay frequently continues with material processes informing the readers about possible actions the use of IT has such as “people from Germany can order breakfast cereals in the USA” (ibid.) or “[e]veryone can be contacted and reached everywhere” (ibid.). As the purpose of this essay is also to give information, some relational attributive processes are used throughout the text, such as “the Internet offers a vast amount of information which is easily accessible” (ibid.) or “[w]ork life and free time are blurred (ibid.) The *PrimeTime* essay similarly outlines the general arguments by using material processes such as “[n]ew developments [...] give people [...] the opportunity to travel and to see new things” (PrimeTime 2018: 144). Moreover, relational attributive processes like “[i]t is important” (ibid.), “[n]ow it is possible” (ibid.), as well as “which allows society to be more productive rather than lazier” (ibid.), indicate the purpose of informing the readers about the advantages as well as disadvantages of the specific issue. The last essay published by Way2Go approaches the text type differently, as this is the only one which persuades the reader of a certain stance. Therefore, there are more relational processes (22) compared to *English in Context O* (17), *PrimeTime* (12), and *English in Context A* (12). As the examples below illustrate, the viewpoint of the writers is, in terms of transitivity, dominantly carried out through the relational process type, identifying as well as attributive: “[T]hey are not long-term solution” (Way2Go 2020: 173), “e-scooters are not the solution” (ibid.), “they have a negative impact on existing traffic” (ibid.), “they are relatively slow” (ibid.) as well as “e-scooters are inconvenient” (ibid.).

In addition, circumstantial devices such as Location Spatial (55), Cause (17), Location Temporal (15), as well as Manner (9), Extent Temporal (6), and Accompaniment (3) occur more than once. Angle, Contingency, Extent Spatial as well as Role are only used once in the four texts. The only circumstance that could not be examined in the samples is Matter. Interestingly, the circumstance Cause is repeatedly used in *Way2Go*, which might lead back to the purpose of convincing the readers, see Graph 16.



Graph 16 Essay: Circumstances

In terms of Tenor, the mood clauses used most frequently are Declaratives (36), followed by one Interrogative see Table 21. The absence of Imperatives and Interrogatives is based on the purpose as well as the audience prescribed by the Bmbwf because there is no requirement for an interaction with the audience. Furthermore, informing and outlining positive and negative aspects of a specific issue, defined as the general purpose of an essay, is carried out by Declaratives. Concerning the Bmbwf's register explanation, formal to neutral writing is required, which is also done by avoiding Imperatives and Interrogatives.

Mood Type					
	English in Context O	English in Context A	PrimeTime8	Way2Go 8	Sum
Imperative	0	0	0	0	0
Indicative	23	29	22	21	95
Interrogative	1	0	0	0	1
WH-question	1	0	0	0	1
Yes/No	0	0	0	0	0
Declarative	22	29	22	21	36

Table 21 Essay: Mood Types

Regarding Modality, Low (7), High (6), as well as Median (2) can be found in the examples. The use of High Modality devices might because of the purpose to inform the reader of one stance, examples that illustrate this are the following: "While some inventions have certainly prompted laziness in the user" (PrimeTime 2018: 144) as well as "those players who are familiar with the rules of violent games will never blame these kinds of games" (English in Context O 2018: 68) Moreover, Inclination (7) is most commonly used in Way2Go (4). In this

sample, the word *easily* is used three times. This result is especially substantial compared to the previous text types; no other modal adjuncts are as frequently used as this one. Using this term in *Way2Go* might be based on the purpose of persuading the readers.

Additionally, Appraisal devices expressing Attitude (60), Engagement (7), and Graduation (57) are used, see Table 22. The following Attitude aspects could be detected in the four samples: Appreciation (37), Judgement (13), and Affect (10).

Appraisal					
	English in Context O	English in Context A	PrimeTime	Way2Go	Sum
Graduation	22	13	13	9	57
Focus	12	3	5	5	25
Softening	2	2	4	5	13
Sharpening	10	1	1	0	12
Force	6	10	8	4	28
Quantification	3	4	0	1	8
Intensification	3	6	8	3	20
Engagement	2	2	1	2	7
Entertain	0	0	0	0	0
Attribute	1	2	0	1	4
Disclaim	1	0	1	1	3
Proclaim	0	0	0	0	0
Attitude	13	13	14	20	60
Affect	3	5	0	2	10
Judgement	3	1	7	2	13
Appreciation	7	7	7	16	37

Table 22 Essay: Appraisal

Concerning the Graduation devices, Intensification (20), Softening (13), Sharpening (12) as well as Quantification (8) occur in the samples. Especially the use of softening devices contradicts the convincing character in *Way2Go*, examples such as “many e-scooter riders” (Way2Go 2020: 173) or “[s]ome are even left across entries and driveways (ibid.) indicate that the persuading aspect is reduced. However, the use of intensification terms enhances this persuasive character as the examples below illustrate: “the biggest technological inventions of our time” (PrimeTime 2018: 144), “a lasting impact for the better” (ibid.), “negative aspects

might be more dominant in the future” (English in Context A 2018: 69) and “[v]iolence in games and violence in reality are completely different” (English in Context O 2018: 68).

The use of positive or negative connotated words varies depending on the personal stance.

Significantly different are again the results from *Way2Go*, as they show many Appreciation devices in contrast to the others. These findings might be because of the different purposes of the sample from *Way2Go*. Besides Attitude devices, Engagement elements such as Attribute (4) and Disclaim (3) could be found. This result differs from the previously analyzed text types. The reason behind the lack of Engagement devices might be the register given by Bmbwf, which is in this text type more formal than the other text types. For the individual results of each text see Table 22.

With regards to Mode, the most frequently used themes are Topical (105) followed by Textual (53). No Interpersonal themes are used in the texts based on the formal register. Different is the use of Textual themes, which also correlates with the assessment grid given by the Bmbwf in terms of the Organization and Layout whereby texts should have an organized and clear way of developing arguments as well as connecting similar concepts by using several linking devices (Bmbwf: Assessment Scale 2019). The identified Conjunctive Adjectives are Additive (17) such as *Furthermore* (4), *In addition/Additionally* (3), or *moreover*(2), Casual (11), for example, *therefore* (4), Adversative (8) such as *however* (3) and *thus* (2), Conditional (3) such as *while* (2) and *if* (1), Summative (4), for instance, *to conclude/in conclusion* (2) or *all in all* (1), Verification (3) such as *actually* (1) and *as a matter of fact* (1), and Appositive (2) which is *for example* (2). The use of these Conjunctive Adjectives is given by the text type’s definition of being informative as well as convincing.

6.4.2. Conclusion

The text type essay is not as vaguely described (see Chapter 4.3.) as the previous text types. Based on the specific audience and register description, the findings correspond to the Bmbwf’s specifications concerning the structure and purpose.

In terms of the SFL analysis, some Field, Tenor, and Mode elements can be found throughout the text that are referred to typical linguistic features for this specific text type.

In the ideational metafunction, the purpose to inform and convince the readers is mostly carried out through material as well as relational processes. Interesting are the results that mainly occur in the text by *Way2Go*, because of its convincing character. Consequently, it can be argued that the text type essays need two aspects. Firstly, if the general purpose is informing

the audience about a specific topic, one has to outline positive and negative sides. Therefore, primarily relational as well as material processes are used. Whereas if the purpose is to convince the readers of a specific stance, mostly relational processes are used in terms of transitivity as it by using relational processes the authors verbalize their stance. Subsequently, circumstantial devices referring to the category Cause are added to increase the function.

In the interpersonal metafunction, there are many Declaratives based on the required formal to neutral register. Additionally, the Modality device of Inclination is commonly used in one of the texts, which also contributes to its purpose as it shows the tendency of the writers' view. Similarly remarkable are the results of Appreciation devices in this specific text, which might again refer to its purpose to indicate the authors' attitude. Even if the use of Softening words and phrases reduces this persuasive character, using Intensification terms enhances the purpose. Noteworthy is that the other texts with the general two-sided argumentation include these Softening devices regularly.

Regarding the textual metafunction, the lack of Interpersonal themes is based on the register requirements, which are also the reason for the high number of Textual themes. In contrast to the other already described text types, the total of Additive and Casual terms are higher which might be because giving reasons for the positive and negative views is seen as an essential part of the text type.

Taking a look again on the literature review of other empirical studies on learner genres, the study by Lee (2008), concerning the interpersonal perspective or argumentative and persuasive essay, is relevant for this paper as it shows a great difference. Lee states that there is a high number of interactive devices such as the use of Imperatives and modal verbs as well as Appraisal devices of Graduation and Engagement, based on the Bmbwf's description there should be no interaction with the audience. However, the use of Graduation is also visible in this thesis' samples. Another contradiction can be found in the text by Nagao (2019) in which EFL learners wrote argumentative essays, in which students should have presented different perspectives such as pros and cons on a particular issue. It was concluded that high Modality was less used in the students' texts (ibid.). However, the samples analyzed in the three school books indicate a high number of these words and phrases which might be based on the two different subtypes of essays, as in *Way2Go* which is rather an opinion essay more high Modality phrases are used.

6.5. Report

The topics of the reports analyzed in this study are distance learning, adoption of an endangered animal, as well as household tasks done by men and women in Great Britain. the three sample texts consist of 935 words which are divided into *English in Context* (250), *PrimeTime* (249) and *Way2Go* (436), see Table 23. Concerning the length, all three texts fulfill the requirements of reports because they can either have a word limitation of approximately 250 words or 400.

	English in Context	PrimeTime	Way2Go
Length	250	249	436

Table 23 Report: Overview length

The three sample texts mostly correspond to the Bmbwf definition of a report, see Table 24. Each of them starts with a subject line and the author's name, however, the Bmbwf requests only *English in Context*, and *Way2Go* fulfill the other requirement of including a date. *PrimeTime* does not include this structural element. Interestingly, *English in Context* as well as *PrimeTime*, addresses the reader directly by stating the surname. The Bmbwf does not directly give the order of these elements, but all three samples have the subject line as a last aspect before starting with the main body. In terms of the structure, after the subject lines, which refer to the different issues in all three samples, a brief introduction is followed to answer the questions of what, why, and for whom. Another move included in all three samples is that the report refers to a previous survey, a recommendation including the data, and a conclusion. Additionally, the individual paragraphs have a suitable heading. The samples conform the Bmbwf requirements which are to report on facts, events, projects, or research. Additionally, there might be a final recommendation included.

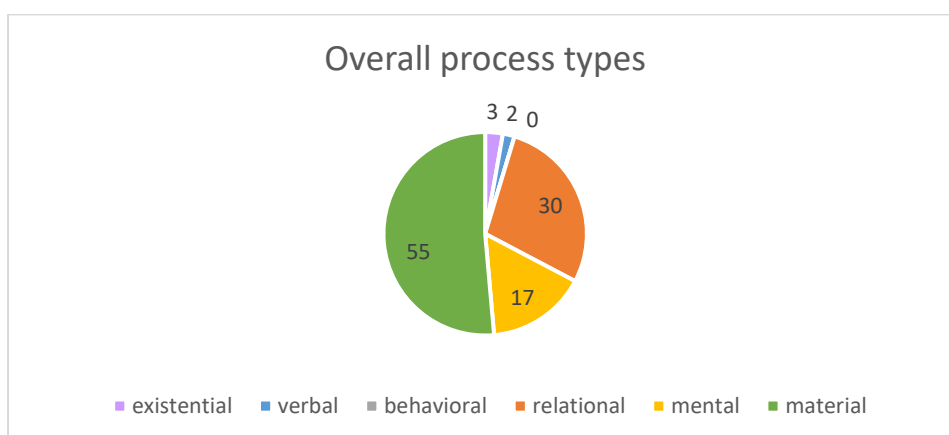
	English in Context	PrimeTime	Way2Go
Length	✓	✓	✓
Author	✓	✓	✓
Optional addressee	✓	✓	X
Topic/Subject line	✓	✓	✓
Date	✓	X	✓
Paragraphs	✓	✓	✓
Headings	✓	✓	✓
Introduction	✓	✓	✓
Ending	✓	✓	✓
Optional recommendation	✓	✓	✓

No contractions	✓	✓	✓
Register	Neutral	Neutral	Neutral
Purpose	reporting facts interpreting data	reporting facts interpreting data	reporting facts interpreting data

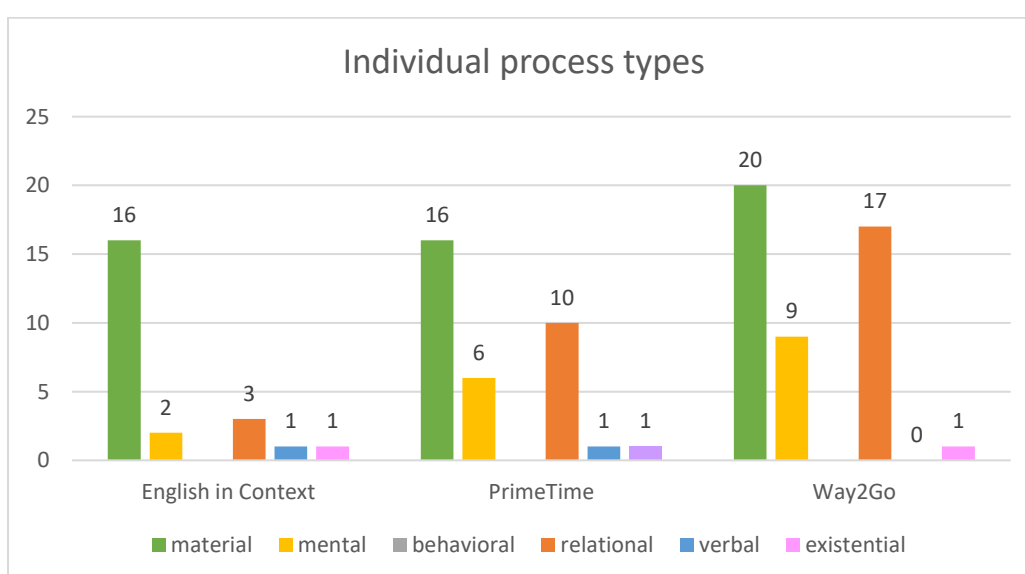
Table 24 Report: Bmbwf requirements in the three schoolbooks

6.5.1. SFL analysis of samples

Regarding Field, it can be said that in the sample reports, the verbal processes employed are mostly material (55) with material action (50) and material event (5), relational (30) with relational attributive (17) and relational identifying (13), as well as mental (17) with mental cognition (8), mental perception (5), mental emotion (3) and mental desideration (1), see Graph 17 for a general overview and Graph 18 for the individual results of the three school books.

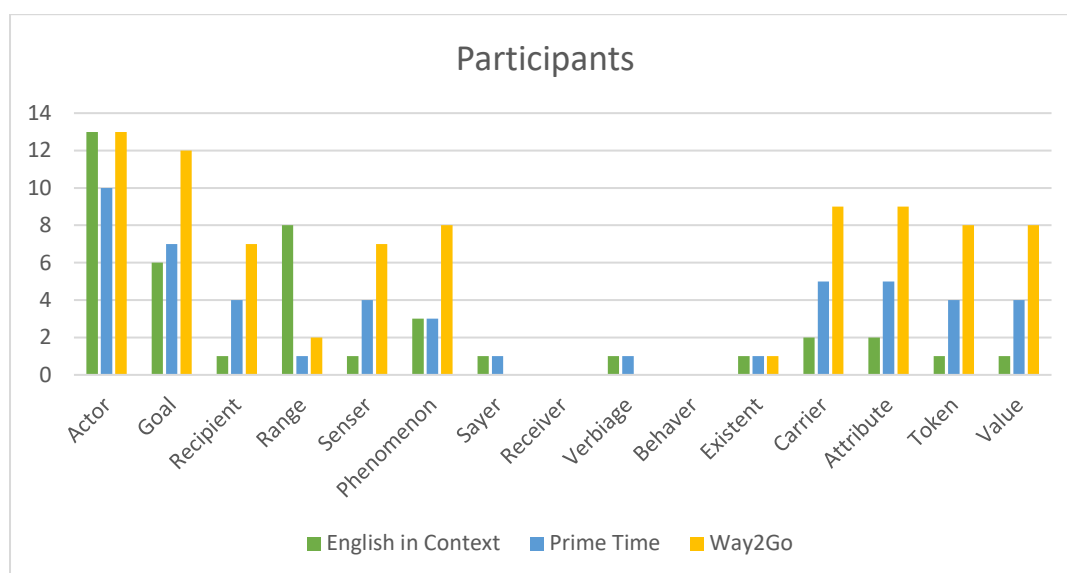


Graph 17 Report: Process types across the three model texts



Graph 18 Report: Individual Process Types per text

Consequently, the corresponding participants are also high in number, see Graph 19: Actor (36), Goal (25), Attribute (16), Carrier (16), Value (14), Phenomenon (14), Token (13), Recipient (12), Recipient (12), Range (11). The three reports do not use the process type behavioral with its participant Behavior.

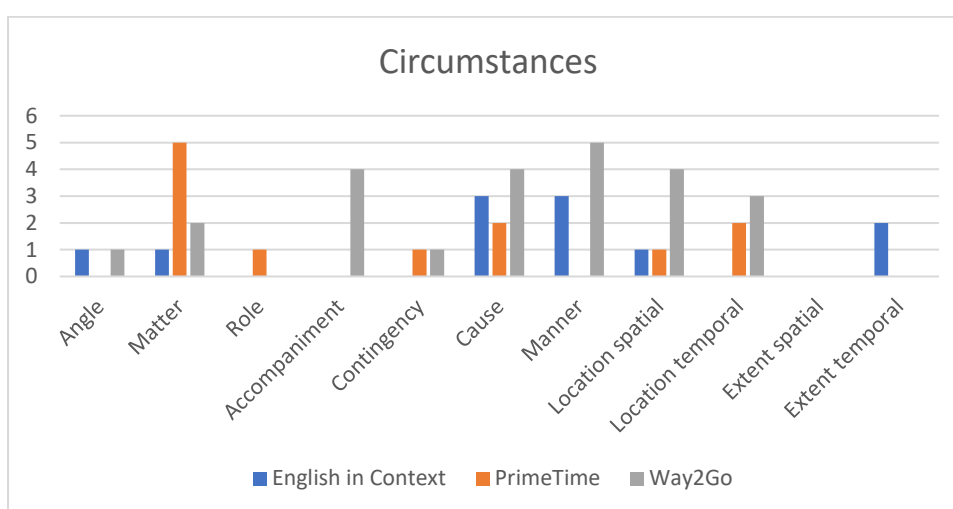


Graph 19 Report: Participants

Turning to the individual texts in greater detail, *PrimeTime* starts with material processes to state the topic and the report's purpose; *Way2Go* similarly does this by using material, mental or relational processes. As a following step, *PrimeTime* elaborates on the survey using relational as well as mental and verbal processes as the examples below illustrate: “[T]he students had a wide variety of suggestions” (PrimeTime 2018: 150) [t]he majority of students felt” (ibid.) as well as “some students reported” (ibid.). The motives for using relational, mental, and verbal processes might be that the writers refer to the survey and its outcomes as well as try to find reasons for the given answers. Subsequently, mental as well as material processes are found, correlating the purpose of making suggestions such as “I think” (ibid.) or “Students could collect money” (ibid.). Similarly, the conclusion includes material transitivity. In the *Way2Go* report, the information about the purpose and content of the report is described by using material and relational processes such as “[i]t will include both” (Way2Go 2020: 177) or “[t]he following report outlines” (ibid.) as well as “a survey conducted with” (ibid.) Subsequently, the data of the survey is analyzed by using material processes such as “[t]he survey shows” (ibid.), mental processes, for instance, “older pupils believe” (ibid.), as well as relational processes “older pupils are more experienced” (ibid.). These process types represent the purpose of describing and analyzing the given data. The conclusion mainly consists of relational processes explaining the writers’ views on the previously depicted results, for example, “it is essential”

(ibid.) or “distance learning can be a positive experience” (ibid.). The report published by *English in Context* does not relate to the other texts’ introductions because, in this sample, the authors immediately start to refer to the given data by using material processes and mental processes, as the examples demonstrate: “The chart above provides” (English in Context 2018: 65), “it can be seen that” (ibid.) and “women spend four hours on household tasks, while men only spend approximately two and a half hours” (ibid.). In the following paragraph, the results are described with relational as well as verbal processes, such as “there are a few areas” (ibid.) or “[t]he statistics say” (ibid.). The recommendation paragraph frequently uses material processes to impose certain actions. Lastly, in the conclusion, primarily material and mental processes occur.

In terms of the circumstances used, Cause (9), Manner (8), Matter (8), Location Spatial (6), Location Temporal (5), Accompaniment (5), Angle (2), Contingency (2), Extent Temporal (2) as well as Role (1) could be identified, see Graph 20. This is an interesting finding because, so far, most circumstances in the three report samples are Location Spatial. In this specific text type Cause, Manner, and Matter are used repeatedly in the three texts, implying that this is a specific linguistic characteristic of the text type.



Graph 20 Report: Circumstances

In terms of Tenor, the general mood clauses used are all Declaratives (41); see Table 25. No other mood type is used, which confirms the Bmbwf’s register requirement of being formal, objective as well as factual.

Mood Type				
	English in Context 7/8	PrimeTime8	Way2Go 8	Sum
Imperative	0	0	0	0
Indicative	12	11	20	0
Interrogative	0	0	0	0
WH-question	0	0	0	0
Yes/No	0	0	0	0
Declarative	12	11	20	41

Table 25 Report: Mood types

Regarding Modality, Median (16), Low (14), High (1), and Inclination (1) terms are used. To be more precise, *English in Context* only uses Median (2) auxiliaries, whereas Prime Time uses Low (7) and Median (4) devices, and in *Way2Go*, Median (10), Low (7), High (1) and Inclination (1) words and phrases are used. As the purpose is to interpret data, this rate of Modality can be expected relating to the given Bmbwf requirements.

Additionally, Appraisal devices expressing Attitude (23), Engagement (9), and Graduation (28) are used, see Table 26. Firstly, in the Attitude aspect Appreciation (15), Affect (5), and Judgement (3) can be found. The limitation of Attitude terms might lead back to the tone being rather formal and objective. Secondly, Engagement elements are rarely found, only Attribute (5), Proclaim (3), and Disclaim (1). Similarly, the register might be the cause for this limited use. Lastly, Graduation is found in the samples in terms of Intensification (13), Sharpening (7), Softening (5), and Quantification (3). Most of the Intensification words and phrases refer to the explanation and description of the results, such as “younger pupils might be distracted *more* easily (Way2Go 2020: 177) as well as “while men *only* spend approximately two and a half hours (English in Context 2018: 65). For the individual results of the different texts see Table 26. Concerning the polarity of positive and negative associated words, there is not clear preference, but it rather depends on the given topic as well as the pre-described data.

Appraisal				
	English in Context 7/8	English PrimeTime8	English Way2Go 8	Sum
Graduation	7	6	15	28
Focus	0	4	8	12
Softening	0	3	2	5

Sharpening	0	1	6	7
Force	7	2	7	16
Quantification	1	1	1	3
Intensification	6	1	6	13
Engagement	2	4	3	9
Entertain	0	0	0	0
Attribute	2	1	2	5
Disclaim	0	1	0	1
Proclaim	0	2	1	3
Attitude	1	7	15	23
Affect	0	2	3	5
Judgement	0	0	3	3
Appreciation	1	5	9	15

Table 26 Report: Appraisal

Regarding Mode, the themes used in the article are Topical (51) as well as Textual (22). There is no use of Interpersonal themes. This theme type might be lacking because the register definition is formal, objective, and factual. In the Textual themes, Conjunctive Adjectives were used, namely Adversative (9), followed by Additives (4), Comparative (2), Summative (2), Verification (2), Conditional (1), Casual (1), and Temporal (1). The most commonly found Conjunctive Adjectives are *while* (3), and *in addition* (2).

6.5.2. Conclusion

The text type report is explicitly defined by the Bmbwf (see Chapter 4.4.) with its register as well as the structure. Therefore, the register in the given samples is also formal, objective, and factual. Concerning the structure, not all texts include the requested steps. However, most of the essential elements, such as the analysis of the provided data as well as a recommendation and conclusion can be found in the samples.

In terms of the SFL analysis, Field, Tenor, and Mode elements that are typical linguistic features occur throughout the texts.

Firstly, material, relational as well as mental processes are repeatedly used to inform and find reasons for the results. Circumstances of Cause, Manner, and Matter are used more often than in other text types, indicating that as a specific linguistic characteristic of the text type report.

Secondly, based on the factual and formal tone, all mood clauses are Declaratives. Regarding the Modality, the three reports show a significant number of Median terms, which leads back to the purpose of interpreting the individual surveys. Even though sharpening and intensification devices are used again to analyze the data, the most significant aspect of the use of Appraisal devices is the limitation of Attitude and Engagement corresponding to the factual and objective register.

Thirdly, most themes are Topical, but some Textual themes also occur. The Conjunctive Adjuncts used refer to Adversative and Additive categories. However, the number of these is not high. The lack of Interpersonal themes might be based on the required register of the text type.

Taking the literature review of other studies of the text type reports into consideration, the study by Nagao (2020) focuses on a similar text type. In the interpersonal level, students' writings demonstrated an enhancement in Engagement by employing expanding resources (attribute) to incorporate information from the source text. Additionally, they effectively used contracting resources (endorsement) to illustrate how the cited material supported their claims. Furthermore, the use of modalities, such as auxiliary verbs and -ly adverbs, was notable in their writings. Similarly, the reports from the three samples include a high number of Modality devices. However, Nagao's (2020) findings of use of Engagement or to be more precise attributive cannot be confirmed based on the given results.

7. Conclusion and Discussion

In general, Systemic Functional Linguistics has been used for almost 40 years in an educational context. Halliday's approach enables students to acquire a deeper understanding of the language, in which they gain the ability to utilize their language in a purposeful manner to fulfill curricular requirements. When students are taught using the SFL approach, they develop the capacity to identify how language is employed to present and structure ideas with specific focuses and emphases. Consequently, they can engage in more extensive discussions regarding various subject matters. This, in turn, promotes critical reading skills and enhances students' confidence and effectiveness in academic and professional writing contexts. The curriculum cycle in which students learn to analyze texts with the SFL approach needs to be included in teacher education, as it enhances the students' performances significantly, which is also proven by various studies. Moreover, as surveys on model text of school material indicate, seeing them as a relevant source also in terms of research, this paper is significantly relevant. Because concerning the Austrian Standardized Matura model texts published in three commonly used school books, the SFL analysis indicates linguistic features that separate one text type from another. The model texts published in *English in Context*, *PrimeTime*, and *Way2Go* vary in their appearances; however, specific linguistic features could be found in the analyzed text types.

In terms of the research questions:

1. What are genre specifications for, articles, blog posts and comments, essays reports in the standardized Austrian Matura in terms of Field, Tenor, and Mode,
2. What genre-specific structures/moves can be detected in the model texts,
3. What typical linguistic features are used in the realization of these moves in the selected sample texts from Austrian school books,

the following aspects of the sample texts of articles, blog posts, comments, essays, and reports, and concerning their genre typical specifications, linguistic features and structures can be stated:

Firstly, articles can be viewed in the SFL analysis as the following: In terms of Field, processes or material and relational are predominately used in the texts, aligning with the Bmbwf description. Regarding Tenor, Declaratives, as well as Interrogatives, are used to engage with the readers. Even if the extensive use of modal auxiliaries reduces the validity of certain positions, the use of sharpening and intensification terms reinforces the persuasive character required by the guidelines. Both aspects are needed to find a balance between

informing as well as persuading purpose. In the Mode category, mainly Topical and Textual themes occur primarily Conjunctive Adjuncts of Additives and Adversatives.

Secondly, the blog posts' findings contribute the following general information. In the ideational meaning, the model texts primarily employ material action processes, mental processes, and relational processes to fulfill the requirements of the Bmbwf description for a blog post. These processes are aligned with sharing adventures through material actions and expressing opinions through mental processes. The use of relational processes helps illustrate specific situations and Spatial Locations. Regarding interpersonal meaning, Declaratives are mainly used to provide general information. However, the Bmbwf expects interaction with the readers, achieved through Interrogatives which is not fulfilled in the sample texts. Appreciation devices are applied to highlight opinions, with their connotation depending on the stance being positively or negatively oriented. The analysis of Mode focuses on Topical, Textual, and Interpersonal themes in the texts. While some interpersonal themes are included, according to the Bmbwf description, they should occur more frequently to enhance personal perspectives and reader interactions. However, their occurrence remains limited, with only a few exceptions.

Thirdly, blog comments are analyzed concerning the SFL approach like this. The ideational meaning is primarily conveyed through material processes, as well as mental and relational processes. This is likely due to the expectation set by the Bmbwf for exchanging information about experiences, adventures, and personal perspectives. Material and relational processes describe the opportunities and effects of such experiences, while mental processes reflect the authors' opinions on the subject. In interpersonal meaning, Declarative statements express the authors' stances and experiences. Nonetheless, Imperatives and Interrogatives are also employed in one of the examples to fulfill the Bmbwf's requirement of establishing interaction between writers and readers. Sharpening and intensification devices convey personal opinions, aligning with the Bmbwf's guidelines. On the textual base, Topical themes dominate the texts, while Textual themes predominantly consist of Adversative and Additive words and phrases, meeting the requirement of commenting on another text. One of the texts also includes interpersonal themes, which correspond best with the requirements.

Fourthly, the three metafunctions of SFL are different in the text type essay. In the ideational metafunction, the text aims to inform and convince readers using predominantly material and relational processes. The text by *Way2Go* stands out due to its persuasive nature, suggesting that essays require two subcategories depending on the intention. If the purpose is to inform, positive and negative aspects are outlined using relational and material processes. If

the purpose is to persuade, relational processes are primarily used to enhance the persuasive function, accompanied by circumstantial devices related to the Cause category. In the interpersonal metafunction, Declaratives are used extensively, aligning with the required formal to neutral register. One of the texts also uses the Modality device of Inclination, contributing to its convincing purpose. Appreciation devices in this specific text are compared to the other texts remarkable. While Softening words and phrases reduce the persuasive character, using Intensification terms reinforces the purpose. Noteworthy, though, is that the texts with a two-sided argumentation regularly include Softening devices. Compared to other text types, in the textual meaning, there is a more significant presence of Additive and Causal themes, indicating the importance of providing reasons for positive and negative viewpoints in this text type.

The last text type that are analyzed in this paper are reports. In the Field section, material, relational, and mental processes are consistently used in the text to provide information and find explanations for the data. The presence of circumstances related to Cause, Manner, and Matter is more frequent than other text types, indicating a specific linguistic characteristic of the report genre. Concerning Tenor, the register and purpose of the text type need to be highlighted. Due to the factual and formal tone, all mood clauses in the reports are Declarative. In terms of Modality, a substantial number of Median terms are used, reflecting the purpose of interpreting the individual surveys. While sharpening and intensification devices are employed to analyze the data, the most notable aspect of using Appraisal devices is the absence of Attitude and Engagement, aligning with the factual and objective register. Regarding Mode, Topical themes dominate the text, but there are also instances of Textual themes which non-significant frequencies. The lack of interpersonal themes can be referred to the required register.

In general, it can be said that not all the requirements are fully satisfied in the model texts. Moreover, one book, *English in Context*, does not even include all the relevant text types for the Matura which is a great loss for the students who possess and use this book for their exam preparation. Therefore, I highly recommend that in each book there should be at least two examples of each text type with additional information on how the requirements are addressed in this specific text. In having this additional information, students could be introduced from early on with the SFL terminology to understand how linguistic choices affects their text productions. For instance, it would be relevant to show students that by using Engagement devices they could easily express their own opinions and convince indirectly the readers that their stance has a great value. However, the lack of Engagement in the presented model text indicate that students still need the teachers feedback, as by only imitating the model text, their

own productions would also not fulfill this aspect of writing, especially when students want to take a stance.

Furthermore, as the results indicate, there are some similarities in the three metafunctions; however, setting some of them apart is difficult. Therefore, it might be beneficial for teachers and students alike to describe in greater detail what specific language features are part of the text type. Additionally, no model text is published by the Bmbwf, who are responsible for the guidelines. Even if the school books are trying to aim the requirements given by the Bmbwf this analysis proves that not all of the guidelines are clearly stated and therefore not concisely fulfilled in all of the model texts. Consequently, I suggest that there should be one model text for each text type published on the website. If such a text existed there would be clarity concerning ambiguous definitions. Qualified examples that educators can use to illustrate formatting, structure and most importantly effective language use in terms of linguistic features that might even include SFL terminology would be beneficial for both teachers and students. Furthermore, a detailed analysis accompanying each model text could serve as an insightful tool. Such investigations would break down the components of effective writing, offering valuable understandings for learners and educators. This approach not only enhances the learning experience but also contributes to the development of effective writing skills whereby students enhance their greater language understanding.

Another aspect that needs to be addressed here is that clear elements should separate one text type from another. Again, it should be the Bmbwf's responsibility to be more precise within the definitions of the text types that are tested in the Matura so that students are able to properly differentiate them. Clear distinctions between text types are crucial as it also helps educators in designing targeted lessons and assessments adapted to the unique demands of each type of writing. Moreover, it provides students with a detailed plan, enabling them to understand and fulfill the expectations associated with the different requirements. This clarity not only facilitates better teaching but also supports student learning outcomes by fostering a more focused and structured approach to writing education. By being more precise within the various definitions and making clear distinctions between different text types, the Bmbwf can significantly enhance the effectiveness of its guidelines. This paper reflects the needs for both educators and students, fostering a learning environment where expectations are transparent, consistent, and conducive to the development of writing skills in terms of the Austrian Standardized Matura specifications.

In conclusion, this call for actions reflects an essential need for clarity and specificity in the already existing guidelines giving by the Bmbwf who are responsible for the Austrian Standardized Matura specifications.

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9. Appendix

9.1. Appendix: MAXQDA Coding system

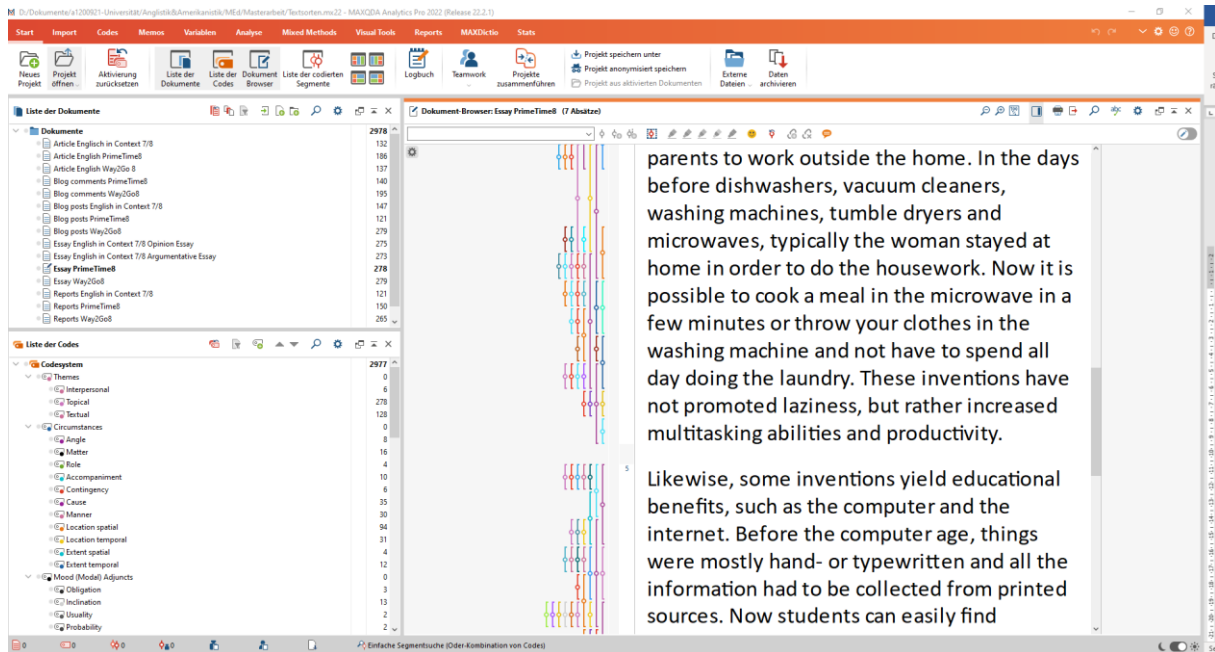


Figure 9 Overview of MAXQDA for Code list -part 1

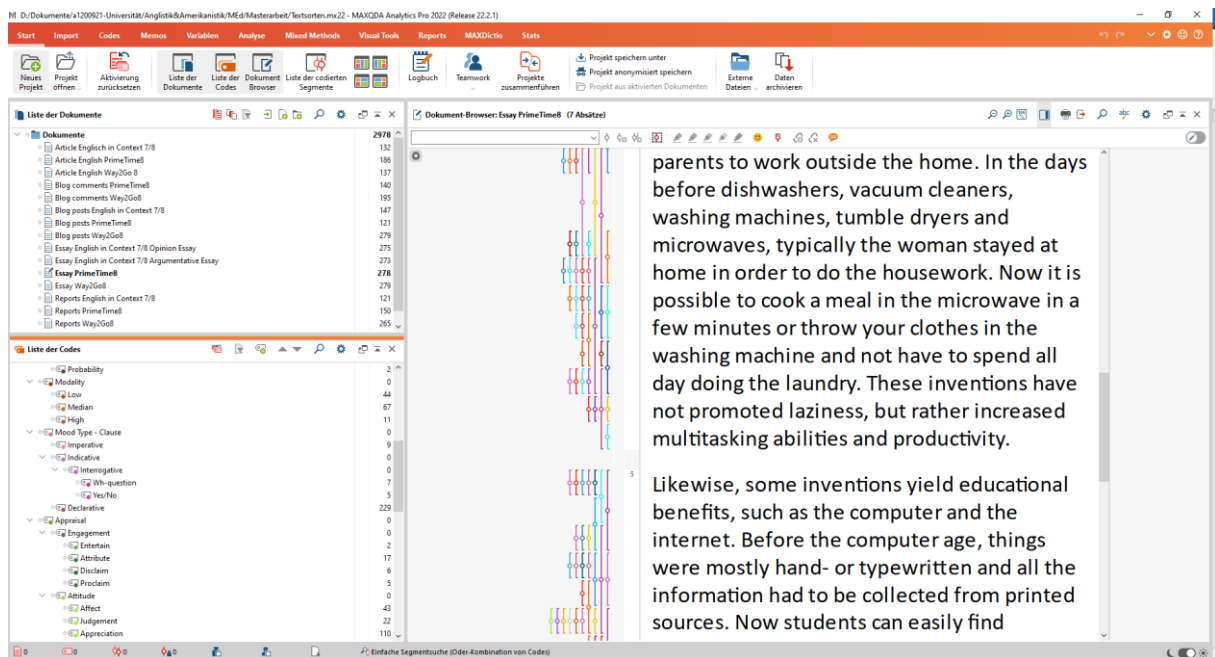


Figure 10 Overview of MAXQDA for Code list -part 2

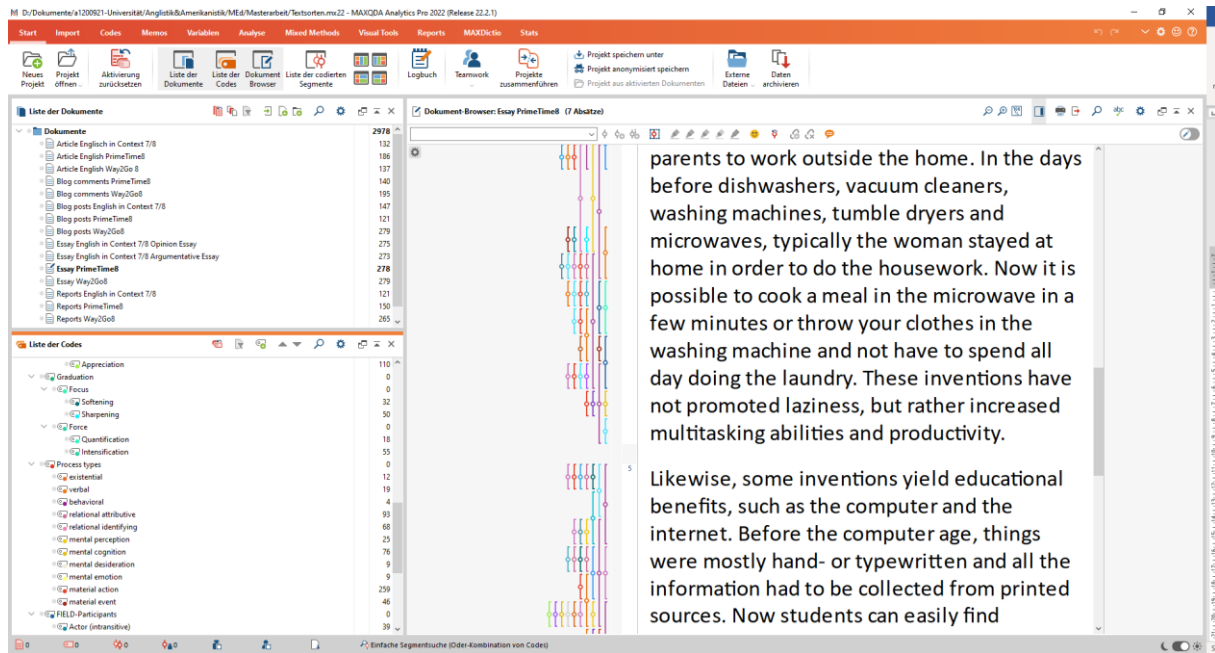


Figure 11 Overview of MAXQDA for Code list -part 3

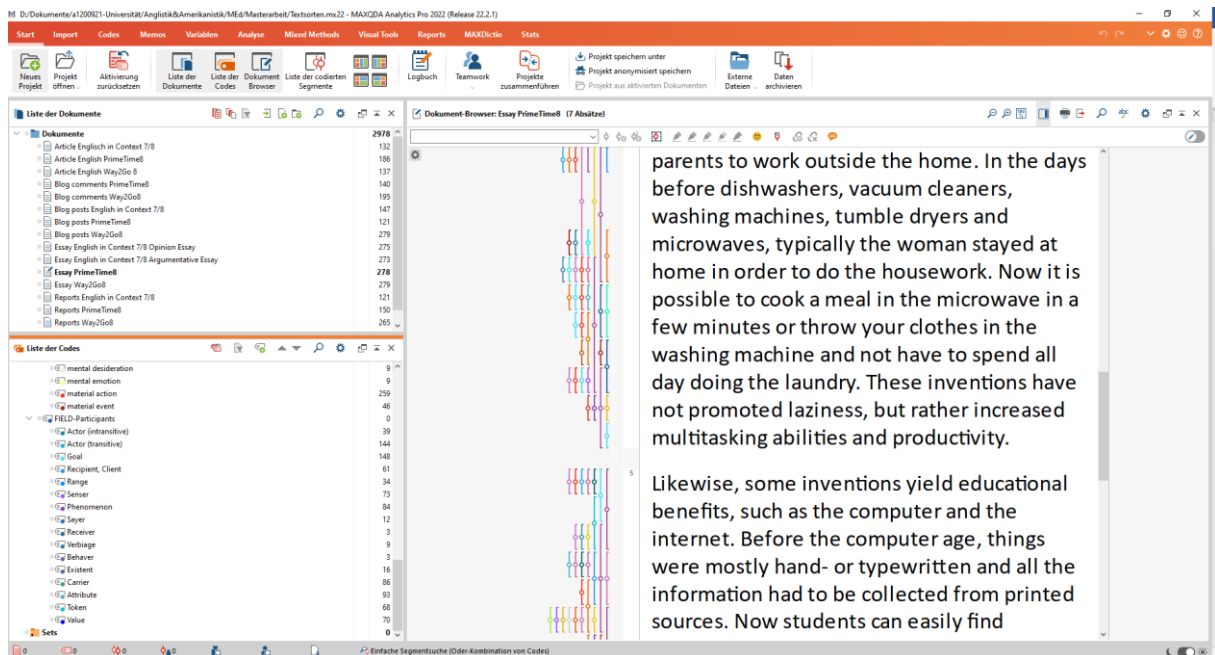


Figure 12 Overview of MAXQDA for Code list -part 4

9.2. Appendix 2: Writing Samples

9.2.1. Samples from English in Context

Article English in Context

Green Luxury

A lavish New York family home reduces carbon footprint

The Carter family of Diamond Manor, New York, lives in an extraordinarily huge house with more than 7,000 square feet of living space. They have got their own gym, indoor pool, fountains and elevators. While this sounds impressive in itself, the most stunning thing about the house is its carbon footprint: Diamond Manor runs on geothermal and solar energy. Who can imagine that?

Both, Sam and Judy Carter, the owners of Diamond Manor, made sure that their dream home would not have a significant carbon footprint when they decided to build the house. Together with their architects, Mr and Ms Carter helped designing an energy-efficient as well as cost-effective home featuring amenities such as geothermal heating and air conditioning, solar panels, as well as recycled rainwater and an overall energy efficient design.

The geothermal heating and cooling system are not common in the New York area, as they depend on water pumped up from inside the earth. Using the wells under the house, the water is pumped up a 320 foot pipe. In addition, the house collects rainwater, storing it in big tanks in the basement. These water tanks recycle and use water for the lawn and plants around the house.

Other green products used at Diamond Manor include energy-efficient windows and insulation as well as computer-controlled lights and temperatures in each room. Mr Carter instils that these are things most homeowners can install to reduce their own carbon footprints. And he is right: the Carter's beautiful and lavish home is likely to become an inspiration for homeowners worldwide.

<https://www.veritas.at/sbo/ebook/px/31234/#page=66> S. 65

Source: Sonja Häusler/Karin Pürer: Neue Reifeprüfung schriftlich. Englisch AHS. Linz Veritas Verlag 2015 (3. Auflage). S. 15

Blog post English in Context

Travel Blog – Traveller or pilgrim

posted by Susan Hey

March 5

Is travelling mere entertainment or should it broaden one's mind? I came to think about it when reading an article on the NewYorkTimes' website which was titled 'Reclaiming Travel'. It compared modern day tourism with the mythical and ancient concept of pilgrimage. Furthermore, it announced that travelling has changed: once it was a life-changing experience which offered redemption, but through time it turned out to become an entertaining cruise across the ocean.

Sadly, this is a part of travelling but there is also a new trend, as a certain kind of pilgrimage has become fashionable again through the 'Camino de Santiago'. This can be seen as a counter movement to commercial tourism because people are searching for meaning and want to experience a different kind of travelling.

Pilgrimage and the search for the self in foreign cultures gets promoted through Hollywood, because the book 'Eat, pray, love' was turned into a major motion picture. Since the publication of 'I'm OFF Then: Losing and Finding Myself on the Camino de Santiago' by Hape Kerkeling pilgrims have doubled.

I can recommend you to get lost and find yourself somewhere in another country, because I think it's important to get an insight into a foreign culture. I've been to India and learnt Hatha Yoga which gave me a complete new idea about my body and mind. What do you think about it? Why not taking a year off and finding yourself?

<https://www.veritas.at/sbo/ebook/px/31234/#page=65> S. 64

Source: Sonja Häusler/Karin Pürer: Neue Reifeprüfung schriftlich. Englisch BHS. Linz Veritas Verlag 2015 (4. Auflage). S. 27

Argumentative Essay English in Context

The effects of IT on everyday life

The usage of IT has become more and more common recently; moreover, it has completely changed people's everyday life. This development has led to positive and negative effects on society. Many studies have shown that negative aspects might be more dominant in the future.

On the positive side, e-mail has improved long distance communication in work life as well as in private life. As a matter of fact, the Internet offers a vast amount of information which is easily accessible. For example, "googling" has become a common term for searching information. From news to medical advice and online courses – the Internet enables people to participate in the global world of information. In addition, online shops provide the possibility to buy everything from everywhere, for example, people from Germany can order breakfast cereals in the USA. This has also affected the consumer habits in general because people buy books, download music and films via the Internet. Education and learning is [sic!] also transferred from books and paper to virtual spaces. Through the Internet, it is possible to watch videos and listen to authentic radio reports in the classroom. Therefore, the learning process has changed significantly. Actually, it seems that life has become more convenient through the amenities of the Internet.

On the other hand, because of smart phones, iPhones and iPads people are constantly put under pressure. Everyone can be contacted and reached everywhere. People tend to check their e-mails in their free time because they have internet access on their mobile phone. They do it because it is possible. Work life and free time are blurred. Through Internet sites like Wikipedia information is available everywhere. Therefore, people do not need to go to libraries and look up things in an encyclopedia. Furthermore, people spend hours in social networks and communicate in a virtual world and so people lose the connection to the real world and real friends. People do not communicate face-to-face, they link up in the virtual world although they are sitting next to each other. Because of the available technology many people neglect sports. This causes health problems in terms of shape and ability to move. In addition, the heart attack rate is increasing. There are also studies which show that electro smog causes illnesses.

To conclude, the technological advancements have made daily life easier. However – considering the profound effect of these inventions on the future- - it can be said that these technological developments may cause major problems. These problems have to be talked about so that individuals and society are aware of these vast changes.

Source: Sonja Häusler/Karin Pürer: Neue Reifeprüfung schriftlich. Englisch AHS. Linz Veritas Verlag 2015 (3. Auflage). S. 13

Opinion Essay English in Context

Games and Violence

Recently, computer games have caused some uproar in Mass Media due to high school shootings which were linked to teenagers who have excessively played violent computer games. Therefore, the media coverage has doubled and tries to blame violent computer games because they condition people to use violence in reality. To increase the entertainment effect, games were designed to imitate reality. It is often heard that violent games develop violence in the player because violence becomes normal and the player cannot differ between game and reality.

Entertainment was the core idea when designing computer games. To achieve a maximum entertaining effect, realistic scenes and scenarios were invented. Through that realism the player has the feeling of being part of the game, which creates a unique playing experience. Furthermore, the player learns to handle multiple tasks at the same time because several moving objects have to be tackled. The overall level of people who play computer games is higher than those who do not play them.

Violence in games and violence in reality are completely different because the decisions made in a game only apply to the rules of the game. These rules cannot be applied to solving problems in the real world. In the game, the player follows tasks of an invented world and acts within a virtual reality which allows the player to re-invent a different self. This self is detached from the outside world and can have any possible attributes, for example, the person can be a hero or a villain.

What can happen when a person confuses game and reality? A player gets so involved in the world of the computer game that the playing experience becomes real. This shows that realistic scenes and tasks can cause violence in people. The player begins to act according to the game's rules, which have no basis in reality. Furthermore, it shows that people who play violent games are fascinated and attracted by violence also in reality. As violence solves problems in the computer game's world, the player applies this problem solving method to the real world. This leads to violence in reality.

However, those players who are familiar with the rules of violent games will never blame these kinds of games as a source of violence in reality because for them it is only a game. On the other hand, players who tend to behave violently are drawn in by the game's violent world and might cause violent actions in the real world. All in all, violent games may be a justification for violent people to cause violence.

<https://www.veritas.at/sbo/ebook/px/31234/#page=68> S. 68

Source: Sonja Häusler/Karin Pürer: Neue Reifeprüfung schriftlich. Englisch AHS. Linz Veritas Verlag 2015 (3. Auflage). S. 13

Report English in Context

To: Mr Hubert

From: Melanie Talent

Date: 31.10.20..

Subject: Analysis of household tasks done by men and women in Great Britain.

Introduction

The chart above provides an overview of the average amount of time British men and women use for domestic tasks. In general, it can be seen that women spend four hours on household tasks, while men only spend approximately two and a half hours.

Household tasks performed by women and men

According to the chart, women are more likely to perform tasks connected to cooking, cleaning, washing and childcare. In comparison, women spend about 74 minutes on cooking, baking and washing up, while men only spend 30 minutes in doing these tasks. In addition, women use 58 minutes a day for tasks such as cleaning and house tidying, whereas men devote just 13 minutes to these activities. However, there are a few areas where men are more active than women, i.e. gardening, pet care and maintenance jobs around the house. The statistics say that men spend 49,5 minutes a day on gardening and pet care, while women spend only 21 minutes in doing these tasks.

Recommendation

To achieve a balance, it is recommended to initiate measures concerning equal distribution of household chores. This can be achieved through an extensive advertising campaign including television, radio and newspapers.

Conclusion

All in all, the chart above underlies the fact that routine domestic duties are primarily taken care of by women, while men prefer tasks like gardening, house maintenance and pet care.

<https://www.veritas.at/sbo/ebook/px/31234/#page=65> S. 65

Source: Sonja Häusler/Karin Pürer: Neue Reifeprüfung schriftlich. Englisch AHS. Linz Veritas Verlag 2015 (3. Auflage). S. 17

9.2.2. Samples from PrimeTime

Article

Are video games really all bad?

Some people say that computer games are a waste of time and money, but others hold the opposite point of view. There are clearly factors that can be cited on both sides, and they need to be balanced in order to assess the true position.

While some people believe that video games are simply a waste of time, others argue that they are a great way to relax and spend your free time. Some video games are extremely complex and can actually increase brain function. Even though the player may not be outdoors and engaged in physical activity, the complexity of video games today could be useful for a child's development.

In that respect, perhaps video games are not such a big waste of time and money. It may even be the case that some video and computer games are actually a good investment for a child's future development. Not all games involve violence and some could be quite educational.

Videogames can promote creation and imagination amongst today's youth. Various games that are extremely popular involve creating virtual cities and sustainable social and economic structures. It would be hard to argue that these types of games are not beneficial to a young adult and may even spark an interest leading to a future career in engineering.

The issue of video games and their effect on today's youth is hard to categorise. There is a wide range of video games on the market today. While some games may be filled with violence, others could be educational and beneficial.

PrimeTime8 p. 142

Blog post PrimeTime 8

by Stephen de la Haye

Weight issues and bullying

I noticed that overweight children in my school have fewer friends than thinner kids at the same age. I think it is alarming that youngsters with weight issues are excluded from friendships due to their weight because such negative experiences can increase the risk of overweight youngsters suffering from loneliness, depression or poor eating habits. Social isolation may also trigger unhealthy behaviour, such as increased food intake and decreased participation in sports and physical activities. This can lead to further weight gain and thus may cause a vicious cycle.

It is important to reduce the stigma of being overweight. We have anti-bullying campaigns based on sexual identity, race and ethnicity, but there is hardly anything for people with weight issues. We should do more to integrate obesity in our anti-bullying repertoire. We need strategies that address bullying systemically by focusing on school, classroom, individual and community level. A zero-tolerance policy with regards to harassment and bullying needs to be introduced which identifies clear consequences for students involved in such incidents. In my opinion, eliminating bullying requires parents and teachers to stay firm on negative interactions among young people.

PrimeTime8 p. 152

Blog comment PrimeTime 8

by Willy_Brompton

Willy.Brompton@youthnet.com

In response to PETA's post I can only say that I couldn't agree more. PETA has designated their Los Angeles office as a "safe zone" where trainers may not capture or fight Pokémon. They say catching Pokémon really isn't much different from taking animals out of the wild and putting them into zoos, circuses and other places that exploit and abuse them.

Of course, Pokémon aren't real, so no animals are in danger from the game. But it would be wonderful if people could turn the passion that they have for fictional Pokémon characters to help real-life captive animals, such as the orcas imprisoned at SeaWorld or the tigers who live behind bars in circuses.

As a kid it never occurred to me, but as a young adult playing Pokémon GO nowadays on my smartphone that world really seems like a place where it's all glossy and shiny and pleasant on the outside and cruel and sinister underneath. For many people Pokémon is not the kind of game they go to when they want to consider ethical dilemmas and so they actively try to avoid thinking about it. I however, think they are wrong.

PrimeTime8 p. 151

Essay PrimeTime 8

Are new inventions really making us lazier?

Inventions in our society have on the whole improved the way in which we live our lives. While some inventions have certainly prompted laziness in the user, the biggest technological inventions of our time have made our lives much simpler. In my opinion, such inventions have made everyday tasks easier, which allows society to be more productive rather than lazier.

The emphasis should not be placed on the inventions themselves, but rather the manner in which they are used. New developments in the form of transportation give people from small, secluded parts of the world the opportunity to travel and to see new things that they would otherwise not have had the chance to experience. As such transportation inventions have the capability of allowing people to rely on them too much, they cause a certain amount of laziness. The fact that people today can take the bus or car does not mean that they should be using modern means of transport all the time. It is important not to overuse such inventions to the point in which they begin to hinder the well-being of society.

On the one hand our society has become undeniably depend on technology, on the other hand the services which technology offers us have enabled us to accomplish much more than we could in the past. Inventions have, for example, made it possible for both parents to work outside the home. In the days before dishwashers, vacuum cleaners, washing machines, tumble dryers and microwaves, typically the woman stayed at home in order to do the housework. Now it is possible to cook a meal in the microwave in a few minutes or throw your clothes in the abashing machine and not have to spend all day doing the laundry. These inventions have not promoted laziness, but rather increased multitasking abilities and productivity.

Likewise, some inventions yield educational benefits, such as the computer and the internet. Before the computer age, things were mostly hand- or typewritten and all the information had to be collected from printed sources. Now students can easily find information on the internet and need not go to the library. This not being lazy, but rather a sign of changing times in which we live. We now have a variety of different sources of reference at our fingertips and, in fact, these inventions promote curiosity and empower people ton continuously expand their horizons.

Inventions have changed the way we live today in comparison to a hundred or even fifty years ago. It is clear that such inventions have had a lasting impact for the better on today's society. However, it is true that there are some people who abuse these inventions and have become

lazy in the process. On an individual level we need to find a balance of what is an acceptable level of usage, before becoming too reliant and lazy.

PrimeTime8 p. 144

Report PrimeTime 8

To: Mr Middleton (Headmaster)

From: Melinda Knightsbridge

Subject: Adoption of an endangered animal

This report will summarise the results of a questionnaire about the school adopting an endangered animal and make a recommendation for the next steps.

Survey results

The questionnaire taken by the students had a wide variety of suggestions. The majority of students felt as if adopting an endangered animal would be beneficial, although there was not a clear decision about which animal would be the best to adopt. Suggestions included: polar bears, African elephants and Bengal tigers. The reasons for these choices were across the board, ranging from cuteness to the severity of their endangered status. On the other hand, some students reported that they could not see the point in attempting to save just one animal, but would rather see things done on a much larger scale.

Recommendations

I think the best way to proceed would be to adopt a specific animal, in this case a polar bear, while also raising awareness about the topic at the same time. Polar bears are not only cute and will attract students, but also raise the issue of global warming. Students could collect money at lunch time and organize lectures or films about the threats endangered species face. Posters throughout the school could update students about the animal and keep them interested.

Conclusion

I am confident that through this project students will become interested in the issue concerning endangered species and will help at least one animal survive.

PrimeTime8 p. 150

9.2.3. Samples from Way2Go

Article Way2Go8

Easy rider!

Are you looking for a speedy, yet environmentally friendly way to get from A to b? Then look no further! E-scooters are the perfect solution to modern transport problems. These nippy little two-wheelers are inexpensive, easy to use and even easier to park.

An e-scooter will get you quickly to your destination, and you won't have to face the hassle of parking. Zooming through city traffic even at the busiest periods, an e-scooter will cut down travel times. On arrival, you conveniently leave the e-scooter in a designated spot or somewhere out of the way. Door-to-door travel, no expensive travel tickets required.

Any drawbacks? Well, you wouldn't ride it in bad weather such as ice and snow. Plus, you can't carry a lot of stuff. And, of course, you need to keep your eyes open peeled for pedestrians, warning them of your approach. Also, you can't just dump your scooter anywhere. Whatever you do, leave it somewhere where it isn't in anyone's way and won't block an entry or driveway.

So, if you fancy all the freedom of the road, easy riding and parking, then join the growing community of e-scooter riders. You won't regret your decision to help the environment whilst having fun!

Way2Go8 p. 175

Blog post

SpikesR

Wake up, young people and politicians alike!

I was pretty shocked this week when I read an article on the number of people who turn up to vote in elections. The statistics show that, when it comes to voting, older people lead the field and younger people lag way behind. What's wrong with young people and politics?

I believe the main problem is that many teenagers just aren't informed well enough about the different political parties and their policies. And if they don't know what's out there, they can't make a rational choice. It's vital that everyone finds out what differentiates one politician from another by listening to interviews and reading information online. Also, I'm afraid that some teenagers might be influenced by their peers, and if one person says they're not going to vote, their friends may do the same and not cast their ballot either.

Another thing is that young people might wonder why they should care about politics at all. There's a simple answer to this: It's their future. They have been given the privilege of a voice, so why not use it? It's pointless to complain about issues that affect them, such as tuition fees or wider issues like the environment, if they don't take part in elections. It's no good moaning that other people make all the decisions if they don't influence who the decision-makers are by voting for them. In the long run, voting for political parties that take an interest in the younger generation is the only way to make things happen.

But what can be done to mobilise the youth vote? Ultimately, it's up to the politicians to encourage them to go to the polls. Politicians should clearly (and loudly!) focus on issues that matter to young people, using social media to reach out to them. If politics were more approachable and interesting, teenagers might take a greater interest, which would make them want to vote. Political parties should also show that they treat young people as adults. They don't want to feel patronized or looked down on. Involving them in decision-making processes at an early age might be the first step in the right direction.

So, wake up, young people and politicians alike! Do the right thing and reach out to each other! Together you can bring about change and eventually make the world a better place!

Way2Go8 p. 169

Blog comment Way2Go8

Michael_Angelo

<michael.andritzer@write.com>

I read your blog post on the art exhibition and wanted to let you know how sorry (but not surprised) I was to hear about the lack of interest.

If you ask me, most people have absolutely no idea what makes good art. They think only the classic stuff matters. All they're interested in is ticking off a list of 'must-sees' and trying to impress their friends. It makes them feel more important and educated, but do they understand the true meaning of art? I doubt it.

What people don't get is that real art sets them free. They're all so preoccupied with their technological devices and scientific ideas that it's the creative aspect of life they're so often missing. And art can provide this. It can encourage them to think more critically and see the world with different eyes. Art has the power to lift them out of their drab everyday world, and, let's face it, don't we all need that?

Let me urge you to get out and enjoy art wherever you may find it – be it posters, street art or small gallery in your neighbourhood. Escape your everyday life for just a while and get inspired by someone else's imagination. Forget the world, where all the news seems to be negative. Go and relax and find some peace of mind with art. Perhaps you'll find yourself at the same time! So, just do yourself a favour, enjoy art on your terms, and forget the Mona Lisa!

Way2Go8 p. 171

E-scooters are a short-lived mode of transport

In our fast-paced world, people are constantly looking for different modes of transport and alternatives to cars. Consequently, e-scooters have become popular, but they are not a long-term solution to our transport needs. E-scooters are not convenient to use year-round, they pose a serious danger to users and pedestrians alike, and they have a negative impact on existing traffic.

Although e-scooters are convenient for some journeys, they cannot replace cars or public transport. Firstly, they are not usable in bad weather conditions such as ice or snow, with the result that they cannot be used all year round. Secondly, most people want to carry their belongings and shopping, but these cannot be easily or safely transported on an e-scooter. Also, they are inconvenient for longer journeys as they are relatively slow compared to public transport. Therefore, if one wishes to travel comfortably all year round, an e-scooter is not a suitable alternative.

It could be argued that e-scooters are safe compared to other modes of transport, but they pose a serious risk to both users and the general public. Users often encounter uneven road surfaces and are likely to fall and injure themselves. Additionally, most riders travel too fast and risk injuring not only themselves, but also pedestrians around them, especially young children or senior citizens, who are unable to get out of the way quickly enough. Moreover, many e-scooter riders are not easily visible in crowds, increasing the chance of accidents. For safety reasons, e-scooters will not become a long-term means of transport.

We do need to cut down the amount of traffic on the roads, but e-scooters are not the solution. They slow down traffic as riders are required to travel on the road, and this hinders cars and buses alike, meaning that there is no benefit to the general traffic situation. Furthermore, many e-scooters are left lying around the pavements, forcing pedestrians to step into the road to pass them, further slowing other traffic. Some are even left across entries and driveways, hindering cars and delivery vans. Thus, the general traffic situation cannot be relieved by e-scooters.

In conclusion, e-scooters are inconvenient for much of the year and do not allow users to transport their belongings easily. More crucially, they are a grave danger to the general public's safety, and finally, they worsen traffic congestion rather than relieving it. Thus, e-scooters will not be a solution for the problems encountered with traffic in the future.

Report Way2Go8

Date: 3 April 20..

From: Frederik Hofmann

Subject: Distance learning

Introduction

The following report outlines the opinions of pupils at the school about the effectiveness of distance learning. The information is based on a survey conducted with 200 pupils aged 11 to 12 and 17 to 18. It will include both the challenges of distance learning and recommendations on how to make it more productive.

Results of the survey done among 200 pupils

The survey shows a difference of opinion between the younger and older pupils regarding distance learning. Whilst three quarters of the older pupils believe that remote learning is very effective or at least somewhat effective, only half of the 11- to 12-year-olds would agree. It is interesting to note that only a small minority of the older pupils actually believe that distance learning is entirely ineffective. The reason for this may be that older pupils are more experienced with working independently and might need direct, in-person contact with teachers less than 11- to 12-year-olds.

Challenges of distance learning for the different age groups

Distance learning presents a number of challenges to pupils of different ages. Most young people will miss having physical contact with both their friends and teachers. In addition, technical difficulties such as poor internet connectivity may mean pupils cannot join video classes or access online materials. What is more, some families may not have sufficient computers for all school-age children in the household to be online at the same time. This will affect younger pupils more than older ones, who may already possess computers of their own. Also, younger pupils might be distracted more easily by playing video games online instead of getting their schoolwork completed.

Ideas on how to make distance learning efficient

Distance learning can be made more successful if it is well-organised by the teachers. Lessons must be scheduled at fixed times, and teachers should give pupils plenty of time to do the work so that they are able to complete it despite adverse circumstances. Ideally, the lesson should

begin with all pupils online at the same time, thus giving the teacher a chance to explain the tasks and make certain that pupils understand the assignment. Computers should be provided for disadvantaged families to ensure children do not miss out on any aspect of their education.

Conclusion

Once distance learning has been established as a functioning system in schooling, it can be used for different purposes in education. Naturally, it is essential that all pupils have access to computers and online lesson are well-organised. This way, distance learning can be a positive experience for all age groups.

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10. Zusammenfassung

Aufgrund der Standardisierten Reife- und Diplomprüfung in Österreich ist es essentiell sich die jeweiligen Textsorten, die bei der schriftlichen Matura überprüft werden, genauer zu betrachten. Nachdem es sich um eine standardisierte Prüfung handelt, sollten auch die Schulbücher nach den Richtlinien des Bundesministerium Bildung, Wissenschaft und Forschung (Bmbwf) ausgerichtet sein und eine Orientierung für Schülerinnen und Schüler geben.

Genau mit diesen abgedruckten Beispieltexen beschäftigt sich diese Arbeit. Die Beispieltexen wurden nach der Systemic Functional Linguistic Theorie von Michael Alexander Halliday auf ihre sprachlichen Eigenheiten überprüft. Die untersuchten Textsorten dabei waren Article, Blog posts, Blog comment, Essay und Report. Die Resultate zeigen, dass nicht alle Beispieltexen den Anforderungen entsprechen und es auch unterschiedliche Auslegungen der Richtlinien des Bmbwf gibt. Daher wird empfohlen, die Anforderungen jeder Textsorte genauer auszuarbeiten und genauer zu differenzieren, da sich manche in einigen Punkten überschneiden. Ebenso wird vorgeschlagen, dass das Bmbwf eigene Beispieltexen für alle maturarelevanten Textsorten mit Hinweisen wie die jeweiligen Anforderungen erfüllt wurden veröffentlicht.

Schlagwörter: Standardisierte Reife- und Diplomprüfung, schriftliche Matura, text types, Textsorten, textbook analysis, Schulbuchanalyse, SFL, Systemic Functional Linguistic, Michael Alexander Halliday