

UNIVERSIDAD NACIONAL DE CUYO
FACULTAD DE FILOSOFÍA Y LETRAS
LICENCIATURA FILOLOGÍA INGLESA
ORIENTACIÓN LINGÜÍSTICA

Normality, Values and Affiliation:
A Preliminary Approach to Ideology in the EFL
Textbooks

María Alejandra Celi
Registro alumna N° 20186
Dirigido por Prof.: Laura Eugenia Hlavacka
Mendoza, 20 de Junio de 2016

ACKNOWLEDGEMENTS

I wish to express my most sincere appreciation to Susan Hood, who helped me to see the correct path to develop this project. As for my teachers, I am deeply grateful to Cristina Boccia for the time devoted in office hours to help me find the topic of my research and the books made available, and to Laura Hlavacka, my thesis director, for her patience and her interest to engage in this project and to motivate me to go through this process. I must also acknowledge that this research would not have been possible if it were not for the help provided by Paula Domansky, who was more than willing to facilitate the EFL textbooks to develop the sample used. Finally yet importantly, special thanks need to be expressed towards family and friends, who have been extraordinarily patient and supportive in this process. I truly hope this work makes you all proud.

INDEX

| | |
|--|-----------|
| 1. INTRODUCTION | 4 |
| 2. THEORETICAL FRAMEWORK | 9 |
| 2.1 THE SYSTEMIC FUNCTIONAL MODEL OF LANGUAGE | 9 |
| 2.2 TRANSITIVITY | 16 |
| 2.2.1 GENERAL INTRODUCTION | 16 |
| 2.2.2 PROCESS TYPES AND PARTICIPANT ROLES | 17 |
| 2.2.2.1 Material Processes | 17 |
| 2.2.2.2 Mental Processes | 20 |
| 2.2.2.3 Relational Processes | 21 |
| 2.2.2.4 Verbal Processes | 26 |
| 2.2.2.5 Behavioral Processes | 27 |
| 2.2.2.6 Existential Processes | 28 |
| 2.2.2.7 Meteorological Processes | 28 |
| 2.2.2.8 Causative Process Configurations | 29 |
| 2.2.3 CIRCUMSTANTIATION | 34 |
| 2.3 A NUCLEAR MODEL OF EXPERIENCE: THE ERGATIVITY SYSTEM | 41 |
| 2.4 AFFILIATION | 44 |
| 3. METHODOLOGY | 47 |
| 3.1 Research Questions | 47 |
| 3.2 Corpus Selection Criteria | 48 |
| 3.3 Method of Analysis | 53 |
| 3.3.1 Organization of the text corpus for transitivity analysis | 53 |
| 3.3.1.1 Group 1: Personal habits and dispositions | 54 |
| 3.3.1.2 Group 2: Out of the ordinary experiences | 55 |
| 3.3.1.3 Group 3: Teenage problems and conflicts | 55 |
| 3.3.1.4 Group 4: Predictions and plans for the future | 56 |
| 3.3.1.5 Group 5: Volunteering in the local community | 57 |
| 3.3.1.6 Group 6: Hybrid texts | 57 |

| | | |
|-------|---|-----|
| 3.3.2 | Transitivity Analysis Procedure _____ | 58 |
| 3.4 | Problems Encountered and Solutions Provided _____ | 62 |
| 4. | RESULTS AND DISCUSSION _____ | 63 |
| 4.1 | TRANSITIVITY CONFIGURATIONS INSTANTIATED IN THE SAMPLE _____ | 63 |
| 4.1.1 | Group 1: Personal habits and dispositions _____ | 64 |
| 4.1.2 | Group 2: Out of the ordinary experiences _____ | 69 |
| 4.1.3 | Group 3: Teenage problems and conflicts _____ | 76 |
| 4.1.4 | Group 4: Predictions and plans for the future _____ | 82 |
| 4.1.5 | Group 5: Volunteering in the local community _____ | 86 |
| 4.1.6 | Group 6: Hybrid texts _____ | 91 |
| 4.2 | USUALITY AND NORMALITY AS DERIVED FROM THE TRANSITIVITY CONFIGURATIONS _____ | 100 |
| 4.2.1 | Group 1: Personal habits and dispositions _____ | 100 |
| 4.2.2 | Group 2: Out of the ordinary experiences _____ | 102 |
| 4.2.3 | Group 3: Teenage problems and conflicts _____ | 106 |
| 4.2.4 | Group 4: Predictions and plans for the future _____ | 108 |
| 4.2.5 | Group 5: Volunteering in the local community _____ | 109 |
| 4.2.6 | Group 6: Hybrid texts _____ | 111 |
| 4.3 | NORMALITY, VALUES AND AFFILIATION STRATEGIES IN THE SAMPLE _____ | 112 |
| 4.3.1 | THE MOTIF OF ACHIEVEMENT AND VALUES ASSOCIATED WITH IT _____ | 113 |
| 4.3.2 | STEREOTYPES AS AN AFFILITATION ESTRATEGY _____ | 116 |
| 5. | CONCLUSIONS AND PRELIMINARY PEDAGOGICAL IMPLICATIONS _____ | 119 |
| | REFERENCES _____ | 121 |
| | APPENDIX 1: LISTS OF TEXTS FROM THE DIFFERENT EFL TEXTBOOKS _____ | 124 |
| | APPENDIX 2: CHARTS DISPLAYING TRANSITIVITY ANALYSIS _____ | 126 |

1. INTRODUCTION

During the last decade, Argentinean secondary education has been the object of deep transformations. Such changes were mainly focused on moving from a secondary school at the service of a few, to an education at the service of everyone. According to the *Local Curricular Design (Diseño Curricular Provincial (2015: 11))*, the purpose of such transformation was to question the naturalized educational practices in all school subjects in order to be able to construe a new perspective on education as a compulsory and a quality process in every adolescents' life¹. In 2006, the new *Ley de Educación Nacional N° 26.206* was enforced and the whole educational system was reorganized and, in the process, most school subjects and pedagogical practices were reevaluated. As could be expected, English as a Foreign Language (EFL from now onwards) was not left out of such reform. After the said educational reform, Foreign Languages in general gained importance as part of the basic curriculum of secondary education since they finally attained a status comparable to other school subjects like Mathematics, Language and Literature, History and Physical Education. In the document containing the LCD (*Diseño Curricular Provincial (2015: 80)*) it is argued that in the framework of the new educational policies, a multilingual and intercultural perspective is needed in the teaching of foreign languages since languages reflect the identity of individuals and peoples and, thus, their culture. In this sense, the purpose of EFL in schools resides, on the one hand, in allowing adolescents to enlarge their view of the world by exposing them to different construals of reality and, on the other hand, in providing multiple opportunities of significant interaction that help adolescents to understand other cultures and express their individuality as well as their own culture, emotions and thoughts in oral and written global communication. It is also argued in the LCD that in all this process teenagers need to be considered as active members of society with civil rights and the potential of construing, appropriating and re-construing knowledge and culture (*Diseño Curricular Provincial 2015: 82*). Considering adolescents as full social subjects, then, implies the implementation of new pedagogical methods regarding the use of EFL as a tool for actual communication in a globalized world. The use of authentic texts in this case is constantly mentioned as a paramount tool to help develop students' reading, listening, speaking and writing skills (*Diseño Curricular Provincial 2015: 99*).

¹ Author's non-literal translation from the *Diseño Curricular Provincial 2015* in the whole chapter.

However, the pedagogical tools used in the EFL classrooms in Argentina do not always seem to contribute efficiently to the exposure of students to authentic communicative contexts that allow them to significantly interact with others and express themselves. For instance, although the curriculum design for secondary education states the need to include authentic texts to facilitate students' actual interaction in a foreign language (Diseño Curricular Provincial 2015: 99), texts within English textbooks are generally not authentic. The texts provided in EFL books seem to be made up texts whose representation of reality is prototypically construed in stereotyped contexts, with no variety of participants, activities in which they get involved and even topics of discussion. It seems that the primary concern of the LCD of providing students with different authentic sources to experience reality through language is not currently achieved. In addition, the lack of reference to criteria for the selection of English textbooks or to the parameters to critically choose a given text as a model for students' communication seem to contribute to failing in promoting authentic communication in different contexts. Going back to EFL classrooms in Argentina, it seems that to make textbook selections the context in which EFL is taught is not frequently taken into account, i.e. the arbitrary selection of EFL textbooks can put at risk the achievement of the pedagogical purposes presented above. The goals of enabling students' comprehension of a culture and expression of ideas seem to be difficult to achieve *if* the selection of English textbooks does not suit the interests, values and 'norms' of a given community. It seems contradictory that although the new educational system promotes an interesting perspective in which foreign languages are the tool to foster adolescents' intercultural development, the lack of contextualized criteria for the selection of English textbooks does not contribute to a meaningful teaching-learning process that could enable teenagers to express their reality, experiences and values. The reality of EFL classrooms in Argentinean schools, seems to be in opposition to the *Ley de Educación Nacional N° 26.206* and to the governmental policies in the educational arena addressed to social inclusion and diversity. It seems odd that the current selection of English textbooks can hinder adolescents' insertion in a globalized world with their own culture and reality, when inclusion of diverse identities regarding social class, age, ethnicity, sexual and gender diversity have been so openly favored by governmental policies in the past decade. A quick glance through students' textbooks, can reveal that the principles of "inclusion" and "diversity" are not lived up to in lesson planning. It seems deconstructing ideological values is not an easy task in the educational arena.

A variety of texts taken from English textbooks and analyzed in the present research (among them, *What's Up 3*, *Project 4*, *Champions 3*, *Engage 2*) provide a remarkable example of

the failure of educational institutions to provide authentic “biased-free” content for students in contrast with governmental inclusion policies. It seems that attention is only paid to teaching Grammar and developing the four macro-skills (reading, speaking, listening and writing), while ideological values do not seem to be considered when selecting EFL textbooks: the content of such texts seem to be treated as unproblematic and ideology-free. In other words, it is necessary to consider textbooks for the classroom critically since institutions often pay attention to pedagogical issues such as the approach of the textbooks to Grammar and Lexis or to the development of certain macro abilities to the detriment of other aspects, and frequently fail to consider the ideological values the textbooks authors seem to endorse and to seek to affiliate their intended users around. Therefore, it is urgent to establish awareness among educators in the educational arena regarding the critical identification of values in books since, from a linguistic perspective, texts construe - besides a source for Grammar and Lexis learning - a reservoir of ideological content about social status, work, family, gender, and some other crucial socioeconomic issues to be acquired and reproduced. Such consideration is important if students are to be engaged in learning as citizens and to be pushed to construe knowledge and values at least in interaction with others. For this research, then, the Systemic Functional Linguistic perspective (SFL from now onwards), more specifically transitivity patterns, will be used as the very tool to analyze texts given its potential to uncover hidden and naturalized values and ideologies in texts.

The purpose of this study is to explore, using the SFL model of transitivity as a resource to represent experience, how normality and typicality are construed in EFL textbooks as well as to uncover the belief and value systems underlying such representations students are expected to affiliate with. In order to do this exploratory research, the transitivity system developed by M. K. Halliday and colleagues offers a valuable set of tools for such analysis. Given the fact that the transitivity system (Halliday 2014; Eggins 2004; Martin, Matthiessen & Painter 1997) is a model of verbs and associated semantic configurations of participants and circumstances that can be used to analyze the representation of inner and outer experience in texts, it offers great potential for uncovering the ideological basis of such representations. Given that “the ideological assumptions are informed and are construed by texts” (Thompson 2008: 1) it seems that transitivity is an appropriate tool for the kind of analysis intended in this paper which seeks to expose the ideological values authors try to negotiate with users in the representations of normality and typicality they offer in texts.

The more specific objectives of this exploratory work are the following:

- To explore, in the light of transitivity system, what notion of normality or typicality is construed in English textbooks
- To uncover the value and beliefs systems underlying the “normal” even tenor of existence in texts that authors seek to affiliate users around.
- To uncover what community of readers English textbooks seek to align with or, in other words, what kind of user the textbooks vicariously construe.
- To evaluate how appropriate such EFL textbooks are for the local community (Mendoza, Argentina) and the different educational contexts within it.

It should be said that, at first, this study was aimed to explore the notion of normality construed in textbooks not only by analyzing the experiential meanings conveyed through transitivity configurations, but also the interpersonal meanings encoded by appraisal resources and systematized by Appraisal Theory. The original purpose was to analyze texts experientially and interpersonally in order to identify how affiliation with the reader is achieved in the conflation of both meaning spheres (see Theoretical Framework p. 44) and, by implication, how ideology is reproduced in texts in terms of representations of experience, values, and evaluations evoked and inscribed. Yet, due to time and space constraints, only the experiential analysis has been carried out taking into account that affiliation can be achieved and ideology can be reproduced through evocative experiential resources. However, this study could be expanded in the future by exploring normality and ideology both as construed experientially and interpersonally.

As far as the structure of this paper is concerned, it is organized in four chapters and the present introduction. In chapter 2, the theoretical framework used as the base of this exploratory study will be set out in detail. Indeed, in the said chapter, SFL theory will be briefly described, the transitivity system will be fully addressed and set out, and the notion of affiliation and other associated notions will be presented. In chapter 3, the method used in this research will be described, with special reference to the compilation of the sample and the criteria and procedure for analysis. In chapter 4, the results of the transitivity analysis will be presented and discussed in detail. In chapter 5, conclusions about the different generalizations deriving from the analysis will be drawn with special emphasis on students’ expected normality construed in texts. Finally, an appendix section can be found at the end of the paper with the complete transitivity analysis of the texts in the corpus to be referred to if necessary.

This research is an explorative, quantitative and qualitative study of the ideological content construed in EFL textbooks. It is an exploratory research given the fact that very little

has been said and inquired into the notions of normality and ideology in texts from the SFL perspective and methodology. In addition, it is a quantitative study since the type of processes and participants are counted, organized in tables and analyzed according to their frequency of instantiation in the sample. It is also a qualitative study since the generalizations derived from the quantitative analysis deal with social values of qualitative order of the ideological content of thirty (30) texts taken from four (4) different English textbooks (*What's Up 3*, *Project 4*, *Champions 3*, *Engage 2*) published for the local community. Not all the texts presented in the textbooks, however, were selected for the sample, since some criteria needed to be applied in order to conduct a systematic analysis and have some variables under control (see Methodology section). The most crucial criterion for the selection of texts was the criterion according to which such texts needed to be models for writing in which the main participant is depicted as a vicarious participant for the textbook-user. In other words, only texts in which a participant is representing the potential user and, thus, the expected experiential world of the textbook-user is described, were included in the sample. The selected texts were categorized according to field and included in one of the six groups of texts established according to their commonalities in field (see Theoretical Framework section). Then, each text was organized in tables (see Appendix) where all the participants, processes and circumstances instantiated were systematically classified and labeled.

A more delicate description of the analysis procedure will be provided in the Methodology section of this paper. It is worth noticing, however, that such organization of transitivity elements in tables helps to visualize transitivity configuration patterns and, by extension, helps to uncover the notion of normality in texts and the ideological content evoked through it.

In sum, the interest of this study lies in the application of experiential tools (transitivity system), in order to uncover not only the experiential configurations in texts in terms of normality, but also the interface of transitivity patterns and of affiliation, i.e. this research aims at exploring how affiliation and ideological reproduction can be achieved experientially. It is expected, then, that this research will provide insights into the way in which affiliation (or author-reader bonding) can be construed not only interpersonally, but also experientially regarding what is presented as normal in a given field. Finally, this research presents the opportunity to reveal the ideological content by means of the value system evoked in texts and, potentially, to enable teachers and school directors to gain deeper insights into the material used with students in the public and private school system.

2. THEORETICAL FRAMEWORK

2.1 THE SYSTEMIC FUNCTIONAL MODEL OF LANGUAGE

Systemic Functional Linguistics (SFL from here on) has been chosen as the framework to develop this exploratory research. SFL is a model of language in social context which offers tools to analyze meaning in texts and draw conclusions. Among the many perspectives offered by SFL on texts – experiential, interpersonal and textual – the experiential one makes it possible to access meanings in texts that relate to the representation of the world inside and outside the speaker and the patterning associated to such representation which often reflects an ideological skewing. Even when interpersonal meanings are also revealing of the ideology in a text, and even when their exploration would be relevant to the purpose of the present paper, this work focuses only on experiential meanings and thus on the lexico-grammatical system of Transitivity in language. The description of SFL in this section is based mainly on Halliday & Matthiessen (2014); Eggins (2004); Matthiessen (1995); Martin & Rose (2003); Martin & White (2005); and Thompson (2008) among others.

SFL, developed by Michael Halliday and other linguists since the late 1960s, is a comprehensive model of language in social context concerned with language in use. This socio-semiotic model of language is interested in how people use language with each other to make meaning and accomplish everyday social life. This explains why it draws upon authentic texts, i.e.: people's actual communicative exchanges, either written or oral, in any given social context. Texts, by implication, are understood as any instance of real interaction among people in context. The fact that SFL looks at authentic texts (language in use) and the functions fulfilled by language in them is what makes it a *functional* theory of language. Other crucial features of SFL are that it is a *systemic*, *semantic* and *contextual* theory, in which language is viewed as a large network of interrelated options, from which speakers unconsciously select when speaking (Martin 2010: 14) to make meaning in context. In other words, SFL looks upon language as a system of choices used to make meanings, and these meanings are influenced by the social and cultural context in which they are exchanged. Thus according to systemicists, language use is functional, semantic, contextual, and involves choices and SFL can, therefore, be shortly described as a *functional*, *semantic*, *systemic* and *contextual* approach to language (Eggins 2004: 3). In what follows, the SFL model of language will be described in terms of three dimensions of organization of language which are relevant to the present study, namely, the dimensions of *metafunction*, *realization* and *instantiation*. In addressing these dimensions the nature of

language as functional, semantic, systemic and contextual will always be in the background. These dimensions (among others that serve to organize language within the theory) are the ones chosen for presentation because they relate more directly to the purpose of the paper.

As language, in this view, is a semiotic, conventionalized coding system organized as simultaneous sets of choices, more than one meaning can be conveyed at once. One of Halliday's major contributions to linguistic analysis in his development of SFL is to show how simultaneous strands of meaning are expressed in clause structures (Eggins 2004: 2). Indeed, Halliday makes the point that language is multifunctional, i.e. it conveys three kinds of meaning: ideational, interpersonal, and textual. These meanings are referred to as *metafunctions*, and they are realized simultaneously in a text (Eggins 2004: 212). The *ideational metafunction* is concerned with construing experience, either by means of experiential meanings, i.e. meanings about "what is happening", "who is involved", "where" and "how", or by means of logical meanings, i.e. meanings about the logico-semantic relations between events or happenings (extension, specification, cause, time, concession, etc.). As will be explained further ahead, the transitivity system used as framework in this research is associated with the experiential dimension of the ideational metafunction. The logico-semantic dimension, while important, will not be considered in this thesis since only the experiential dimension is evocative of normality or typicality, and the values associated with them. The *interpersonal metafunction*, on the other hand, enacts social relationships, i.e. it deals with how the participants of an interaction position themselves and their interlocutor, how they negotiate their propositions and how they express judgement and attitudes. Again, although its importance in relation to the evocation of values in terms of social relationships and normality, this metafunction will not be in focus in this paper due to time and space constraints. The last metafunction is the *textual* one, and it serves to organize experience and interaction as a meaningful text (Martin & Rose 2008: 7). It refers to the distribution of information in a text and to how ideational and interpersonal meanings are organized and interconnected in a text. Given the fact that the main purpose of the textual metafunction is to organize the two meanings already discussed, this metafunction is not in focus in this research since it does not deal directly with construing ideological meanings by itself.

The notion of *metafunction* is in complementarity with another important notion in the SFL framework: *realization* or *stratification*. For systemicists, language is a stratified model which involves three cycles of coding at different levels of abstraction: phonology and graphology, lexicogrammar, and discourse semantics (Martin & White 2005: 8). In other words,

according to SFL, more abstract levels of semiosis are *realized* through more concrete ones as represented in Figure 1.

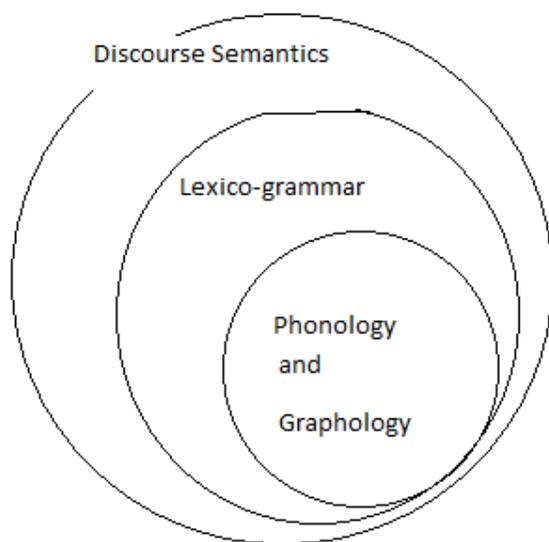


Fig. 1: Language strata (adapted from Martin & White 2005)

The most concrete of these cycles is phonology, in spoken language, and graphology, in written language, and they deal with the organization of phonemes into syllables and of letters into words, respectively. The next level of abstraction in SFL is referred to as lexicogrammar (wording) and it is concerned with the “recoding of phonological and graphological patterns as words and structures” (Martin & White 2005: 8). It is worth noticing, however, that lexicogrammar does not consist of phonology and graphology, but it is rather a pattern of phonological patterns, i.e. it is not one structure within a bigger structure, but a more concrete level of organization being recoded into a more abstract one (Martin & White 2005: 9). Within lexicogrammar, concrete wording systems come to realize the three metafunctions mentioned above. For instance, Transitivity, the system used as the main framework in this research, instantiates the ideational and, more specifically, the experiential metafunction, since experiential meanings are realized in wordings through participants, processes and circumstances (Gerot & Wignell 1994: 12). In other words, Transitivity is concerned with the structure of clauses in terms of the way they map reality (Martin 2010: 17). The systems of Mood and Modality realize the interpersonal meaning, while Theme and Cohesion systems instantiate the textual metafunction. The third level of abstraction is known as discourse semantics, which

involves meanings beyond the clause, i.e. meaning in texts as a whole. In this stratum there are certain aspects of discourse organization, such as identification (how participants are introduced in a text and kept track of once there), conjunction (how events are linked to one another), ideation (how participants are related as part to whole and sub-class to class), negotiation (how turns are organized in people's interaction) and appraisal (how evaluation is established in texts) (Martin & White 2005: 9). In this research the lexico-grammatical stratum and, thus, the transitivity system are in focus. However, within the Ideation system there is also one category that will be drawn upon, namely Nuclear Relations (see section 2.4 below). Nuclear relations correspond to the lexical relations between participants and processes within a clause and the level of involvement each participant has in a given event. This notion is relevant in this research since it enables the identification of vicarious participants and secondary participants (in terms of their degree of nuclearity in clauses).

As SFL is a holistic theory of language, that seeks to account for the relationship between context and language/text, the model of language it offers involves another still more abstract level of analysis, that of context, represented in Figure 2 as consisting of three strata: context of situation, context of culture and ideology.

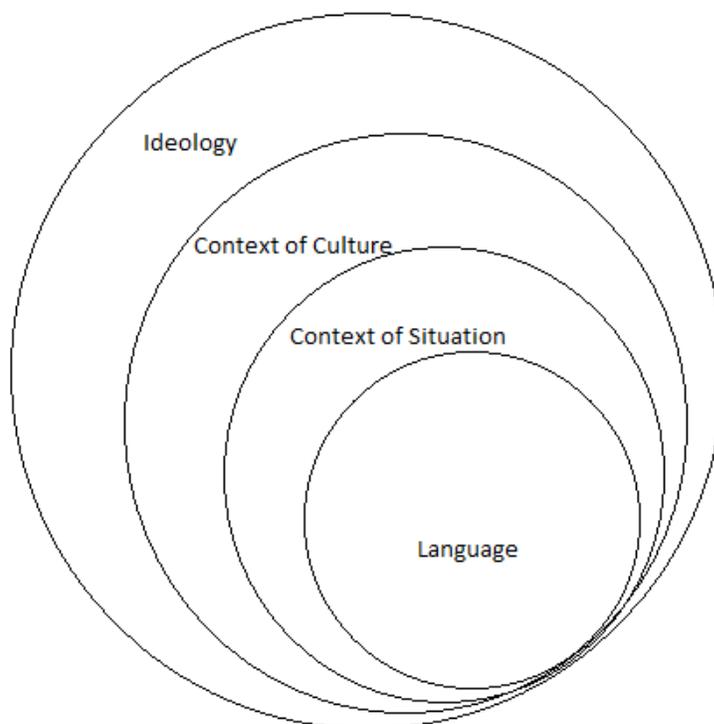


Fig. 2 Context in relation to language (adapted from Eggins 2004: 111)

As already stated, SFL looks upon language as contextual so, for systemicists, it is not possible to tell how people are using language if the *context* of its use is not taken into account. Describing the impact of context on texts has involved SFL in exploring what dimensions of context influence language and in what ways (Eggins 2004: 9). In order to explore and describe how context dimensions have an impact on language and in what ways, systemicists have developed the theory of Register and Genre. As stated by Eggins, *Register* describes the impact of the immediate *context of situation* on language use in terms of three variables or dimensions, field, tenor and mode, which correlate with the three metafunctions, ideational, interpersonal and textual, respectively. The dimension of *field* is described by Martin & White (2005) as a set of activity sequences that are oriented to some global purpose. In simpler terms, field can be said to be the ‘topic’ of the situation and it operates by making some experiential choices more likely than others in a given situation (Martin 2010: 21) and some transitivity configurations, i.e., configurations of processes, participants and circumstances. This concept is of crucial interest in this research since it has been referred to in organizing the texts in the sample into different groups according to their field and has made it possible to better organize the results of the transitivity analysis carried out. *Tenor*, on the other hand, is a dimension that can be defined as “the social role relationships played by interactants” (Eggins 2004: 99) and, thus, it directly impacts on interpersonal meanings. Tenor involves the communicative participants of an event, their nature, statuses and roles (Halliday 1985, cited in Martin & White 2005: 29), and such interpersonal relations are described by two key tenor variables fully elaborated by Claire Poynton throughout the 1990’s: power and solidarity. Poynton (Poynton 1985 and Martin 1992 cited in Martin & White 2005: 29) claimed that the factors that affect people’s position in relation to others can be classified into generation, gender, ethnicity, capacity and class, and these factors function as the basis for the concept of affiliation (Martin & White 2005: 29), a notion we will draw upon in this research. Due to time and space constraints, tenor theory is not fully developed in this framework since it goes beyond the scope of this research. The notion of affiliation, however, will be described in the last section of this theoretical framework as it will be addressed in this research in connection with interpersonal meanings evoked by the transitivity patterns we establish in texts. Finally, the third dimension of register, *mode*, is concerned with “the role language is playing in the interaction” (Eggins 2004: 90) as a channel of communication. According to Martin & White (2005) mode textures the information flow from one modality to another, i.e. whether language functions as action (oral production), or as reflection (written texts). In Eggins’ terms (2004: 91), the role of language in an interaction

describes two different types of distance between language and situation, namely interpersonal and experiential distance. Interpersonal distance corresponds to the possibility of immediate feedback between interactants, while experiential distance refers to the distance between language and the social process occurring, i.e. language can be used in a continuum that ranges from situations where it accompanies the activity (language as action), or where it construes the social process (language as reflection). It is worth noticing, that as the three dimensions of register are concerned with patterns of discourse patterns, register as a whole constitutes a higher level of abstraction than discourse semantics (Martin & White 2005: 27).

In addition to the context of situation, another, more abstract level of context, is identified in SFL: *context of culture*. The context of culture is systematized in the concept of *Genre*, which is concerned with the impact of context of culture on language (Eggins 2009: 9). Context of culture comprises “configurations of field, mode and tenor selections which unfold in recurring stages of discourse – a pattern of register patterns” (Martin & White 2005: 32). Context of culture, then, is seen as a constellation of genres and its impact on text is contributing a social purpose and a stage organization to them. In other words, genre can be defined as a staged, goal-oriented social process (Martin 1985b: 248 cited in Eggins 2004: 55). ‘Social’, because “we participate in genres with other people; ‘goal-oriented’, because we use genres to get things done; and ‘staged’ because it usually takes us a few steps to reach our goals” (Martin & Rose 2008: 8). In Eggins’ words (2004: 9), genre is used to describe the impact of the context of culture on language, as explained before, by exploring the staged, step-by-step structure institutionalized by a given culture.

Five levels of abstraction have been mentioned so far (Phonology and Graphology, Lexicogrammar, Discourse Semantics, Register and Genre). However, as seen in Figure 2, there is still a level of abstraction higher than the context of situation and the context of culture that is recognized by some systemic functional linguists and that is important in this research, namely, *ideology*. SFL claims that the use of language is influenced by people’s ideological positions (“the values they hold and their perspectives acquired in a given culture” Eggins 2004: 10). Eggins (2004: 11) adds that as “no text can be free of context (register or genre), so no text is free of ideology”. In spite of recognizing the importance of ideology in shaping text, not much work has been done within SFL specifically on ideology. In an article particularly relevant to the present study (2008: 1), however, Geoff Thompson seeks to set out an approach to uncover ideology in texts and claims that Halliday’s model of Transitivity is one of the most effective ways of exploring the ideological assumptions construed in texts. In this sense, it is important to

note that, as Thompson points out, “it is typically not just the (transitivity) choices in an individual clause that are significant in revealing the ideological substratum, but the patterns of choices across a text or texts” (Thompson 2008: 1), i.e. not only the process types, but also entities represented in different participant roles (see Transitivity section below) and the patterns they form in text provide access to the ideology of the text via transitivity. Thompson’s approach of establishing transitivity patterns in text has been followed partly in this paper and will be set out below. As said before, transitivity is not the only system whose analysis enables us to uncover ideological stances; resources within the system of appraisal are particularly revealing about the ideological skewing of a text, but their treatment exceeds the scope of the present thesis, whose institutional purpose is to enable students to be initiated into research and in which - by way of initiation into the SFL model and the kind of analysis it proposes - transitivity analysis was selected as the system to be familiarized with and applied in texts given its potential to represent the world, to evoke attitude and, thus, to negotiate affiliation.

Finally, a further dimension of organization of the grammar is *instantiation*, to be understood as in complementarity with *stratification/realization* and *metafunction*, and to be considered alongside these two. Following Martin & White (2005: 23), it can be said that, while realization is a scale of abstraction, instantiation is a scale of generalization since it allows systemicists to identify the relation between general systems and specific instances of language in use. Instantiation is, thus, described as a cline with the notion of ‘system’ at one end and the notion of ‘text’ towards the other end of the cline. While systems correspond to the meaning potential for the community of speakers, texts are the spoken or written instances resulting from choices by the speakers within a system. Along this cline, at a more general level than ‘text’, the notion of ‘text type’ (collection of instances) can be located towards the pole of the system, followed by the concept of ‘register’ mentioned above. Through instantiation, thus, language can be fully described as a meaning making potential which instantiates in the form of texts. As this research will focus on analyzing instances of options in the Transitivity system and the patterns they form to construe experiential meanings (and, by extension, ideology) in texts, the notion of instantiation will be constantly brought to discussion.

In brief, SFL is a holistic theory of language in use, which focuses not only on the meaning structures instantiated in texts, but also on the systems and the context variables that influence the (re)production of content and its ideological implications. In this research, experiential meaning - which realizes the register variable *field* and is realized by the lexico-grammatical system of *transitivity* described below - will be in focus to explore and describe the

experiential effort in EFL textbooks, as represented in the text sample used in this paper, to achieve affiliation by - it will be argued - evoking a notion of normality that ensures that users of the textbooks will commune with the values evoked by authors through it.

2.2 TRANSITIVITY

2.2.1. GENERAL INTRODUCTION

In order to make communication viable, people need to turn experience into meaning, and into words. The system of transitivity, which relates to the experiential metafunction, constitutes the general grammatical framework for doing this (Martin, Matthiessen & Painter 1997). The representation of experience depends on three resources within the system of transitivity: participants, processes and circumstances. Transitivity, then, is a resource for construing experience in terms of configurations of processes, participants and circumstances. This can be illustrated through the example *I do not remember her name now* in which ‘I’ realizes the participant Senser of the Mental process ‘not remember’, ‘her name’ corresponds to the participant Phenomenon and ‘now’ to the Circumstance of Temporal Location. It is important to note there is always a choice on how to construe meaning. For instance, the previous clause can be also phrased as *Her name escapes me now*, in which the Senser is construed as agentive. Indeed, the same semantic domain can be construed differently according to one’s choices in the transitivity dimensions. Due to the great importance for the proper understanding of the analysis taken place in the identification of the participant’s configurations and normality in texts, and the high level of delicacy that the transitivity system provides for doing so, a large part of this paper is devoted to the detailed description of the complete system of transitivity.

Process Type and *Circumstantiation* are the two main systems that determine transitivity configurations. According to Matthiessen (1995: 203), Process Type is concerned with “the particular field of experience of processes [that] offers choices that affect the representation of process + participants”. Processes in English have been classified into six major types, which differ from each other with respect to the process itself, the number and kind of participants involved, and the roles these take. Material, Mental and Relational processes are the major types, followed by Verbal, Behavioral and Existential. In addition, there is a seventh type of process, namely Meteorological processes, which are not very frequent in texts but constitute a useful sub classification in the analysis of the process in this sample. All these types of processes will be described and exemplified below. As far as Circumstantiation is concerned, circumstances are less central elements in transitivity configurations than participants, which allows for them to be

general across all process types. In general terms, circumstances are related to the process and help to construe the general experiential atmosphere of the clause. Again, different types of Circumstances will be described in section 2.2.3.

2.2.2 PROCESS TYPES AND PARTICIPANT ROLES

According to Eggins (2004: 214), Process Type is the major system of grammatical choice within the experiential metafunction and transitivity system, since it is the processes chosen in a given interaction that determine a particular configuration of participant roles. The following subsections devoted to each process type will first address the meaning or meanings encoded by the process type in question and, then, will set out and briefly describe the subtypes, the participants associated with each process type and the probes that are applied to distinguish process types and subtypes among themselves. The examples have been taken from the sample compiled for this study (see Appendix) and, when not instantiated in it, from Eggins (2004) or Matthiessen (1995). In examples drawn from the sample the text they have been drawn from is identified between parentheses by their text number in the sample.

2.2.2.1 Material process

Material processes are processes which, semantically, convey meanings of *happening* and *doing*, i.e. they construe some entity as involved in a happening or as undertaking a given action.

There are two kinds of material processes according to the number and type of participants involved in the clause: **Material Middle** processes, which involve one participant (Material Middle without Range) or two participants (Material Middle with Range), and **Material Effective** processes, which involve two or three participants. The prototypical Material Middle without Range clauses are clauses in which an entity (the participant **ACTOR**) is involved in a happening, or does something that does not extend to another entity (as presented above), and they are probed by asking '*what did x do?*' or '*what happened?*' as shown in the example *The telephone rang*. However, when the action extends to another participant that is not affected by the process and only serves to complete its meaning by expressing the scope of application, as in *They sang a song* (Matthiessen 1995: 210), this other participant, 'a song' in the example, is called **RANGE** and the process is a Material Middle process with Range. Material Effective clauses, on the other hand, are clauses in which an entity performs an action and the doing extends to or involves another entity. Material Effective clauses are probed by '*what did x do to/with y?*' as in *He decided to cook some chips* (Text 8). In this clause, 'some

chips’ corresponds to the participant **GOAL**, the participant the process is directed at or the action is extended to. In other words, Goal corresponds to the participant affected by the process. So far, three participants in material process configurations have been described, namely, Actor and Range or Goal. As far as the last two are concerned, it is important to clearly identify their distinctive features for the better identification in the Transitivity analysis.

The participant Range is different from the Goal since, instead of being affected by the process, Range specifies the scope of a happening (Eggins 2004: 218). According to Eggins, the Range is a less independent participant that either restates or continues the process itself (such as ‘the race’ in *They ran the race* (Eggins 2004: 218)), or express the extent or domain of the process (‘the pacific ocean’ in *She sailed the Pacific Ocean* (Text 2)). Another kind of Range corresponds to the participants involved in configurations with light verbs, such as *do, have, give, take, make* (e.g. ‘a whistle’ in *Give me a whistle*; ‘a bath’ in *Have a bath*; ‘a dance’ in *Do a dance*) (Eggins 2004: 219). As it can be difficult to distinguish the participants Goal from Range, Halliday (2014: 148) lists a number of tests which can be applied in order to make such distinction:

| Range | Goal |
|---|---|
| It cannot be probed by “ <i>What did x do to/with y?</i> ” as in <i>*What did x do to/with the whistle? He gave the whistle.</i> | It can be probed by “ <i>What did x do to/with y?</i> ” as in <i>What did x do to/with the chips? He cooked the chips.</i> |
| It cannot be a personal pronoun as in <i>*give me it (= a whistle).</i> | It can be a personal pronoun as in <i>He decided to cook them (= the chips).</i> |
| It cannot be modified by a possessive as in <i>*Give me your whistle.</i> | It can be modified by a possessive as in <i>He decided to cook your chips.</i> |
| It is less likely to become Subject than Goals since it often sounds quite odd as Subject, as in <i>The whistle wasn't given by you, was it?</i> | It is likely to become Subject as in <i>The chips weren't cooked by you, were they?</i> |
| It can often be realized as a prepositional phrase as in <i>I joined the after-school drama club</i> (Text 4) → <i>I joined in the after-school drama club.</i> | It cannot be realized by a prepositional phrase as in <i>We started to clear the plants that we don't want</i> (Text16) → <i>*We started to clear for/to/in the plants we</i> |

| | |
|---|---|
| | <i>don't want.</i> |
| Ranges combining with a light verbs can be 'collapsed' into one verb, e.g. <i>give a whistle – whistle; do a dance — dance.</i> | The Goal cannot collapse with the verb. |
| Ranges cannot take attributes of result, i.e. an element which expresses the outcome of the process. | Goals can take attributes of result as in <i>She cooked dinner to perfection</i> (Eggins 2004: 219), where 'to perfection' realizes a Resultative attribute of the Goal 'dinner'. |

Table 1: Tests to distinguish Range from Goal (adapted from Halliday 2014: 148)

Once the distinction between Range and Goal has been made clear, other participants that belong to material process configurations need to be described. Indeed, some effective processes seem obligatorily to involve three participants, the Actor, the Goal or Range, and the participant which benefits from the process: **BENEFICIARY**. The Beneficiary can be of two different kinds: a **RECIPIENT**, which corresponds to the participant to whom something is given (e.g. 'to friends from my old school' in *I'll send messages to friends from my old school* (Text 4)), and a **CLIENT**, the one for whom something is done ('him' in *They baked him a cake* (Matthiessen 1995: 210)). Both Beneficiaries can be instantiated with or without a preposition to introduce them. However, if the Recipient or Client are at the end of a clause they need a preposition as in *I'll send messages to friends from my old school* (Beneficiary Recipient) or *They bake a cake for him* (Beneficiary Client). In addition, both participants can occur as Subjects at the beginning in passive voice clauses (*Friends from my old school were sent messages* and *He was baked a cake for*) however Client less frequently than Recipient (Eggins 2009: 221).

Finally, the last participant to be taken into account corresponds to the **AGENT**. In some clauses, the two roles of Agent and Actor are mapped onto the same constituent that realizes the participant that makes the action happen. However, in causative constructions the Agent is distinct from the Actor. In these configurations, the Agent is the participant causing the Actor (other than him/herself) to carry out the action in question. In this kind of process configurations, the causative process 'make' is very frequent. For instance, in *He made his girlfriend carry the bomb* (Eggins 2004: 224), in which 'he' is the Agent who causes the Actor, 'his girlfriend', to perform the action.

In general terms, material processes then can be of two basic types, Material Middle with/without Range and Material Effective, and the material process configurations can include one, two or three participants depending on the subtype selected. However, some probes have to be taken into account when distinguishing material processes from other process types. Besides the particular meaning material processes convey (of happening and doing), material processes use the Present Continuous in the present as unmarked tense (*She cooked dinner to perfection* (Eggins 2004: 219) → *We are cooking dinner to perfection*). In addition, as already mentioned, the other identification criterion is that they can be probed by asking *what did x do?*, as for example in *I joined the school running club* (Text 26), where ‘joined’ corresponds to a material process since it can be probed by asking *what did I do? I joined the school running club*.

2.2.2.2 Mental process

This type of process encodes meanings of perceiving, feeling or thinking, and so, as Halliday suggests, three kinds of mental processes can be identified: **Mental Perception** processes (processes of seeing, hearing, etc. as in *Will smelt the smoke* (Text 8)); **Mental Affection** processes (processes of liking, disliking, fearing, etc. such as *I love dancing* (Text 1)); and **Mental Cognition** processes (processes of thinking, knowing, understanding, as for example in *I don't think/ I'll get married before then* (Text 6)). These three subtypes of mental processes are normally associated with two participants (except when they combine with projection, discussed below) as in *Will smelt the smoke*, for example. In this case, ‘Will’ corresponds to the main participant in mental processes, which is called the **SENSER**, while ‘the smoke’ is a secondary participant called **PHENOMENON**. The Senser is realized by a conscious participant, that perceives, feels or thinks, and that must either be human or an anthropomorphized non-human entity. The Phenomenon corresponds to the participant which is perceived, felt or thought by the conscious Senser, e.g.: ‘vegetables’ in the clause *I don't like vegetables* (Text 10). A Nominal Group, as in the example above, often realizes Phenomena but Halliday also identifies two possible kinds of embedded Phenomena: Acts and Facts. An Act Phenomenon occurs with mental processes of perception and affection and it is realized by an imperfective non-finite clause acting as if it was a noun, e.g.: in *I love going out with friends and watching TV* (Text 1), ‘going out with friends and watching TV’ is a Phenomenon Act. Halliday (2014: 251) labels this kind of Act phenomenon as **MACROPHENOMENON**. The second type of embedded Phenomenon is a Fact-Phenomenon. A Fact is an embedded clause, usually finite and usually introduced by ‘that’ as in the clause *She didn't realize (the fact) [[that it was a*

bomb]] (Eggins 2004: 228) in which the embedded clause corresponds to the Fact Phenomenon described above. Fact Phenomenon clauses can usually be reversed, using an active synonymous mental process verb while having the Fact-embedding as Subject, e.g. *[[The fact that it was a bomb]] escaped her*. The Fact Phenomenon is placed in subject position, while the process ‘didn’t realize’ from the previous sentence (*She didn’t realize that it was a bomb*) is reworded by ‘escaped’. Regarding mental processes of cognition, they are not associated with other participants but the Senser who is capable of projecting another clause in dependent of independent relationship as in *He decided that he’d meet her in Israel* (Eggins 2004: 231) explained below.

In order to distinguish mental processes from other types of processes (especially material ones), three grammatical probes can be applied. First, the unmarked tense for mental processes in the present is the Simple Present, e.g. *I love dancing*, while the unmarked tense for material processes in the present is the Present Continuous, e.g. *I’m taking dance lessons* (Text 1). The second probe corresponds to mental processes’ feature of bidirectionality, i.e. the configuration of mental processes (mainly of emotion) can be Senser/Subject + Process + Phenomenon/Object, or it can be Phenomenon/Subject + Process + Senser/Object (Matthiessen 1995: 267). Yet, this bidirectionality implies a change in semantic properties as illustrated in the example *I hate lying to my mum* (Text 21), which can be also probed by *lying to my mum disgusts me*, where ‘I’ or ‘lying to my mum’ are more agentive respectively as subject than they are as object. Finally, most mental processes (except those of perception) can project. In *He decided that he’d meet her in Israel* (Eggins 2004: 231), for example, two clauses can be recognized and the relationship between them is that one of them *projects* the other. Projection has to do with quoting or reporting ideas and it is mostly associated with mental process of cognition. It is worth noting that, in SFG terms, the two clauses are not in a relationship of constituency since the projected clause does not correspond to an embedded constituent of the projecting one. Since the projected clause is a finite clause which has its own clause structure (Transitivity and Mood structure), it is considered to be in logical dependency with the projecting clause, i.e. the projection relationship between projected and projecting clauses may be one of dependence of the projected on the projecting or independence. If the projected clause is dependent, the projection is labeled as **METAPHENOMENON REPORTING** (*He decided that/ he’d meet her in Israel*), and if it is independent, the projection is called **METAPHENOMENON QUOTING** (*He thought “I will definitely meet her in Israel”*) (Adapted from Eggins 2004: 231).

2.2.2.3 Relational process

In Relational processes “things are stated to exist in relation to other things (are assigned attributes or identities)” (Eggins 2004: 238). The category of Relational processes covers the many different ways in which *being* can be expressed and there are two main subtypes of relational processes: Relational Attributive and Relational Identifying. Each of these types of Relational processes is, in turn, sub classified into intensive, possessive and circumstantial. **Relational Attributive Intensive** processes “involve establishing a relationship between two terms where the relationship is expressed by the verb *be* or a synonym” as in *He was hungry* (Text 8) (Eggins 2004: 239). In Attributive Relational intensive processes, a quality, classification or description labeled as **ATTRIBUTE** is assigned to the main participant or **CARRIER**. One meaning of an Attribute is that ‘*x is a member of a class a*’, in which both participants, Carrier and Attribute are realized by nominal groups. In *I’m an ordinary girl who believed in my dreams* (Text 2), for instance, ‘I’ is the Carrier of the Attribute ‘an ordinary girl who believed in my dreams’. Attributes like these are realized by indefinite nominal groups. Another meaning Attributes convey is that of being a quality or epithet ascribed to the Carrier, a meaning that can be summarized as ‘*x carries the attribute a*’. In this case, the Attribute is typically an adjective as in *I’m really excited* (Text 17), where the Carrier ‘I’ is attributed with the quality ‘really excited’. The verbs that encode relational attributive intensive processes besides *be* are presented in Table 2, which includes examples analyzed for participants and process.

| Verb | Example | | |
|--------|-------------|----------|------------|
| | Carrier | Process | Attribute |
| appear | The luggage | appeared | harmless |
| became | She | became | suspicious |
| end up | She | ended up | dead |
| feel | I | feel | funny |
| grow | She | grew | serious |
| keep | She | kept | quiet |
| look | She | looked | jaundiced |
| remain | I | remained | patient |
| seem | It | seemed | unlikely |

| | | | |
|-----------|-----|-------------|---------|
| start out | She | started out | healthy |
| stay | She | Stayed | still |
| turn | He | turned | pale |
| turn out | It | turned out | OK |

Table 2: Intensive Relational Attributive verbs (Adapted from Eggins 2004: 240)

Relational Identifying Intensive processes, on the other hand, are not used to classify but to define. The meaning of an Identifying intensive process can be paraphrased as '*x serves to define the identity of y*'. For instance, in *Jessica Watson is the youngest person to sail solo around the world* (Text 2), 'Jessica Watson' corresponds to the holder or Token of the identity and 'the youngest person to sail solo around the world' to the Identity or Value. Therefore, the **TOKEN** participant stands for what is being defined and a **VALUE** stands for what defines, both realized by definite nominal groups. The verbs that encode relational identifying intensive processes besides *be* are presented in Table 3 below:

| Verb | Example | | |
|-----------|----------------------|------------|------------------------|
| | Token | Process | Value |
| define | The word 'exuberant' | defines | his style |
| equal | One plus two | equals | three |
| express | Her smile | expressed | pleasure |
| indicate | The presence of rust | indicates | moisture |
| make | Manners | make | the man |
| mean | 'Quantum leap' | means | a discrete jump |
| play | Robert de Niro | plays | Capone |
| represent | The milk bottle | represents | one liter |
| signify | Signing a contract | signifies | agreement |
| spell | C-A-T | spells | 'cat' |
| stand for | @ | stands for | 'at' |
| suggest | His frown | suggested | annoyance |
| symbolize | An * | symbolizes | an unacceptable clause |

Table 3: Intensive Relational Identifying verbs (Adapted from Eggins 2004: 242)

One of the major characteristics of relational identifying processes is that they are reversible and, thus, the assignment of Token and Value is sometimes problematic. We can derive help from the generalization that the Token is the nominal group which contains the 'name' and the Value, the nominal group which is identified. However, a grammatical test can be a better option when labeling becomes a problem. According to Eggins (2004: 243) the probe "involves replacing the verb *to be* with one of the synonymous identifying intensive verbs listed above (Table 3) as in *You're the skinniest one here* → *You represent the skinniest one here* (Eggins 2009: 245), and then determining whether the resulting clause is active or passive, and which constituent is functioning as Subject". Token will always be the Subject in an active clause while Value will always be the Subject in a passive clause as in *The skinniest one here is you* where 'you' in the Token and 'the skinniest one' is the Value

Another type of Relational processes are **Circumstantial Relational processes**, which encode meanings about the circumstantial dimensions of location, manner, cause, etc., described in the next section. In the **Relational Attributive Circumstantial** process, the Circumstance is expressed in the Attribute. As Eggins points out (2004: 245) "while the verb remains intensive, the Attribute will be a prepositional phrase or an adverb of location, manner, cause, etc." In *She was at sea* (Text 2), 'she' realizes the Carrier of the relational attributive process, and 'at sea' realizes a **CIRCUMSTANTIAL ATTRIBUTE**. Relational circumstantial processes can also be identifying. **Relational Identifying Circumstantial** processes encode the circumstantial meaning either as participant or in the process. According to Eggins (2004: 246), "when the circumstantial meaning is encoded through the participants, both the Token and the Value will be circumstantial elements of time, place, etc., while the verb remains intensive". An example of this case is *Yesterday was the last time Di gave blood* (Eggins 2004: 246). In this example, both participants convey circumstantial meaning of time while the verb remains intensive. When circumstantial meaning is expressed through the process, using verbs such as *take up, follow, cross, resemble, accompany*, etc., the process is labelled as Relational Identifying Circumstantial (not intensive) as in *The operation took one hour* (Eggins 2004: 246).

Relational processes, whether relational attributive or identifying, can also be of the possessive subtype. In **Relational Attributive Possessive** processes the possession is encoded through the process, typically the verbs *to have* and *to belong to*, the Carrier of the process is labelled **CARRIER/POSSESSOR** and the Attribute, **ATTRIBUTE/POSSESSED**. The example *Thieves like to have them (= A mobile phone, a new bike or an MP3 player)* (Text 22) illustrates this labeling where 'thieves' realizes the Carrier/Possessor and 'them' the

Attribute/Possessed. As for **Relational Identifying Possessives** processes, possession may be expressed either through the participants or through the process. When possession is expressed through the participants, the intensive verb *to be* is used and the Token and Value encode the **TOKEN/POSSESSED** and the **VALUE/POSSESSOR** participants. For instance in *The bomb was her boyfriend's* (Eggins 2004: 247), 'the bomb' realizes the Token/Possessed and 'her boyfriend's' the Value/Possessor. When possession is realized through a process, the commonest verb used in relational identifying clauses is *to own*, which can form passive and either the Token or Value can be Subject (as in *Her boyfriend owned the bomb* where 'her boyfriend' stands for Token/Possessor and 'the bomb' is the Value/Possessed).

Since the most frequent process both in relational attributive and in relational identifying clauses is the verb "be" and since some other verbs, like 'become', can also encode both types of processes, it is important to distinguish clearly between the two subtypes. Some probes to clearly distinguish relational attributive from identifying processes thus need to be pointed out. Table 4 summarizes such probes:

| Relational Attributive | Relational Identifying |
|--|---|
| No reversibility: The subject always conflates with the role of Carrier, never with the role of Attribute, which is considered by many to be an extension of the process rather than an independent Participant (Eggins 2004: 241) (<i>*I'm really excited = really excited is not been by me</i>). Only in causative clauses can Relational Attributive processes form the passive voice thanks to the presence of the process <i>to make</i> as the finite of the clause (e.g. Text 25: <i>It (=to visit amusement parks and museums) would/should be made free</i>). | Reversibility: Identifying clauses contain two autonomous nominal participants which make the clause reversible (or capable of having a passive voice form) as in Text 2, where <i>The youngest person to sail solo around the world is Jessica Watson</i> is reversible and can be expressed as <i>Jessica Watson is the youngest person to sail solo around the world</i> . |
| Indefinite nominal group or Adjectives as Attributes: in Attributive Intensive | Definite nominal groups as Token and Value: The Token and the Value are both |

| | |
|---|--|
| processes the Attributes are indefinite nominal groups or adjectives (Text 15: <i>I'm a volunteer</i> : Text 3: <i>Her job is very stressful</i>). | realized by definite nominal groups (Text 2: <i>Jessica Watson is the youngest person to sail solo around the world</i>). |
| Substitution verbs: Attributive clauses can be rephrased with attributive verbs from Table 2. E.g. Text 17: <i>I'm really excited</i> can be reworded as <i>I ended up really excited</i> . | Substitution verbs: identifying clauses can be rephrased with identifying verbs from Table 3. E.g. Text 22: <i>A mobile phone, a new bike or an MP3 player are things you'd like to have</i> can be reworded as <i>A mobile phone, a new bike or an MP3 player stand for/represent things you'd like to have</i> . |

Table 4: Probes to identify Relational Attributive from Relational Identifying processes

2.2.2.4 Verbal process

A verbal process corresponds to a verbal action (saying) and they are typically associated to three participants: Sayer, Receiver and Verbiage. According to Eggins (2004: 235) the **SAYER** is the participant responsible for the verbal process to occur and it does not necessarily have to be a conscious participant but anything capable of emitting a signal. The **RECEIVER** is the one to whom the verbal process is directed, i.e. the Beneficiary of a verbal message. The last participant corresponds to the **VERBIAGE**, which is a nominalized statement of the verbal process of some kind of locution or, in some cases, a noun expressing some kind of semiotic object as in ‘a question’ in *I asked him a question* (Eggins 2009: 235). For instance, in *I haven't said anything to my parents yet* (Text 11), ‘I’ realizes the Sayer, ‘to my parents’ realizes the Receiver, and ‘anything’ corresponds to the Verbiage. However, not all verbal processes are part of configurations with a Verbiage, since one distinctive feature of verbal processes is that – similarly to Mental processes of Cognition - they can project a second clause by either quoting or reporting. According to Eggins (2004: 236), these projecting clauses are called **LOCUTIONS** and they can be in dependent or independent relation with the main clause. When the projected clause is independent from the projecting one, it is a quote (the actual words of the speaker as in traditional grammar), and it is called **LOCUTION QUOTE** (Text 18: *Melissa, now 15, says “I haven't stopped reading since then”*), and when it is dependent, it is a report and it is labeled as

LOCUTION REPORT, which corresponds in traditional grammar to the reported speech structure (Text 22: *One of them asked me to use my phone*).

Verbal processes can also be difficult to identify in certain contexts. Therefore, three probes can be applied to distinguish them from other process types: similar to mental processes, the Simple Present tense is the unmarked tense in verbal clauses (*I ask him a question* (Eggins 2009: 235)). Also, verbal configurations can include a Receiver as the participant to whom the verbal action is directed as ‘him’ in the previous example. Finally, this process type has the feature of projection (similar to mental processes of cognition) in which the Sayer can quote (*‘They pay you’/ you said* (Eggins 2009: 236)) or report (*He demanded/ that she carry the bags* (Eggins 2009: 237)) others’ words.

2.2.2.5 Behavioral process

Behavioral processes are in part about action, but, as with mental processes, the action has to be experienced by a conscious being (Eggins 2004: 233). This type of processes are a mixed group with physiological, verbal or para-verbal processes with material-like counterpart to perception, affection and cognition mental processes. In Eggins’ words (2004: 235) they are “half-way both semantically and grammatically between mental and material processes”, i.e. they are typically processes of physiological and psychological behavior such as *breathe, cough, dream, frown, gawk, grimace, grin, laugh, look over, scowl, smile*, etc. Behavioral processes, in addition, can be sub classified into: **perception** (Text 27: *I’d like to try insects*), **cognition** (Text 30: *He decided to focus on ballet*), **(para)verbal** (Text 1: *I don’t sing very well*) and **physiological** (Text 5: *I just can’t go to sleep*) (Martin et al. 1997: 235) and they have a **BEHAVER** as the obligatory participant involved in a behavior that does not usually extend to another participant. In some cases, however, the behavior involves a second participant as, for instance, in *I can speak three languages* (Text 1), where ‘I’ corresponds to the Behavior of the process and ‘three languages’ realizes another participant playing the role of a Range (as in material processes), which constitutes a participant not affected by the process and only serves to complete its meaning by expressing the scope of application. The second participant is sometimes called **BEHAVIOR**, particularly in cases like “dance a dance” or “sing a song”, in which the Behavior participant is a restatement of the process. Yet, with the Behavioral Perception processes, if there is another participant which is not a restatement of the process, it is called a **PHENOMENON**, such as ‘insects’ in *I’d like to try insects one day* (Text 27).

As with all process types, there are some probes for the better identification of behavioral processes. First, behavioral process select the Present Continuous as the unmarked tense (Matthiessen 1995: 227) and they lack the capacity to project. In other words, they cannot be used to introduce a quote or report (e.g. **They're all listening [that] Simon's story was interesting* (Eggins 2004: 235)). Also, volition is one of the main characteristics of behavioral which is made evident with mental processes counterparts. For instance, *look at* and *listen to* are behavioral processes because they are volitional, i.e. they involve volition on the part of the conscious being (Martin et al. 1997: 109). In contrast, *see* and *hear* are mental processes given the fact that the act of 'seeing' and 'hearing' are non-volitional.

2.2.2.6 Existential process

Through this kind of process, people or things are simply stated to exist. The main participant in an existential process is the **EXISTENT**, which may be a phenomenon of any kind or a given event. For instance, in *There used to be a small farm near our neighborhood*, in this corpus analysis 'used to be' is labeled as existential process with 'a small farm' as the respective Existent participant.

Existential processes have the Simple Present tense as the unmarked tense as in *There's a book on the table* (Eggins 2009: 238). Yet, the very probe to identify Existential processes is the presence of unstressed non-locative 'there', i.e. they involve the use of the verb *to be* preceded by the word 'there', which, in existential structures, has no representational meaning of location. For instance, in *There used to be a small farm near our neighborhood* (Text 16), the structural 'there' does not receive any functional label and it is left unanalyzed for Transitivity. In Halliday's words (2014: 308) 'there' is neither a participant nor a circumstance –. It has no representational function in the transitivity structure of the clause but it serves to indicate the feature of existence and it is needed interpersonally as a Subject.

2.2.2.7 Meteorological process

Finally, it is worth mentioning that Halliday recognizes (2014: 309), on the borderline between existential and material processes, a special category of processes not always mentioned by systemicists. They are called **Meteorological processes** and they realize weather experiential representation. This kind of process is usually construed by impersonal *it* + a verb as in *It rained heavily* (Text 8). 'It' here serves the interpersonal function of Subject (similarly to 'there' in

experiential clauses) but it has no function in transitivity. Therefore, the clause is analyzed as “consisting of a single element, the process” (Halliday 2014: 310).

2.2.2.8 Causative process configurations

There are some configurations associated to Relational, Material and Mental processes that involve other participants as agents that cause the Carrier/Token to be assigned a given Attribute or Value, and the Actor or Senser to follow a given course of action. The **Causative Relational** subtype, for instance, may occur with either Attributive or Identifying structures with “causation expressed through a *make + be* (intensive process) structure” (Eggins 2004: 248). Causatives involve an **AGENT** in making or causing something to happen. In **Causative Attributive Relational** processes, an Agent (also called **ATTRIBUTOR**) causes the Carrier to have an **ATTRIBUTE ASCRIBED**. For example in *I’d make it (= to visit amusement parks and museums) free* (Text 25) where ‘I’ realizes the Agent/Attributor, ‘it’ the Carrier and ‘free’ the Attribute Ascribed. Unlike the other types of Relational Attributive processes, in causative clauses the passive form is allowed (e.g. *It (=to visit amusement parks and museums) would/should be made free*). On the other hand, in **Causative Identifying Relational** processes, the Agent (called **ASSIGNER**) makes the Token take a Value as in *They made Simon the barman* (Eggins 2004: 248), where ‘they’ realizes the Agent/Assigner, ‘Simon’ the Token and ‘the barman’ the Value. There are other participants which have occasionally been instantiated in the corpus and can be generalized as representing the role of the Agent. Besides **ASSIGNER** or **ATTRIBUTOR** in Relational Attributive and Intensive clauses, the **INITIATOR** and **INDUCER** can also realize the role of Agent in causative type of clauses with Material and Mental processes respectively. For example, in *You will help us monitor this* (Martin et al. 1997: 111), ‘you’ is the Initiator of a Material Effective process ‘help/monitor’ with ‘us’ as an Actor and ‘this’ as Goal. On the other hand, in *I’ll let you all know* (Text 29), ‘I’ is the Inducer of a Mental process ‘let/know’ with ‘you all’ as Senser.

So far, seven types of processes have been described with their respective subtypes and participant roles. The resources to construe experience relating to the inner and outer world of the speaker or writer have thus been set out: Material processes convey meanings of ‘happening’ or ‘doing’ in the outside world of the speaker; Mental processes describe perception, feelings and thoughts of animate participants in texts; Relational processes describe, classify and identify the participants at stake; Verbal processes involve the speaker or writer’s projection of ideas and

opinions in the form of a Verbiage or a Locution; Behavioral processes represent physiological or bodily behaviors participants can be involved in, as well as (para)verbal or mental kinds of behavior; Existential processes help represent things and people as having existence; and Meteorological processes instantiate weather conditions. Table 5 presented below offers a summary of all the processes, their subtypes, the participants involved, and the identification probes needed for Transitivity analysis.

| Process Type | Meaning | Process Subtype | Participants involved | Probes |
|---------------------|---|------------------------|--|---|
| Material | Happening and doing in the inside and outside world of the speaker | Middle | (Agent/Initiator +) Actor (+Range) | - substitution by do or happen: <i>What did x do?;</i> <i>What happened?'</i> - Unmarked tense: Present continuous - No Projection |
| | | Effective | (Agent/Initiator +) Actor + Goal (+Beneficiary) | - Substitution by do to or do with: <i>What did x do to y?</i> - Unmarked tense: Present Continuous - No Projection |
| Mental | Perceiving, feeling and thinking by a human or an anthropomorphized non-human participant | Perception | (Inducer +) Senser + Phenomenon (Macrophenomenon Act or Fact) | - Unmarked tense: Simple Present -Bidirectionality especially for Mental |

| | | | | |
|------------|---|-------------------------------|--|---|
| | | Affection | | Affection processes |
| | | Cognition | (Inducer +) Senser + Phenomenon (Metaphenomenon) | - Projection of Idea (except for Mental Perception processes, which do not project) |
| Relational | <i>'x is a member of a class a'</i> <i>'x carries the attribute a'</i> | Attributive Intensive | Carrier + Attribute | - Unmarked tense: Simple Present - Attribute in intensive subtype is an indefinite |
| | | Attributive Circumstantial | Carrier + Circumstantial Attribute | Nominal group or an adjective. |
| | | Attributive Possessive | Carrier Possessor + Attribute Possessed | - In Circumstantial subtypes, the Attribute is realized by a prepositional phrase or an adverb of location, manner, cause |
| | | Causative Attributive | Attributor + Carrier + Attribute Ascribed | - Non Reversibility of participants. Only causative |

| | | | | |
|--------|--|----------------------------|---|---|
| | | | | attributive clauses can form passive because of the presence of verb <i>to make</i> |
| | 'x serves to define the identity of y' | Identifying Intensive | Token + Value | <ul style="list-style-type: none"> - Unmarked tense: Simple Present - Token and Value are realized by definite nominal groups. - In circumstantial subtypes, both participants can be realized by circumstantial elements of time, place, etc. and Nominal groups with circumstantial meanings. - Reversibility of participants |
| | | Identifying Circumstantial | | |
| | | Identifying Possessive | Token Possessed + Value Possessor | |
| | | Causative Identifying | Assigner + Token + Value | |
| Verbal | Verbal action: saying | | (Inducer) + Sayer + (Receiver) + Verbiage or Locution | <ul style="list-style-type: none"> - Unmarked tense: Simple Present - Presence of |

| | | | |
|----------------|---|------------------|--|
| | | | receiver - Projection of Locutions (Quote or Report) |
| Behavioral | Physiological and psychological behavior that involves volition on the part of the main participant (Behaver) | Perception | Behaver + (Range) or (Behavior) or (Phenomenon) - involve volition on the part of the Behaver - Unmarked tense: Present Continuous (Matthiessen 1995: 227) - No projection of ideas |
| | | Cognition | |
| | | Affection | |
| | | Verbal | |
| | | Physiological | |
| Existential | People or things are stated to exist | Existent + | - Presence of unstressed non-locative 'there': Structure <i>there</i> + to be |
| Meteorological | Weather experiential representation | Only the process | - Presence of non-referential 'it': Structure: <i>it</i> + verb |

Table 5: Summary of Processes Types, Meaning, Subtypes, Participants and Probes

In addition to what has already been described, circumstances are also of great importance to the interpretation of experiential content. Circumstances as peripheral participants will be described and exemplified in the following section.

2.2.3 CIRCUMSTANTIATION

Circumstances form a minor grammatical system of resources to encode experiential meaning expressing the conditions attendant on the process (meaning of the extent, location, manner, cause, accompaniment, matter and role in a clause), and they are generally realized by adverbial groups or prepositional phrases. Another characteristic of circumstantial participants is that of their peripheral nature, i.e. they are not as nuclear as other participants because of their non-obligatory nature in the clause (they can be omitted without interfering with the meaning of the clause). It is worth noticing that circumstances can be instantiated with all process types. According to Eggins (2004: 222), circumstances can be best identified by applying a number of question probes to elicit them. The following chart (Table 6) displays the type of Circumstances usually recognized by SF linguists, their subtypes, the probes that help to identify them, and examples taken from the sample.

| Circumstance Type | Circumstance Subtype | Probe | Example |
|-------------------|----------------------|-----------------------------|---|
| Extent | Temporal | How long? How often? | He and seven others survived/ by climbing to a floating fish <i>for hours</i> (Halliday 2014: 315) I've tried it <i>three times</i> this week (Text 5) |
| | Spatial | How far? | She would like to travel <i>round the world</i> (Text 3) |
| Location | Temporal | When? | <i>At break time</i> , I listen to pop music on my MP3 player (Text 4) |
| | Spatial | Where? | I'm new <i>in my</i> |

| | | | |
|--------|------------|----------------|--|
| | | | <i>school</i> (Text 4) |
| Manner | Quality | How? | I'm not doing <i>well</i> (Text 5) He learned to walk <i>in a certain way</i> (Halliday 2014: 319) |
| | Means | What with? | He's made 47 journeys <i>by boat</i> (Text 17) |
| | | By what means? | These men were the philosophers (...) / who sought to convince the educated public <i>by means of the written words</i> (Halliday 2014: 318) |
| Cause | Comparison | What like? | In Switzerland, <i>unlike Greece</i> , they give you a cognac (Egins 2004: 222) |
| | | Who like? | <i>Like all Mayan boys</i> , Kukul learned the art of warfare from his elders (Halliday 2014: 319) |
| Cause | Purpose | What for? | He was studying <i>for a test</i> (Text 8) |
| | Reason | Why? | Is it worse <i>because</i> |

| | | | |
|---------------|--------|---------------------------------------|--|
| | | | <i>of your asthma?</i> (Halliday 2014: 321) |
| | Behalf | Who? Who for? On whose behalf? | I might work <i>for a big company or the government</i> (Text 6) (...) interceded by prayer and sacred ceremony with an inscrutable God <i>on behalf of His 'creatures here below'</i> (Halliday 2014: 322) |
| Accompaniment | | Whom with? What with? | I'm going somewhere <i>with my friends</i> (Text 11) He used to go to bed here every night <i>with his boxing gloves</i> (Halliday 2014: 324) |
| Matter | | What about? | I haven't said anything to my parents <i>about it</i> yet (Text 11) |
| Angle | | Says who? | <i>According to the Government sources</i> , the new |

| | | | |
|------|---------|------------|--|
| | | | peace plan will be discussed on Monday (Matthiessen 1995: 336) |
| Role | Guise | What as? | <i>As a moviegoer growing up in the '50s, I had a special taste for epics.</i> (Matthiessen 1995: 344) |
| | Product | What into? | To buy the land to turn it <i>into a wildlife park</i> (Text 16) |

Table 6: Circumstance types and subtypes, Probes and Examples (Adapted from Eggins 2004: 23)

According to Martin et al. (1997: 127), and also following Matthiessen (1995: 339) circumstances have to be distinguished from participants, qualifiers in nominal groups, dependent clauses in clause complexes, and conjunctive adjuncts (textual elements). In this section, several criteria drawn from Matthiessen 1995: 330; Martin et al. 1997: 127; and Halliday 2014: 329 are put forth in order to facilitate the proper identification of circumstances. A chart is also used to summarize such probes (Table 7).

Sometimes it is difficult to decide whether the structure of a clause should be analyzed as Process + Circumstance or as Process + Participant. For example, in *I can go on tour with the band* (Text 12), the clause could be analyzed either as ‘go on’ as Material process with ‘tour’ as Range (participant) or ‘go’ as Material process with ‘on tour’ as Circumstance of Cause Purpose. In such cases, the probe consists in placing the possible Circumstance as the focus of Theme predication (*It is on tour I go*). If the resulting Theme predication structure is grammatical (as illustrated in the previous example) then the Circumstance interpretation is correct; if not, then, the preposition should be interpreted as part of a phrasal verb and the noun or nominal group as

Range as in *They got off the old bus* were ‘the bus’ is Range (* *It was off the old bus they got* (Martin et al. 1997: 128)).

Also, Manner Circumstances are often difficult to differentiate from Attributes. The probe we can apply in this case is leaving out the element in question. Circumstances are not inherent or central in the transitivity configurations in contrast with attributes. If an element is circumstantial, one can elide it from the clause. For instance, in *I don't sing very well* (Text 1), ‘very well’ corresponds to a circumstantial element since the clause still conveys meaning without it. In contrast, in *My parents are there* (Text 13), ‘there’ is a Circumstantial Attribute which can only be elided at the risk of losing the complete meaning of the clause.

Circumstances of Manner and Agents introduced by a ‘by phrase’ can be difficult to distinguish from each other. For instance, in *His jaw was broken by a particular savage blow* (Martin et al. 1997: 128), ‘by a particular savage blow’ corresponds to the participant Agent rather than a circumstance since it can take the role of Subject in an active variant of the clause (*A particular savage blow broke his jaw*). In contrast, in *He was chosen for that task by chance* (Martin et al. 1997: 128), the Circumstance of Manner Quality ‘by chance’ cannot be placed in subject position (**Chance chose him for that task*).

In addition, as prepositional phrases can function as Circumstances and qualifiers, sometimes circumstances can be easily confused with qualifiers of nominal or adjectival groups. Only when these prepositional phrases provide the ‘setting’ for the process, can they be classified as Circumstances. Unlike qualifiers, circumstances can take the position of Marked Theme, i.e. “a theme that is something other than the Subject, in a declarative clause” (Halliday 2014: 98). The potential of Circumstances to be Marked Theme makes it possible to distinguish them from Qualifiers. In *Youth Action raises money to help young people in our community* (Text 7), for instance, ‘in our community’ is a Circumstance of Spatial Location rather than a qualifier of ‘young people’ since it can be placed in thematic position (*In our community Youth Action raises money to help young people*). In contrast, in *The project has been good for the community* (Text 16), ‘for the community’ realizes a qualifier within an adjectival group since it cannot be sensibly placed in thematic position (**for the community the project has been good*).

Whenever meanings of location, manner, cause, for instance, appear in a clause with its own process configuration, then they realize a dependent clause rather than a circumstance. For example, in *A few of the local people set up a community organization/ to buy the land/ and to turn it into a wildlife park* (Text 16), the last two clauses in the previous clause complex correspond to a dependent clause rather than a circumstance since they have their own

transitivity configuration of process (‘to buy’ and ‘to turn’), participants (‘the land’ and ‘it’), and circumstances if any (‘into a wildlife park’). Instead, examples such as *Is it worse because of your asthma?* (Halliday 2014: 321), ‘because of your asthma’ is a Circumstance of Cause Reason since it does not have its own Mood and process configuration to be considered as a dependent clause.

Finally, especially in configurations that include Circumstances of space and time, problems arise when classifying elements into experiential (circumstances), or textual (conjunctive adjuncts). Textual elements serve to construe relations in text for organization purposes and they mostly carry anaphoric reference (they relate the current clause to previous text) e.g. in *Earlier, several attempts had been made to cross the Blue Mountains* (Martin et al. 1997: 130), “earlier” is a textual element. On the contrary, circumstances of temporal and spatial location construe aspects of the process configurations themselves and, therefore, they can be the focus of Theme predication, as in *Before 1820 several attempts had been made to cross the Blue Mountains*, in which “before 1820” can be made the focus of Theme predication as in *It was before 1820 that several attempts had been made to cross the Blue Mountains*.

The following chart summarizes all the previous probes used to properly identify circumstances from other participants.

| Problematic analysis | Circumstances | Other elements |
|---|---|---|
| Circumstance versus Participant with verb followed by preposition | Process + Circumstance → if prepositional phrase thought to be circumstance can be placed as the focus of Theme predication (e.g. Text 12: <i>I can go on tour with the band</i> → <i>It is on tour I can go with the band</i>). | Process + Participant → if prepositional phrase thought to be circumstance cannot be placed as the focus of Theme predication (e.g. <i>They got off the old bus</i> → * <i>It was off the old bus they got</i>) (Martin et al. 1997: 128). |
| Manner Circumstance versus Attribute participant | Circumstance if constituent can be elided from the clause (e.g. Text 1: <i>I don't sing very well</i> → <i>I don't</i> | Attributive if constituent cannot be elided if a complete clause is needed (e.g. Text13: <i>My parents</i> |

| | | |
|---|---|--|
| | <i>sing</i>). | <i>are there</i> → *My parents are). |
| Circumstance of Manner versus participant Agent | Circumstance by phrase cannot be placed in Subject position (e.g. <i>He was chosen for that task by chance</i> → * <i>Chance chose him for that task</i> (Martin et al. 1997: 128). | Agent participant if ‘by phrase’ can take the role of Subject in active voice (e.g. <i>His jaw was broken by a particular savage blow</i> → <i>A particular savage blow broke his jaw</i> (Martin et al. 1997: 128). |
| Circumstance versus Qualifier of Nominal or Adjectival Groups | Circumstance if constituent provides the setting of the process and can take Marked Theme position (e.g. Text 7: <i>Youth Action raises money to help young people in our community</i> → <i>In our community Youth Action raises money to help young people</i>). | Qualifiers if constituent cannot be placed as Marked Theme (e.g. Text 16: <i>The project has been good for the community</i> → * <i>For the community the project has been good</i>). |
| Circumstance versus dependent clause | Circumstances are realized by constituents below the clause, usually Prepositional Phrases and Adverbial Groups, and do not have their own process configurations. | Dependent clauses have their own process configuration (e.g. <i>Is it worse because of your asthma?</i> (Halliday 2014: 321)). |
| Circumstance versus textual element | Circumstances construe aspects of the process configuration and thus can be focused on in Theme predication (e.g. <i>Before</i> | Textual elements do not construe aspects of experiential meaning and thus cannot be the focus of Theme predication (e.g. * <i>It</i> |

| | | |
|--|---|--|
| | <i>1820 several attempts had been made to cross the Blue Mountains → It was before 1820 that several attempts had been made to cross the Blue Mountains).</i> | <i>was earlier that several attempts had been made to cross the Blue Mountains).</i> |
|--|---|--|

Table 7: Probes for the identification of circumstances in conflictive configurations

In sum, the process types and circumstances described above combine in texts to construe the speaker’s/writer’s experience of the world. At the same time, they also serve to evoke different types of attitude and to construe values around which to affiliate with the textbook-user. In other words, transitivity configurations not only serve to convey experiential meaning, but also to implicitly convey interpersonal meaning and negotiate ideological assumptions. Indeed, as Thompson (2008: 2) claims, the transitivity patterns arising from the choices made in texts not only need to be identified, but also interpreted in terms of their ideological significance. Such interpretation of ideological assumptions, on the other hand, are also associated with participants’ degree of nuclearity in transitivity configurations. Therefore, another model related to Transitivity, which deals with participants’ degree of involvement in events, needs to be introduced, namely, Ergativity. Ergativity, then, is of great importance in this paper since, in the first place, the classification of participants according to the degree of nuclearity in a given process configuration is crucial for the accurate organization of participants in the transitivity tables which display the complete transitivity analysis as the basis of this exploratory study (see Appendix 2). Secondly, such organization of participants helps to determine which are the nuclear participants and how the vicarious participant for the textbook-user is mostly associated to a nuclear position. For such reasons, the Ergativity system as a nuclear model of experience is thoroughly described in the following section.

2.3 A NUCLEAR MODEL OF EXPERIENCE: THE ERGATIVITY SYSTEM

It is not only the identification of processes, participants and their roles in a clause that is important for the analysis of experiential meanings, but also the analysis of how these participants are associated with the central element (the process). Participants can be more or less related to the process according to their involvement in a given transitivity configuration. Yet, the system of transitivity does not take account of this aspect of configurations known as a

different system, namely, the system of ergativity, which is needed in order to identify, classify, and label each participant's involvement in the processes they configure in texts. This notion is of special interest in this paper for organization purposes: in order to better organize the transitivity configurations of each process in the transitivity tables (see Appendix 2), the participant roles of all process types were characterized according to their level of nuclearity. In other words, according to the ergativity system, and concurrently with transitivity roles, participants can be classified into Agent, Medium, Range and Beneficiary (see section 3.3.2 Methodology). This system and the categories in it allow us to determine how nuclear the participant vicarious for the reader is and, thus, how it is associated to the normality evoked in texts.

Following Halliday (2014: 336), within the system of transitivity we can distinguish two semantic models of processes: the transitive and the ergative. The transitive model, already described above (see section 2.2), can be seen as a linear interpretation that tends to emphasize the distinction between participants and circumstances. On the contrary, the ergative model, to be briefly introduced here, is a nuclear interpretation rather than a linear one since it focuses on how experience is construed in terms of which participants are depicted as more or less involved in a process configuration. Martin & Rose in *Working with Discourse* (2008: 74) follow Halliday (2004: 333) and claim that “from a grammatical perspective, a clause is a structure of words and word groups, but from a discourse semantic perspective the clause construes an activity involving people and things”. Focusing on the discourse semantic perspective, a nuclear model of experience is needed in order to describe which the core elements in a clause (the processes and the participants) are, and which other elements (circumstances) are more peripheral. Identifying how central the vicarious participant is in a given process configuration helps to highlight the participant involvement in the representation and reproduction of the values and beliefs that underlie such transitivity configuration.

In order to describe the ergativity system, three sets of lexical relations need to be identified within the system of ideation (the system within the discourse semantic stratum for construing experience), namely Taxonomic Relations, Activity Sequences and Nuclear Relations. From these three types of lexical relations, Taxonomic Relations and Activity Sequences are briefly described here due to time and space constraints, whereas Nuclear Relations are fully elaborated on since they are useful for the analysis proposed and the transitivity generalizations as explained above.

To begin with, **Taxonomic Relations** are chains of relations between elements as a text unfolds from one clause to the next. Three subcategories such as ‘Co-class relations’ (relations between one instance of a class and another), ‘Co-part relations’ (relations between one part of a whole and another part), and ‘Repetition and Synonyms’ (the repetition of participants in order to keep track of them in a text) build the scope of taxonomic relations. However, due to time and space constraints, this aspect of the ideation system will not be further explained since these relations will not be addressed in this research.

On the other hand, **Activity Sequences** correspond to the sequence of activities construed by clauses as a text unfolds as series of events that are expected to co-occur in a given field (Martin & Rose 2008: 76, 101). Although activity sequences will not be explored systematically, references will be made to some activity sequences that are instantiated frequently in the sample, and that help to construe a clear notion of normality and ideological values in texts.

As regards **Nuclear Relations**, they deal with the configuration of elements within a clause, which makes it a system of great interest in this research since it describes how elements are more or less dependent on the nuclear pattern of the clause to construe field. As explained above, the identification of processes and participants is not enough when trying to bring to light ideological assumptions and, therefore, identifying how the vicarious participant is most frequently associated with other elements in the clause, whether in nuclear or marginal position, helps analysts to identify how central (s)he is to the construal of normality in texts. However, in this research the system of ergativity is in focus for organizational purposes, mainly, since the classification of participants into Agent, Medium, Range and Beneficiary, and concurrently with the transitivity labels described in the previous section, each participant is organized differently in the transitivity tables (see section 3.3.2 Methodology).

To begin with, participants’ involvement in a given configuration can be classified according to four degrees of nuclearity: Center (occupied by the Process and some Range subtypes: process, class or part), Nuclear (includes Medium and any other Range subtype: entity, quality and possession), Marginal (includes the Agent and Beneficiary) and Peripheral elements (Circumstances). As already explained, “the essential experiential pattern is that people and things participate in a process” (Martin & Rose 2008: 91), and, in ergativity terms, the core participant in this process is the **MEDIUM**, which positions it as the first participant to be described. The Medium of a process corresponds to the **Nuclear** participant since without it no process and experiential meaning can be conveyed. In *I get up late* (Text 5), for instance, ‘I’ realizes the Medium of the clause. Another example (Matthiessen 1995: 253) in which a Goal

Medium is presented as 'my car' in *I repaired my car*. In both cases, no meaning can be conveyed if the participant Medium is elided. In addition, other participants can be involved in the process. **AGENT**, for instance, instigates the process and affects the Medium, e.g., in *He is going to haunt me* (Martin & Rose 2008: 91) 'he' corresponds to the Agent who acts upon the Medium 'me'. Some effective processes also have a third participant known as the **BENEFICIARY** in the process, as, e.g., 'to me' in *People don't pay attention to me* (Text 9). Both, Agent and Beneficiary are regarded as **Marginal** participants in terms of nuclear relations since they can be easily elided in the clause and this still conveys experiential meaning (as in *People don't pay attention to me* → *People don't pay attention*). Another important participant is the **RANGE**, which, although instigated by the process, is not affected by it. There are six types of Range, which differ from each other in the degree of nuclearity they have in the clause. The first Range is an *entity* that the process extends to; e.g.: in *I can't concentrate on my work*² (Text 5), 'my work' is the Range of the Medium 'I'. Range *quality* and *possession* in processes of 'being' or 'having' (relational processes) relate to the quality and possession of the Medium as, for example, in *I'm worried* (Text 4), *I haven't got any friends* (Text 4). In the examples, 'worried' and 'any friends' realize the Range of the Media 'I' in both cases. All these Range types are Nuclear in the clauses. However, there are three other Range subtypes that are **Central** to the process and they are called 'inner Range'. The first is known as *Range: process* and takes place when the process is very general and, thus, the Range specifies the type of process as, for instance, in *I do a dance, I have a bath* (Martin & Rose 2008: 94). In these clauses 'a dance' and 'a bath' help to appropriately classify the vague process. The other two Range subtypes are *class* or *part* of the Medium in processes of 'being' and 'having', as, for example, in *Rosemary Scott is a lawyer* (Text 3), *He had only one desire* (Martin & Rose 2008: 94). Again, 'a lawyer' and 'one desire' correspond to the Range subtypes of class and part of the Media in question. Apart from Medium, Agent, Beneficiary and Range, Circumstances also play a role in this nuclear model of experience. As Circumstances are more peripherally associated with the process, but they still convey experiential meaning, they are known as **Peripheral** participants. As already shown, all transitivity participants are associated with an ergative function according to their degree of nuclearity in the clause. Some participants (such as Phenomenon, Verbiage, Token, etc.) have

² According to Oxford Dictionaries Online, concentrate on = do or deal with (one particular thing) above all others, as in e.g. *Luke wants to concentrate on his film career*
http://www.oxforddictionaries.com/es/definicion/ingles_americano/concentrate?q=concentrate+on

not been classified here, however, but they have been completely described in terms of ergativity labels in the Methodology Section (see subsection 3.3.2 Table 9 next chapter).

Since nuclear relations can [better] show the roles of people and things in process configurations (Martin & Rose 2008: 103), this classification of experiential constituents will be recovered in the Results and Discussion section (Chapter 4) of this research.

2.4 AFFILIATION

As this research has been conducted in order to identify what are the values and belief system that underlies EFL textbooks and how authors seek to affiliate with textbook-users in such terms, the concept of Affiliation from a SFL perspective needs to be addressed.

In the past few years a great deal of research within SFL has focused on communal identity and processes of affiliation through value-sharing in texts. According to Martin & White (2005: 211), the actions and experiences of the social actors presented in texts are the grounds for the sharing of feelings, tastes and norms. Maree Stenglin (2002) confirms this assumption and calls this sharing of feelings, tastes and norms ‘Bonding’. She also adds that it is in sharing value-infused ideational meanings that participants align into communities, in which they constantly negotiate the potential to commune around these values. In other words, affiliation (or bonding) is about making [readers] feel welcome and as though they belong to a community of like-minded people – people who share similar values, appreciate the same aspects of their material cultural heritage, and enjoy participating in the activities that the community offers. (Stenglin 2004: 402 cited in Caple 2010: 128).

At this point, it is worth retrieving the concept of Instantiation described above (see Theoretical Framework, p. 15). Instantiation deals with meaning potential in a culture and the choices made in texts by speakers of a culture from that meaning potential. This concept is not only concerned with meanings selected and made in particular texts, but also with recurrent selection of features in a given culture and with how these features are combined. This combination of meanings of coordinated choices of system networks is what Martin calls *coupling*. Following Martin (2008: 44 cited in Knight 1010: 39), coupling can be defined as ‘combined meanings’ that impact upon affiliative identities. Martin’s claim is crucial to the present research since the combination of certain experiential meanings and the repetition of certain transitivity structures are the elements that help to construe the notion of typicality or expectedness at the same time that contribute to evoke interpersonal meaning.

In terms of the combination of meanings just described, following Knight (2010: 41): “Turning into a perspective on affiliation shows that in the unfolding of a text, the experiences, participants and things discussed are encoded or *tied up* with interpersonal values”. In texts, these meanings are expressed as experiential meanings coupled with attitude. This attitude + ideation coupling realizes the social bonds with which participants construe their communal identities. In other words, affiliation is a theory of communal identity that is discursively negotiated in texts by patterns of interpersonal + ideational couplings. Due to time and space constraints, the interpersonal sphere (Attitude) cannot be developed in this research in combination with the experiential system of transitivity. Still, this paper will seek to present and analyze the notion of affiliation in terms of interpersonal meanings evoked by experiential transitivity patterns that serve to construe a notion of normality around which text-writers and text-users can affiliate.

In general terms, as affiliation has to do with how interactants commune around bonds that they can share and reject (Knight 2010: 49) “typicality” or “expectedness”, then, seem to help to construe this bond with readers at the same time that it evokes ideological assumptions in texts. The “typical” activities–participants in the textbooks are immersed in, the “typical” roles they take, and the “typical” values transmitted through them seem to construe a particular representation of what is usual, normal (normality) around which to effect affiliation with the textbook users. Thus, affiliation in this paper will be explored in terms of what representation of normality is construed in texts through transitivity configurations and the interpersonal meanings evoked by them. It is worth noticing, however, that this notion of normality will be understood in terms of typicality and expectedness following Knight (2010: 49) instead of in relation to the notion of Judgement described by Martin and White (2005: 53).

Finally, the notion of normality in terms of expected content and affiliation strategies, the representation of textbook-users’ identity and, by implication, ideological content evoked in texts is systematically analyzed in this paper by studying repeated discursive patterns, which allow the analyst to make statements about likelihood and typicality in the representation of people, events and values associated.

3. METHODOLOGY

This section describes the criteria for compilation of the sample of texts used and outlines the methodology followed in the research. In the first place, the research questions will be presented. Then, the corpus selection criteria will be set out and justified, and finally the method of analysis will be described and explained in detail. Finally, the problems encountered during the research process will be mentioned, along with the steps taken in order to solve them.

3.1 Research Questions

The purpose of this research is to explore and identify what kind of readership is construed by English textbooks addressed to Argentinean teenage students of low intermediate proficiency level in terms of the notion of normality they build and how they seek to affiliate with the textbook users. For the exploration of these texts, the following questions will be addressed:

- What transitivity configurations are participants vicarious for the textbook-user mostly involved in and how are they construed on the basis of such configurations?
- What notion of normality do English textbooks build on the basis of the transitivity configurations they associate with the participants vicarious for the text-book user and how is such notion used to affiliate with readers?
- What community of readers do the English textbooks seek to align with?

In order to answer these questions, the following more specific questions will be addressed:

- Who are the people vicarious for the textbook user in these texts?
- What events or processes are they involved in and what participant roles do they take in those processes?
- What attributes do they have? What do they possess?
- What notion of normality does the representation of these participants in the above terms help construe, what values do they help convey and how do these participants, their actions and roles contribute to promoting affiliation with the readership?

This research was initially thought of as an exploratory study involving both ideational and interpersonal discourse semantic systems. The original idea was to explore how texts fuse ideational and interpersonal meanings in order to affiliate with the readers in terms of

experiences shared (ideational) and values or judgements evoked by or inscribed in the representation of those experiences (interpersonal). Due to time constraints as well as to the space limitations of a thesis at an undergraduate level, the decision was eventually made to restrict the analysis of texts to the experiential strand of resources only and to resign the study of Appraisal Theory, in this first approach to the topic. The analysis of interpersonal meaning and appraisal resources is left for future follow-up studies. Questions such as ‘what are the sources of evaluation in texts?’, ‘what are the targets of evaluation?’, ‘what attitudes are expressed and what values seem to underlie such attitudes?’ were posed initially as research questions relating to interpersonal (Appraisal) analysis, but will not be part of the study now. Interpersonal meanings, however, are not left aside altogether since they will be explored when necessary as interpersonal meanings evoked by transitivity configurations. In other words this research would be looking at how the world is being represented in these text types, how the participants involved are depicted, and which values are being attached to them in order to ensure affiliation with the textbook-user.

3.2 Corpus Selection Criteria

In order to answer the previous set of questions, a sample was put together for this exploratory research, consisting of thirty (30) texts drawn from English textbooks published by locally oriented editors for educational purposes in schools with a pre-intermediate and low-intermediate proficiency level. The texts finally selected from the sample were drawn from the English textbooks *What’s Up 3*, 2nd edition, Pearson 2011 (A2); *Project 4*, 3rd edition, Oxford 2009 (A2+); *Champions 3*, Oxford 2011 (B1); and *Engage 3* 2nd edition, Oxford 2012 (B1). Not all texts within these textbooks were selected to become part of the corpus. The criteria the texts needed to meet in order to be included in the sample are indicated and justified below.

The sample texts had to be published in Argentina as specified in the textbooks (publishing dates and places: *What’s Up 3*, Buenos Aires, Argentina 2013; *Project 4*, Argentina 2014; *Champions 3*, Argentina 2011; *Engage 3*, Argentina 2011) since this work primarily seeks local relevance, and they had to be assigned for young adolescents of public and private schools in Mendoza ranging from ten (10) to fifteen (15) years of age with a weekly schedule of three (3) hours: *What’s Up 3* was used at Escuela Estatal ‘Vicente Zapata’, 4th level high school; *Project 4* in ‘Instituto Cultural’, 7th level elementary school; *Champions 3* in ‘Colegio Dios Padre’, 3rd level high school; *Engage 3* in ‘Mendoza British school’, 2nd level adolescents. Textbooks addressed to younger students have not been included in this sample since their

classroom methodology focuses mainly on grammar learning as it will be explained in later criteria (page 53). Textbooks of low proficiency level focus mainly on Grammar learning in order to establish basis for a better mastery of a language. Therefore, grammatical exercises are more frequent than activities oriented to writing production and students' development of writing skills.

Texts should come from books representing the same or a comparable proficiency level as specified in each English textbook following Council of Europe specifications or as suggested by the grammatical coverage of the book. The level of proficiency of textbook helps keep the range of lexico-grammatical resources and probably contents under control. If the texts had different grammatical content, then this would make a systematic generalization of transitivity analysis difficult since the higher the level of expertise in a language, the better resources students have to imprint their own experience when writing. Therefore, texts should address similar or comparable topics to keep lexicogrammatical variation and content under control. In this sample, the proficiency level of textbooks range from pre-intermediate (A2+) to lower intermediate level (B1) according to both the specifications of Council of Europe and in terms of grammar coverage. This range of proficiency levels made it possible, on the one hand, to have access to long enough texts since in these levels students are induced to produce on their own by reproducing writing models provided in the textbooks. On the other hand, it is only with texts with a given degree of development that one can explore and identify value around which users are induced to affiliate. Also, grammatical content has been taken into account since they usually overlap in the textbooks selected and, by implication, grammar has an effect on the degree of difficulty in writing tasks. In general, *What's Up 3* (which contains 6 units) and *Project 4* (7 units) deal with present tenses (present simple, continuous and perfect), simple past and past continuous, modal verbs like *must/musn't*, *have to/don't have to*, *should/shouldn't*, future tenses and first conditional. *Champions 3* (6 units) and *Engage 3* (8 units) also deal with modal verbs but they include *might* to the grammar content. They share the future tenses, first conditional and present perfect with the other two textbooks, but they also include second conditional and *Champions 3* goes ahead and starts introducing passive voice. Again, the range of grammatical points covered ensured the possibility of dealing with texts that were developed enough to explore and identify values and represent teenagers' normality

The third criterion they have to meet was to be part of textbooks designed for and/or used with young adolescents from ten (10) to fifteen (15) years of age. The age of students helps to keep the range of topics covered under control in order to make generalization about aspects of

experience being represented possible. This criterion is of importance in this research since students' ages are a variable taken into account when teachers decide to use a given English textbook. Some general topics (field) that textbooks develop are recurrent across books and this recurrence enables generalizations to be drawn. In other words, field is the only dimension that allows the classification of the corpus since it is the only variable shared by most of the texts. There are, in particular, five (5) fields or motifs that are to be found in almost all the textbooks used and they include: Personal Habits and Dispositions (Text 1, 3, 10 and 18), Out of the ordinary Experiences (Text 2, 8, 9, 17, 19, 20, 22, 27 and 30), Teenage Problems and Conflicts (Text 4, 5, 11, 12, 13, 14 and 21), Predictions and Plans for the Future (Text 6, 23 and 24), and Volunteering in the Local Community (Text 7, 15, 16 and 28). There is a sixth group hybrid texts (Text 25, 26 and 29), which present classification difficulties in terms of field (this point will be explained in the Results and Discussion chapter, section 4.1.6). However, these texts are included in the sample since they still respond to the criteria set forth in general: the texts offer writing models with an appropriate proficiency level directed to young learners and, most importantly, a participant vicarious for the textbook-user is present. The division into field groups will be provided in the Results and Discussion section.

Finally, the fourth criterion texts had to meet to be selected for the corpus was the section of the book they were drawn from. Texts should be part of a writing section where they were used as models for writing, as indicated by activities in the section inviting or directing textbook-users to write a text comparable to one presented (and usually worked with) in the unit. The reason for this criterion was that in such texts, the human participants were found to vicariously represent the textbook-user with the purpose of encouraging the reader to write a text with the aimed at structural and lexico grammatical characteristics. Therefore, they are more relevant than other sections in the textbook to the present study in which participants' representation of values and the attainment of affiliation are in focus. It is worth mentioning, however, that in this context a vicarious participant for the textbook-user can be defined as somebody whose experience depends on watching or reading about someone else doing something, as well as on doing things by him/herself³. In other words, the vicarious participants for the readers in the sample texts are the ones who represent the potential user of the textbook both with respect to her/his inner and outer world of experience. In texts dealing with teenagers' routines, likes and dislikes, conflicts, and future prospects, there are experiences undergone by these vicarious

³ <http://www.ldoceonline.com/dictionary/vicarious>

participants (and even evoked values and judgements) which serve to construe the ‘usual’ or ‘normal’ life of an adolescent and his/her circle of family and friends. Text 1, for instance, is written in the 1st person by Mandy, a teenage girl who gives some personal information regarding her routine and personal interests. The participant here is depicted as a teen girl with specific habits and likes that make her potentially representative of a teenage user. However, the vicarious participants for the textbook-user in the sample not only are realized by a Nominal Group as in the previous example (or as in Text 2: *Jessica Watson is the youngest person to sail solo around the world*), but also by 3rd person singular and plural pronouns (as in Text 2: *She lived in a cruiser for five years with her family (...)* or Text 17: *They travelled around the world with Ross and his sister, Louise, 17*). The vicarious participants can also be instantiated in the 1st person singular and plural pronouns as in Text 1: *I can speak three languages: Spanish, English and some French*, or Text 17: *We lost contact with Joe for 24 hours*.

Going back to the writing criterion, it should be noted that some of the texts presented as writing models were incomplete because they were not only writing models but also material for grammar practice (e.g. for the practice of tense conjugation in ‘fill in the blanks’ activities). In such cases, the activities oriented to the textbook-users were done and the blanks were filled in order to have complete and meaningful texts for the corpus. Such is the case of texts 8, 9, 11, 12, 13, 14, 19, 20 and 26. Table 8 summarizes the criteria already discussed:

| TEXTBOOK CRITERIA | WHAT’S UP 3 | PROJECT 4 | CHAMPIONS 3 | ENGAGE 2 |
|--|---|--|--|--|
| Local school | Vicente Zapata ⁴ School | Instituto Cultural | Colegio Dios Padre | Mendoza British School |
| Proficiency level and grammatical content | A2 present tenses (present simple, continuous and perfect), simple past and past | A2+ present tenses (present simple, continuous and perfect), simple past and past | B1 future tenses, first conditional and present perfect, second conditional and | B1 future tenses, first conditional and present perfect and |

⁴ Information on names and grades was provided by Natalia Escudero, SBS manager. Personal Communication

| | | | | |
|---|---|---|--|---|
| | continuous, modal or quasi modal verbs like <i>must/musn't</i> , <i>have to/don't have to</i> , <i>should/shouldn't</i> , future tenses and first conditional | continuous, modal verbs like <i>must/musn't</i> , <i>have to/don't have to</i> , <i>should/shouldn't</i> , future tenses and first conditional | passive voice | second conditional |
| Ages and Associated Topics | 11- 15 ⁵ Personal habits and dispositions; out of the ordinary experience; teenage problems and conflicts; predictions and plans for the future; volunteering in the local community. | 10-15 Personal habits and dispositions; out of the ordinary experience; teenage problems and conflicts; volunteering in the local community. | 11-15 Personal habits and dispositions; out of the ordinary experience; teenage problems and conflicts. | 11-15 out of the ordinary experience; predictions and plans for the future; volunteering in the local community. |
| Writing model and vicarious participant for textbook-user | X | X | X | X |

Table 8: Summary of corpus selection criteria

⁵ Information on ages was provided by Natalia Escudero, SBS Mendoza manager. Personal Communication

In general terms, these criteria for text selection have made it possible to keep certain variables under control - audience of the texts, level of proficiency, ages and variation in themes or motifs, and purpose of texts – that, if not controlled, might have given rise to differences in the kinds of fields addressed and values expressed.

3.3 Method of Analysis

This section aims to outline the methodology applied to answer the questions set out above in section 3.1. It describes the corpus and the transitivity analysis procedure followed.

3.3.1 Organization of the text corpus for transitivity analysis

The thirty (30) texts selected to form the sample for this research represent a variety of genres, and they also vary in tenor and mode. In terms of genre, it is not easy to characterize the texts for they often do not fully correspond to a genre as described in Martin and Rose (2008) or evince genre mixing. Genre is many a time not a concern of the textbook authors and this explains that from a generic point of view the texts are not easily classifiable. As regards tenor, some texts seem to be more informal than others, i.e. some of them are written to friends (Text 9, 20), while others are written to be read by people that are strangers to the writer (Text 29, 30). On the other hand, although mode is shared to a certain extent by all texts, since they all correspond to the written mode, each text can be placed differently with respect to the poles of the mode cline (spoken or written) since some are closer to the spoken pole than others, i.e. some text are more interactive as they expect a response and seek for one (Text 10, 18) and others are non-interactive as they are written to be read only by someone who will not respond immediately to the author (Text 1, 3). In spite of the variety of genre, tenor and mode, it was decided to sub-classify the sample according to field because, as stated in 3.2 above, there is a restricted number of identifiable fields or domains of experience that texts drawn from different textbooks share. Field has been chosen as the discourse semantic criterion to group texts because it is the domain of experience of texts that determines transitivity variation and, as Geoff Thompson adds (2008), the patterns of choices across texts – in this case, organized in terms of field configurations - are significant in revealing the ideological content and their socio-cultural importance. When texts are grouped in a common field of experience, the topic of texts becomes a controlled variable taken into account when general transitivity descriptions and ideological assumptions need to be made.

In the sample, five (5) different fields have been identified and, as already said, the texts in the sample have been grouped in one or the other field. There is a sixth group of texts in which the field characteristics do not properly correspond to any of the five groups identified, and thus, is defined separately. The texts forming the sample have been included in the Appendix 1 at the end of the thesis with the corresponding analysis (Appendix 2) to be referred to if needed. Reference to transitivity here will be general and brief, just to justify the classification of texts into different fields. Transitivity will be addressed in more detail in the Results and Discussion section with the purpose of establishing patterns that reveal the picture of normality the textbooks' authors seek to create to affiliate users with.

3.3.1.1 Group 1: Personal habits and dispositions

Four (4) texts belong in this group (Text 1, 3, 10 and 18), they are written in the 1st and 3rd person, and they share meanings relating to habits and to emotional disposition (likes, dislikes, inclination). What distinguishes these texts from the ones in other groups is the presence of material (Text 1: *I live in Madrid, Right now, I'm taking dance lessons*) and behavioral processes (Text 1: *I never sing in public, I always listen to Pop music*) that recur, and of mental processes of affection (Text 10: *I don't like vegetables, I prefer fish*, Text 18: *I love fantasy books and love stories*). Unlike other texts in this group, Text 3 (see Appendix) gives information about preferences but such meanings are instantiated in combination with affect with respect to goods and evoked appreciation of material belongings (*She has just bought a new sports car/ because she loves fast cars*) and with description of the main participant's state of being through relational processes or of aspects of her life (*Her job is very stressful, She is married to David*). The presence of the Simple Present to realize the meaning of habits and disposition is another lexicogrammatical characteristic in this group of texts. Interpersonally, these texts present frequency adverbs that help to construe meanings of usuality of personal habits and dispositions (Text 1: *I always listen to pop music*, Text 10: *I usually eat two or three packets of sweets a day, I sometimes have a pizza*). -In terms of genre and as explained above, texts from this group (and the whole sample) are not easily classifiable since they do not fully correspond to the characteristics of a prototypical genre. Still, those in Group 1 are descriptive reviews, some of them presented in the form of an interview.

3.3.1.2 Group 2: Out of the ordinary experiences

Nine (9) texts (Text 2, 8, 9, 17, 19, 20, 22, 27 and 30) belong to this group and relate to the field of recounting out-of-the-ordinary experiences, experiences happening to the speaker (1st person narration) or a 3rd person. What they seem to have in common in terms of field is that they make meanings about actions in the outer world, not in the inner world of speakers and, by implication, they are characterized by the presence of material processes (mostly material middle processes with or without Range as in Text 2: *She sailed the Pacific Ocean*). They also show a high proportion of relational attributive processes with several adjectives that express appreciation impact (Text 9: *It (=being a pop star) was very exciting, But it all became very annoying*) and some relational identifying ones in which people are associated with out of the ordinary values (Text 22: *Everyday, young people are the victims of street crime*), but not many mental processes construing emotion are instantiated. As for the prevailing tense, texts differ in whether they present the out-of-the-ordinary experience in the past or in the present; the difference among texts in this respect does not seem to be very significant since the vicarious participant either presents a past out of the ordinary experience or a current one. However, it is worth noticing that in this group the prevalent tenses are the Past or Present Perfect as opposed to the Simple Present in the group relating to personal experience (Group 1) and to the Future tense in the group of future plans and predictions (Group 4). In addition, the out of the ordinary feature of the situations is signaled by the presence of *gradation* in interpersonal terms. Indeed, in most of the texts there is gradation expressed in the form of Circumstances of Extent (Text 2: *She was sailing around the world*. Text 20: *We've walked everywhere*), quantity (Text 30: *His dancing improved a lot*) and even enumeration of activities and places visited, for instance (Text 17: *The family travelled to China, Indonesia, Australia, New Zealand, South America and North America and finally back to the UK*, Text 20: *We've eaten some great food – Thai, Mexican, Italian and Chinese*). In terms of Genre, the texts in Group 2 are recounts kind of texts since they focus mainly on events participants are involved in, though some descriptions of the participants, places and food are instantiated. In those cases, they also come close to a descriptive report in sections of the text.

3.3.1.3 Group 3: Teenage problems and conflicts

Seven (7) texts belong to this group (Text 4, 5, 11, 12, 13, 14 and 21), and they all relate in field to teenage problems. One feature that all texts share in this group is the explicit reference to a problem regarding a personal incapacity to perform a particular activity or a conflict with

others. This meaning is encoded by means of the word “problem” that recurs in the texts in this group (Text 11: *I’ve got a real problem with my parents*, Text 13: *I’ve got the opposite problem*, Text 21: *I have a problem at school*). There are no other words comparable in meaning used to describe adolescents’ conflict. As opposed to the texts in the other groups, but in keeping with the field, these texts have a higher percentage of instances of inscribed negative affect and negative judgment (Text 4: *I don’t enjoy it (=acting)*, *The thing is I’m not good at acting*, Text 5: *I’m not doing well*, Text 14: *I’m getting fed up with it (=arguing with my mother)*, Text 21: *I hate lying to my mom*) and also verbal processes and behavioral verbal processes encoding interaction or, counterexpectantly, lack of interaction with and often a conflictive relationship with others, particularly with parents (Text 11: *I haven’t said anything to my parents yet, If I tell them/ they’ll say ‘No’*, Text 14: *We argue all the time, We seem to disagree on everything*). One of the texts is slightly different from the others in that the problem is not with parents or does not stem from a personal incapacity to perform an activity, but rather with a peer (Text 21). In this text the main participant can be perceived as having a problem thanks to the fact that (s)he is often represented as a Goal or Carrier in configurations in which the victimizer is a classmate, a peer represented as Actor or Attributor (*She makes fun of me, She calls me horrible names, She pushed me*). In this group, the prevailing tense is Simple Present Tense since the conflicts are described as the participants’ current state of being. -Finally, in terms of genre, the texts in this group seem to be descriptive reports since they describe problematic situations or conflicts the participants have. However, some texts (Text 11, 12, 13 and 14) are also presented in the form of an interview in which the vicarious participant addresses an interlocutor to describe his/her conflict.

3.3.1.4 Group 4: Predictions and plans for the future

What characterizes and distinguishes this group made up of three (3) texts (Text 6, 23 and 24), from other groups is, besides their purpose of describing adolescents’ plans and predictions about the future, the great variety of modality resources. Mental processes in configurations such as *‘I think’*, *‘I hope’* are very common in this group for subjective explicit modalization of future intentions (Text 6: *I hope I’ll be happy*, Text 24: *I don’t think I’ll be rich*). Also, the auxiliary *going to* is used when a high degree of determination with respect to future actions is expressed (Text 24: *I’m going to move back to my hometown, Cartagena*), and the presence of modals to express a given degree of probability in terms of subjective implicit modality (Text 6: *I might have a girlfriend*) is also instantiated when predictions are being made. The prevailing

Future tense with the presence of the future auxiliary *will* (Text 6: *I'll get married before then, I'll live in a flat*, Text 24: *I'll apply to colleges in the U.S. or Europe*) is evident and expresses a high degree of certainty which could be brought together with modals for implicit subjective modality. Interpersonally, adjuncts of probability (Text 23: *I'll definitely apply to some colleges in the U.S or the U.K; I'll probably become a surgeon*; Text 24: *I'll probably study computer science or history*) are frequent. For more details about the different categories of modalization, see Results and Discussion section (p. 85) In addition, regarding genre, texts in this group are predictive descriptive reports since they inform about the participants' predicted actions and behaviors in the future.

3.3.1.5 Group 5: Volunteering in the local community

The four (4) texts that form this group (Text 7, 15, 16 and 28) share the field of volunteer work, which is made evident in the presence of lexical items relating to that field through the use of the words *volunteer* and *help* as a verb and a noun and lexical items relating to need or people in need (Text 7: *To help young people in our community*, Text 15: *I'm a volunteer with an organization that helps elderly people, I help a lady who lives in our street, Why do I do volunteer work?*, Text 16: *I volunteered to help with the work, Volunteering is great*, Text 28: *To help to overcome poverty, There are volunteers building emergency houses for people all over Latin America*). Another feature of these texts is the presence of material effective processes with volunteers or volunteer organizations as Actor, showing a proactive attitude on the part of volunteers (Text 7: *Youth Action raises money*, Text 16: *A few of the local people set up an organization*). Clauses of purpose (Text 16: *To buy the land to turn it into a wildlife park, To help with the work*) also help to construe the field of volunteering. The prevailing tense in this group of texts is Simple Present given the fact that the volunteer actions are part of the participant's current routine and lifestyle. Finally, texts in this group seem to focus on describing the volunteer work each participant does with the structure of a report. However, some texts (Text 7 and 28) are presented in the form of advertisement texts in which they promote and encourage readers to join a volunteering group.

3.3.1.6 Group 6: Hybrid texts

Only three (3) texts belong in this group (Text 25, 26 and 29) and they do not, as the texts in other groups, share a single field but are rather hybrid in field, containing, in some cases, features of one or the other previous groups. Still, they are analyzed separately from the other

groups just mentioned because, strictly speaking, they do not thoroughly share their field with any of the other groups either. There are two different types of hybrid texts within this group: the first one corresponds to texts that share field characteristics with some of the previous groups but, at the same time, deal with other topics or evince field configurations that make them peculiar in the sample. For instance, Text 25 could be located in Group 1 since it presents habits and dispositions on the part of the speaker but in hypothetical future situations. However, it has more characteristics of an opinion kind of text rather than a personal habits description. The second type corresponds to those texts that could be located in more than one field group among those presented above. Text 26, for instance, could be located in Group 4 (the participant talks about future plans) and in Group 5 (as the plans are related to helping a given community) at the same time. Similarly, Text 29 carries some features of Group 1 (Personal Habits and Dispositions) but some others of Group 4 (Predictions and Plans for the Future) since the participant tells friends about recent or current states of being of the members of his/her family, and then (s)he tells about the plans they have and justifies the plans by reference to emotional disposition. In terms of genre, the hybrid texts also respond to the function and structure of report, only they are reports of hypothetical conditions and hypothetical actions in the future if the conditions are met (Text 25), predictive reports (Text 26) and reports oriented to the present or the recent past and to the future in a predictive way (Text 29).

After organizing the text sample into six (6) groups just described, the experiential analysis was carried out in the light of the transitivity system as stated above:

3.3.2 Transitivity analysis procedure

In this section, methodological decisions made for the transitivity analysis are set out and explained and some issues to be taken into account for organization purposes of the transitivity tables are explained.

Initially the sample texts were digitalized, classified into groups according to field as explained in the previous section, and segmented into clause complexes and clauses. For Transitivity analysis, the clauses of each text were displayed in a table one below the other (see Appendix 2), and the processes, participants and circumstances for each clause were recorded and labelled below the element the label represents. In addition, for better classification of processes, participants and circumstances some probes were applied (see Theoretical Framework Table 5, p.30) and when processes posed special difficulties and classification demanded extra

reasoning, a footnote was included below the transitivity table in order to explain and justify the final analysis.

As for the structure of the tables, the number of rows in each table depends on the number of clauses analyzed in that table, and the tables all have seven (7) columns. The first column corresponds to the number of the clause in the sequence of clauses in the text and the last one corresponds to the elements in clauses that are not experiential but textual or interpersonal. Among the rest of the columns, there is a column for the classification of the process and three (3) columns for the 1st, 2nd, and 3rd participant for clauses in which there are two or three participants in the configuration (Figure 4 below).

Processes, such as material, mental, or relational have been sub classified with a higher degree of delicacy and subtypes were identified in each case. According to Halliday (2014: 218) basic process types function as the entry condition to a more delicate part of the system network. For instance, material processes can be middle or effective, while mental processes can be of affection, perception or cognition, as indicated in Chapter 2 above (Theoretical Framework section 2.2. p.17). This level of delicacy is of great importance since they help the analyst identify more accurately the specific experiential meaning conveyed by the authors of texts and its ideological overtones.

The analysis of participants needs some explanation, too: the system of ergativity developed by Halliday (2014) and reproduced by Martin and Rose (2008) (see Theoretical Framework section 2.3 p. 41) suggests that, concurrently with transitivity roles, participants can be classified into Agent, Medium and Range. According to Martin and Rose's description of the ergativity system, the Actor/Agent participant prevails over the Goal/Medium which, in this research, is presented as Participant 1 in the transitivity tables - the participant who is more involved in a given process configuration and who may affect other participants to follow a course of action. If there is no Actor/Agent but Actor/Medium, then the latter corresponds to the Participant 1, which prevails over Range, if any, which corresponds to participant 2 in the transitivity tables. If there is Actor/Agent and Goal/Medium or Actor/Medium and Range + Beneficiary in processes of giving (for instance, in *Give a book*), then Actor/Agent or Actor/Medium correspond to Participant 1. Therefore, Goal/Medium or Range are classified as Participant 2 - which corresponds to a relatively central participant in the process that depends on Participant 1 as the initiator of an action -, and Beneficiary is Participant 3 – which is the more marginal participant who benefits from the process (Matthiessen 1995: 210)) in process configurations. These relations between transitivity and ergativity labels can be better

summarized as follows (see Table 9) in order to understand the organization of participants in the transitivity tables according to their degree of nuclearity. These are just a few examples to show that the degree of nuclearity of participants in a given transitivity configuration is of great importance in this research for organization purposes since it helps to identify and organize in tables the variety of participants instantiated in a given field, their roles in the patterns of process configurations, and their interaction and degree of involvement within such configurations. This organization according to the degree of nuclearity is set out in Table 9 below for all configurations.

With mental process projecting a Metaphenomenon clause, the hypotactic relation was signaled in the projecting clause with the label '+Metaphenomenon' in order to indicate the interdependency of the clauses in context. The Metaphenomenon clause, being dependent, was then included in the row below and analyzed for transitivity. Similarly, with verbal processes projecting a Locution, the projected clause was announced by the label '+Locution Quote/Report' indicated below the projecting process and was then displayed in the row immediately below the projecting clause and analyzed for transitivity.

In clauses with an 'empty it' as Subject and with postponed real Subject, the real Subject (usually realized by an embedded clauses) was identified between brackets in each clause as in the usual practice in SFL studies. For instance, in Text 15 the clause *It's nice [[to do something to help other people]]* was presented in the table as *It (= [[to do something to help other people]]) 's nice.*

Textual and interpersonal elements were listed and organized in the last column of each transitivity table and, since they do not belong within the experiential metafunction, they were left unanalyzed within transitivity configurations. They were labelled according to their function in each clause for better understanding of the context of texts.

The transitivity analysis in this research follows Halliday's criteria as set out in Egings (2004), according to which embedded clauses correspond to downranked clauses that are constituents within ranking clause configurations. As a matter of fact, embedded clauses could be analyzed for transitivity although in this study the analysis has been restricted to ranking clauses, independent and dependent, given the need to narrow down the study to be able to carry it out within the time and length limits of a thesis at an undergraduate level.

| PROCESS CONFIGURATION | PARTICIPANT 1 | PARTICIPANT 2 | PARTICIPANT 3 |
|--|-----------------------------|----------------------|---------------|
| Material Middle (+ Actor/Medium) | Actor/Medium | | |
| Material Middle (+ Actor/Medium + Range) | Actor/Medium | Range | |
| Material Effective (+Actor/Agent + Goal/Medium) | Actor/Agent | Goal/Medium | |
| Material Effective of giving (+Actor/Agent OR Actor Medium + Goal OR Range and + Beneficiary (Receiver OR Client)) | Actor/Agent OR Actor/Medium | Goal/Medium OR Range | Beneficiary |
| Mental (+ Senser/Medium + Phenomenon/Range as in <i>I like music</i>) | Senser/Medium | Phenomenon/Range | |
| Mental (+Phenomenon/Agent + Senser/Medium as in <i>Music pleases me</i>) | Phenomenon/Agent | Senser/Medium | |
| Verbal (+ Sayer/Medium + Verbiage/Range) | Sayer/ Medium | Verbiage/Range | |
| Behavioral (+Behavior/Medium + Range or Behavior) | Behavior/ Medium | Range or Behavior | |
| Existential (+ Existent/Medium) | Existent/ Medium | | |
| Relational Attributive (+ Carrier/Medium +Attribute/Range) | Carrier/ Medium | Attribute/Range | |
| Relational Identifying (+ Token/Agent + Value/Medium) | Token/Agent | Value/ Medium | |

Table 9: Transitivity participant roles organization according to the Ergativity model of participants

The following chart illustrates the organization of participants according to their degree of nuclearity (Ergativity model) and their transitivity roles (Transitivity model) as they are used for specific texts (taken from Text 19 Appendix section):

| CLAUSE | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND |
|--------|---------------------------|--|----------------------------------|------------------------|---------------|--|
| 6 | Mum and I <i>Actor</i> | have (...)booked <i>Pr: Material</i> <i>Middle</i> | a parachute jump <i>Range</i> | | | just Interpersonal Element |
| | We <i>Saver</i> | haven't told <i>Pr: Verbal</i> | | dad <i>Receiver</i> | | but Textual Element yet Interpersonal Element |

Figure 4: Model of Transitivity Table

The methodology for transitivity analysis described in this subsection made it possible not only to precisely draw generalizations about transitivity patterns in the texts and groups of texts, but also to approach in a more orderly way the study of the construal of normality in the texts analyzed and of the values around which affiliation is achieved.

3.3 Problems encountered and solutions provided

In order not to set the validity of the results at risk one particular problem that was encountered during this thesis needed to be addressed. Since this research started in December 2013, the textbooks selected to build the sample were, at that time, applied in the schools mentioned above (section 3.2). Yet, as schools change textbooks regularly according to what the textbook publishers offer, the textbooks *What's Up 3*, *Project 4*, *Champions 3* and *Engage 3* are no longer used at present in the English lessons. However, it was decided to make no changes in the corpus because, upon reviewing the new books used, it was found that there would be no substantial changes in the vicarious participants' representations made and the values that underlie them, although it would be certainly addressable to carry out research in the future that confirms the conclusions reached in this paper with a sample with books being used at present.

4. RESULTS AND DISCUSSION

This section presents and discusses, on the one hand, the generalizations based on the analysis of each group of texts in terms of the participant roles, processes and attributes associated with the participant vicarious for the textbook user and, on the other hand, the notion of normality (usuality) that can be said to be evoked in texts by such patterns of transitivity as well as the values and the affiliation strategies associated with it. This chapter will be structured around the different groups of texts in terms of field (Group 1: Personal Habits and Dispositions; Group 2: Out of the Ordinary experiences; Group 3: Teenage Problems and Conflicts; Group 4: Predictions and Plans for the Future; Group 5: Volunteering in the Local Community; and Group 6: Hybrid Texts). For each group, two tables will be presented displaying the types of processes instantiated in the texts belonging in it and the circumstances attendant on them. Such tables are organized internally regardless of the frequency of the processes and circumstances instantiated. Instead, the processes and circumstances are presented according to the order they were presented in the Theoretical Framework for organization purposes. The tables will be followed by a detailed description of the participants, processes, roles and attributes associated with each group of texts and this, in turn, by a consideration of the patterns emerging from such selections and the notion of normality they help construe, the values evoked, and the affiliation strategies associated with them. In the last subsection of the chapter, more abstract generalizations will be drawn based on the previous analysis of all text groups in an attempt to further characterize the notion of normality underlying the textbooks as a whole, as well as some motifs derived from the analysis that cut across most of the text-groups in the sample.

4.1 TRANSITIVITY CONFIGURATIONS INSTANTIATED IN THE SAMPLE: Processes, Participant Roles, Attributes, Associated Circumstances and their Frequency in Texts

The following subsections will be dealing, on the one hand, with the participants and circumstances instantiated in each group of texts and, on the other hand, with processes, participant roles and attributes associated with the different participants. Each subsection will be devoted to one group of texts and will present two tables at the beginning of the section recording the number of process types instantiated in each of the texts belonging to the group under consideration, and the number of circumstances associated to such processes. Then, each

subsection will be divided into two smaller sections, namely ‘*Participant and Circumstances*’ and ‘*Process, Roles and Attributes*’. For the former subsection, each participant will be described in terms of its nuclearity (Nuclear, Marginal and Peripheral), and the participants vicarious for the textbook-user will be identified. In the latter section, each process type associated to the participant vicarious for the textbook-user will be fully analyzed, proceeding from the processes most frequently instantiated to the least frequently instantiated, as well as the different process subtypes. Only after the configurations associated with the participant vicarious for the reader have been analyzed, will the transitivity configurations associated to other participants be presented. Again, the analysis will proceed from the most to the least frequent process types.

4.1.1 GROUP 1: PERSONAL HABITS AND DISPOSITIONS

There are two tables at the beginning of this section. The first one records the number of processes instantiated in each text from Group 1: Personal Habits and Dispositions. The second one, in addition, shows the types of circumstances associated to the processes included in the first table. Both tables are at the service of better understanding the transitivity analysis displayed below.

| TEXT | | TEXT 1 | TEXT 3 | TEXT 10 | TEXT 18 | TOTAL |
|---------------------------|----------------|--------|--------|---------|---------|-------|
| PROCESS | | | | | | |
| Material Middle | Without Range | 2 | 2 | - | 1 | 5 |
| | With Range | 3 | 4 | 1 | 4 | 12 |
| Material Effective | | - | 1 | 6 | 1 | 8 |
| Relational Attributive | Intensive | 1 | 3 | 1 | 2 | 7 |
| | Possessive | - | 1 | - | - | 1 |
| | Circumstantial | - | - | - | - | - |
| Relational Identifying | Intensive | 3 | - | - | - | 3 |
| | Possessive | - | - | - | - | - |
| | Circumstantial | - | - | - | - | - |

| | | | | | | |
|----------------------------------|------------|----|----|----|----|----|
| Behavioral | Perception | 1 | - | - | - | 1 |
| | Cognition | - | - | - | - | - |
| | Affection | - | - | - | - | - |
| | Verbal | 3 | - | - | - | 3 |
| | Mental | - | - | 2 | - | 2 |
| Mental | Perception | - | - | - | - | - |
| | Cognition | - | - | - | - | - |
| | Affection | 6 | 1 | 3 | 2 | 12 |
| Verbal | | - | - | - | - | - |
| Existential | | - | - | 1 | - | 1 |
| TOTAL NUMBER OF PROCESSES | | 19 | 12 | 14 | 10 | 55 |

Table 10.1: Frequency of processes associated with participant vicarious for the textbook user per text in Personal Habits and Dispositions Group

| TEXT | | TEXT 1 | TEXT 3 | TEXT 10 | TEXT 18 | TOTAL |
|---------------------|------------|---------------|---------------|----------------|----------------|--------------|
| CIRCUMSTANCE | | | | | | |
| Extent | Temporal | - | - | - | 3 | 3 |
| | Spatial | - | 1 | - | - | 1 |
| Location | Temporal | 1 | - | 1 | - | 2 |
| | Spatial | 5 | 2 | - | - | 7 |
| Manner | Quality | 1 | - | 1 | - | 2 |
| | Means | - | - | - | - | - |
| | Comparison | - | - | - | - | - |
| Cause | Purpose | 1 | - | - | - | 1 |
| | Reason | - | - | - | - | - |
| | Behalf | - | - | - | - | - |
| Accompaniment | | - | - | - | - | - |
| Matter | | - | - | - | - | - |
| Angle | | - | - | - | - | - |
| Role | Guise | - | - | - | - | - |

| | | | | | | |
|--------------------------------------|---------|---|---|---|---|----|
| | Product | - | - | - | - | - |
| TOTAL NUMBER OF CIRCUMSTANCES | | 8 | 3 | 2 | 3 | 14 |

Table 10.2: Frequency of circumstances associated with participant vicarious for the text-user per text in Personal Habits and Dispositions Group.

Participants and Circumstances:

The character that vicariously represents the text-user in this first group of texts is primarily encoded through the 1st person singular pronoun form “I” (*I’m taking dance lessons. I haven’t finished ‘Princess in Love’ yet*), and frequently realizes a Nuclear participant (*I live in Madrid*).

In occasion, the character vicarious for the textbook-user takes up the Marginal position when the Nuclear participant is realized by entities such as ‘books’ (*I love fantasy books and love stories. I’ve already bought Princess in Love*).

In addition, in Text 10 more than one voice is included. This occasional polyphony seems to be related to the fact that as such text deals with preferences with respect to food, it seeks to cover as wide a spectrum of preferences as possible and thus, include different participants that are all in one way or another vicarious for the user.

Circumstances are mainly of the Spatial Location (7), Temporal Location (2) and Temporal Extent types (3) and they seem to convey the prototypical meaning of circumstances, i.e. they serve to complete the meaning encoded by the process as in *She has travelled to many different countries*, *Since the first Harry Potter adventure appeared in 1997* and *I haven’t stopped reading since then*. In addition, Circumstances of Manner (2) are also present in the texts in this group, serving to specify how some events take place (*I don’t sing very well. I don’t like vegetables very much*).

Processes, Roles and Attributes:

As can be seen in Table 10.2, the participant that vicariously represents the textbook user (‘vicarious participant’ from now on) is most frequently associated with Material Middle processes (17), with Range (12) and without Range (5), as the Actor in the processes. In relation to material middle processes with Range (12), many of these encode the activity of reading, and

their Range realizes a specific book. (*I do a lot of reading for school. I started with 'Harry Potter'. I've read The Princess Diaries*). Material middle processes without Range (5), on the other hand, are less frequent in this text-group and they construe habitual events in the Nuclear participant's life through processes of 'living' or 'traveling', as in *I live in Madrid, She lives in a beautiful country house with a jacuzzi, She has travelled to many different countries, and She would like to travel around the world*.

Next in frequency are Mental processes of Affection (12), in which the vicarious participant takes the role of the Senser of processes of affection that serve to express likes and preferences and, thus, positive appreciation of some free time activities and entities, and, less frequently, negative appreciation of other activities which demand extra effort on the part of the Senser. Likes, preferences and evoked positive appreciation are associated mainly to free time activities (dancing, singing, going out and watching T.V.) and entities like food or books (fish, fantasy books). Examples of such processes would be *I love going out with friends and watching TV, I prefer fish, I love fantasy books and love stories*. On the other hand, negative affect (and evoked negative appreciation) is associated mainly to activities which demand an extra effort from the vicarious participant, such as 'doing gym' or 'playing sports' (*I don't like playing sports after school*), and even eating healthy food which does not seem to be appealing for the participant (*I don't like vegetables very much*). The spectrum of mental processes, as can be seen from the examples, is reduced to verbs such as 'love', 'like', 'prefer'. Other verbs encoding like and dislike, such as *hate, dislike* or *please*, are not instantiated in the textbooks analyzed, probably on account of the pre-intermediate level of proficiency they represent, i.e. higher proficiency levels might involve the use of more complex or non-core verb types.

Next come Material Effective processes (8), in which the vicarious participant is Actor of the clause and his/her action extends to food, which is Goal, i.e. the participant affected by the process (*I eat fruits, I don't eat meat. I don't eat a lot of meat, except chicken*). These actions often evoke an appreciation of the entities realizing the Goal participant and a positive or negative judgment of the people involved in the configurations in terms of tenacity, i.e. in terms of how resolute somebody is (to stick to a given diet or not, in this case) – (Martin and Rose 2008: 68). In addition, material effective processes contribute to construing the motif of healthy eating in complementarity with mental processes of affection given the fact that healthy eating habits are present as long as healthy food correlates with the participant's likes in the text (*Mike says: I don't like vegetables very much/ and I never eat fruits or salads/ I usually eat two or three packets of sweets a day/ you hear about healthy eating a lot* (Mental process of Perception)

/ but I eat the things that I like). Also, not only food is presented as the Goal in material effective process configurations, but also other affordable goods, namely a sport car. i.e. the Goal in material effective processes is also realized by a different material object in association with a different process, namely, 'buy' (*She bought a sport car*). Adolescents seem to associate food with pleasure since, as shown previously with the mental processes of affection, they describe their diets in terms of habits which evoke affect (inclination). Regarding the action of 'eating', it is much more relevant in this group of texts than the action of 'acquiring food'. In other words, the vicarious participants' main worry is to 'choose' what food to eat or not to eat, rather than to get it, which seems to depict the participant as untroubled by the question of acquisition of goods (either food or a sport car, in this case), and to place them within a comfortable socio-economic status. It will be argued later that representations like this, which construe the participants' preferences for certain types of food and goods as a natural background, force readers (especially teachers) to consider books selection in terms of the context in which they will be used.

Relational Attributive Intensive processes (7) are next in frequency. Again, the vicarious participant is the Carrier of the clause and it serves to encode meanings of age and of professional and marital status (*When I was nine. Rosemary Scott is a lawyer. She is married to David*). On one occasion, a Relational Attributive Possessive process (1) is used to represent the main participant as possessing 'three children' (*They have three children, Sam, Rachel and Paul*). In addition, the relational attributive processes express at times a negative appreciation of the participant's job (*Her job is stressful*) when the Carrier does not correspond to the participant vicarious for the text-user. The attributes associated with the vicarious participant, then, make reference mainly to certain states of being. i.e. they represent a profession or a marital status. It should be said in this connection that material and mental processes of affection analyzed above are frequently at the service of attribution (*I prefer fish. I don't eat meat* = I am a healthy eater/a vegetarian) and, thus, the range of characteristics and attributes associated with the vicarious participant is wider through evocation of attributes. In the following section this point is presented more extensively.

Relational Identifying Intensive processes (3) are the least frequent among the processes instantiated in the texts in this group and they identify entities that are the object or target of the main participant's liking or admiration (*'American idol' is my favorite program. Professional athletes are my heroes*). This kind of processes are relatively frequent in texts dealing with personal habits and dispositions because they relate certain entities to certain values the vicarious participant has. The few cases instantiated in this group serve to represent entities such as a given

T.V program or certain athletes as symbolic of socially-relevant meanings for the participant vicarious for the text-book user. In other words, these processes provide a glimpse into what meanings and values in the culture are important to the people represented in these texts.

There are two (2) instances of Behavioral Mental processes in Text 10 ('hear' and 'think about') and these are related to the participant's behavior with respect to food (*You hear about healthy eating a lot. I don't think about food very much*): his/her hearing about food reflects the relative importance assigned to food by the participant's circle. At this point it could be said that food preferences and dispositions and attitude to food is a topic central to many of these texts. In order to construe the attitude of the vicarious participant for the textbook-user, the authors seem to use complementary meanings. In other words, the participants' attitude to food is depicted by means of material effective, mental of affection, and behavioral mental processes. Even though material effective processes are frequent to evoke inclination with respect to food, this inclination is expressed in complementarity with mental processes in terms of likes and dislikes, which may explain the high frequency of mental processes in this field, and, as in some cases, also with behavioral processes.

Finally, the Existential type of process (*There are people that say/ that I don't eat enough*) is only instantiated once, and there are no Verbal processes directly associated with the vicarious participant. Verbal processes, however, do occur in the more heteroglossic texts in the group (Texts 10 and 18), where they are associated with the narrator or presenter (*Mike says/ I don't like vegetables very much. Heidi says/ I'm a vegetarian. Melissa now says/ I haven't stopped reading since then*). Indeed, in such texts, a narrator or presenter only introduces the participant who vicariously represents the textbook-user by means of a Verbal process.

4.1.2 GROUP 2: OUT OF THE ORDINARY EXPERIENCES

As in the previous section, the first table records the number of processes instantiated in each text from Group 2: Out of the Ordinary Experiences, while the second table shows the types of circumstances associated to the processes included in the first table. The analysis displayed in the tables will be discussed below:

| PROCESS \ TEXT | | T. 2 | T. 8 | T. 9 | T. 17 | T. 19 | T. 20 | T. 22 | T. 27 | T. 30 | TOTAL |
|----------------------------------|----------------|----------|---------------|------|-------|-------|-------|-------|-------|-------|-------|
| | | Material | Without Range | 4 | 7 | 5 | 7 | 3 | 1 | 1 | 4 |
| Middle | With Range | 4 | 2 | - | 11 | 5 | 6 | 1 | 2 | 3 | 34 |
| Material | Effective | 2 | 3 | - | 2 | 1 | 1 | - | 4 | - | 13 |
| Relational | Intensive | 2 | 1 | 1 | 2 | - | - | - | 1 | 7 | 14 |
| Attributive | Possessive | - | - | 1 | - | - | - | - | 1 | 2 | 4 |
| | Circumstantial | 1 | - | 2 | 2 | 1 | - | - | 1 | - | 7 |
| Relational | Intensive | 2 | - | - | - | - | - | 1 | - | 1 | 4 |
| Identifying | Possessive | - | - | - | - | - | - | - | - | - | - |
| | Circumstantial | - | - | - | - | - | - | - | - | - | - |
| Behavioral | Perception | - | - | - | - | - | - | - | 2 | 1 | 3 |
| | Cognition | - | - | - | - | - | - | - | - | 1 | 1 |
| | Affection | - | - | - | - | - | - | - | - | - | - |
| | Verbal | - | 1 | - | - | - | - | - | - | - | 1 |
| | Psychological | - | - | - | - | - | - | - | - | - | - |
| Mental | Perception | - | 1 | - | - | - | - | 1 | - | - | 2 |
| | Cognition | - | - | - | - | 1 | - | - | 1 | - | 2 |
| | Affection | - | - | 1 | - | - | - | - | 4 | 3 | 8 |
| Verbal | 1 | - | - | - | 1 | - | 1 | - | - | 3 | |
| Existential | - | - | - | - | - | - | - | - | - | - | |
| TOTAL NUMBER OF PROCESSES | | 16 | 15 | 10 | 24 | 12 | 8 | 5 | 20 | 22 | 132 |

Table 11.1: Frequency of processes associated with participant vicarious for the text-user per text in Out of the Ordinary Experiences Group.

| TEXT CIRCUMSTANCES | | T.2 | T. 8 | T. 9 | T. 17 | T. 19 | T. 20 | T. 22 | T. 27 | T. 30 | TOTAL |
|--|------------|-----|---------|---------|----------|----------|----------|----------|----------|----------|-------|
| Extent | Temporal | 2 | - | - | 2 | 2 | - | 1 | 1 | 1 | 9 |
| | Spatial | 1 | - | - | 1 | - | 1 | - | - | - | 3 |
| Location | Temporal | 4 | 1 | 2 | 4 | 3 | - | - | 2 | 3 | 19 |
| | Spatial | 6 | 7 | 9 | 12 | 5 | - | 2 | 4 | 3 | 48 |
| Manner | Quality | - | 2 | - | 2 | - | - | - | - | 1 | 4 |
| | Means | - | 1 | - | 1 | - | - | - | - | - | 2 |
| | Comparison | - | - | - | - | - | - | - | - | - | - |
| Cause | Purpose | - | 1 | - | - | - | - | - | - | - | 1 |
| | Reason | - | - | - | - | - | - | - | - | - | - |
| | Behalf | - | - | - | - | - | - | - | - | - | - |
| Accompaniment | | 1 | - | 1 | 3 | - | - | 1 | - | 2 | 8 |
| Matter | | - | - | - | - | - | - | - | - | 1 | 1 |
| Angle | | - | - | - | - | - | - | - | - | - | - |
| Role | Guise | - | - | - | - | - | - | - | - | - | - |
| | Product | - | - | - | - | - | - | - | - | - | - |
| TOTAL NUMBER OF CIRCUMSTANCES | | 14 | 12 | 12 | 25 | 10 | 1 | 4 | 7 | 11 | 95 |

Table 11.2: Frequency of circumstances associated with participant vicarious for the text-user per text in Out of the Ordinary Experiences Group.

Participants and Circumstances:

The participant who vicariously represents the textbook-user is realized by either a 3rd or a 1st person pronoun. In some of the texts the name of the vicarious participant is presented at the very beginning followed by 3rd person singular pronouns (*Jessica Watson is the youngest person to sail solo around the world. She was born in Queensland, Australia*), but in other texts only ‘I’ or the inclusive ‘we’ identify the participant. Regarding the inclusive ‘we’, this occurs in two texts (Text 19 and 20) involving both the participant who represents the textbook-user and his/her family, since undertaking out of the ordinary experiences with one’s family seems to be

an important part of teenagers' life as this is construed in this group of texts (*We've done lots of interesting things. We've walked everywhere*).

Some configurations have different participants as Nuclear, either the participant vicarious for the textbook-user (*She started sailing. He went to the kitchen*) or some other socially relevant participant (police, reporters, thieves as in *Then the police came, There were always reporters there, and They (= thieves) were talking and laughing*). These participants have not been taken into account in the summary of processes and circumstances in the tables above, but they will be referred to in the report of results at the end of the following subsection 'Processes, Roles and Attributes' for better understanding of the different roles taken up by the vicarious participant regarding other entities.

Also, in this group, the presence of participants inducing the main participant to action is observed, especially in Text 30, in which the vicarious participant's father and school's director induce the participant to perform certain actions and put him in a Nuclear position by means of Material Middle Caused processes (*His father made him go to a ballet school that was very strict. The school's director made Carlos leave the school*). Only once does the vicarious participant induce others to action, by inspiring them through a Mental process of Affection (*He has inspired other young Cuban dancers*).

Location and Time are realized as peripheral participants by means of Circumstances of Temporal (19) and Spatial Location (48) and Extent (9), which serve to contextualize and highlight the out of the ordinary nature of the experience being recounted by making reference to the specific places participants find themselves in, and to duration or frequency of such events (*She lived in a cruiser for five years with her family. She was at sea for seven months. He's flown in a plane 36 times*). Circumstances of Manner (6) and Accompaniment (8) are also instantiated and further specify the conditions under which the out of the ordinary event takes place – usually through reference to how it happened, by what means, and with whom (*It rained heavily. I ended up in a fight with a photographer. He's made 47 journeys by boat. We lost contact with Joe for 24 hours*). Circumstances in this group are more conspicuous than in Group 1. It seems that the 'out of the ordinary event' needs to be thoroughly described and contextualized in order to highlight its unique or exotic nature, in contrast to events in texts dealing with the participants' habits and dispositions in an "ordinary" context.

Processes, Roles and Attributes:

Material Middle processes, both without Range (36) and with Range (34), are the processes most frequently associated with the participant vicarious for the textbook-user in this group of texts. In material middle processes without Range the vicarious participant realizes the role of Actor in processes which involve motion and travelling mainly (*She started sailing. Will went/ to answer the phone. I moved to London. He's flown in a planer 36 times. We arrived two days ago. We've walked everywhere*). In general, these processes of motion or travelling, which realize activities such as moving around, visiting places, and even flying to far-off countries, are the point of departure for most of the participants' out of the ordinary experiences.

Differently to most of the texts in this group, however, Text 30 does not deal with travelling and motion situations as out of the ordinary experiences. Instead, material middle processes in this text help to depict a young man's development as a dancer in his local community (*He didn't go to school, something happened [[that changed Carlo's life]], his dancing improved a lot-*). What is interesting here, is that the participant that vicariously represents the textbook-user is influenced at some point by an external Agent and thus, follows somebody else's will. The vicarious participant's father and his school director realize the role of Inducer and Carlos remains the Actor of the induced action (*His father made him go to a Ballet School that was very strict. The school's director made Carlos leave the school. The director made Carlos return*). As explained above, only on one occasion does Carlos induce others to do something (*He has inspired other young Cuban dancers*). Only in the first three examples, does the participant that vicariously represents the textbook-user not constitute the first or most dynamic participant (Agent). It seems that the participant that vicariously represents the reader does not induce others to do his or her will. Instead, he induces others by inspiring and motivating a specific *feeling*. It is an 'other' in a higher level of social hierarchy (father, school director) who induces the main participant to perform a certain *action*. Although Text 30 is clearly different from the other texts that belong to this group, it is interesting to devote some extra time and space to analyze its transitivity configuration regarding agency and ergativity since it construes motifs (especially about adult-adolescent hierarchy) that will come out later as in Group 3: Teenage Problems and Conflicts.

Regarding Material Middle processes with Range, these processes also relate mainly to 'motion' and 'travelling', and the Range identifies the places where the participants move to, along or across when travelling around the world, or the distance they cover in travelling (*She sailed the Pacific Ocean. He's visited 29 different countries. He's travelled a total of 95.000 km.*

We've visited the Science Museum). Also, some of these processes represent the difficulties encountered by the participant who vicariously represents the reader during his/her experience (*Jessica encountered difficult weather conditions. She faced severe storms (...). Ross had terrible food poisoning. But we all survived*). The vicarious participant for the textbook-user in this group is in constant motion, which determines to a large extent the out of the ordinary nature of his/her experience. This motion is realized as much by processes like 'sail', 'travel', 'visit', as it is by circumstances, as pointed out before.

Relational Attributive processes (25) come next as far as frequency of occurrence is concerned. By means of Relational Attributive Intensive Processes (14), the Carrier is attributed with an age group (*When she was eight years old. Ross is seventeen years old. When I'm older. Carlos was nine years old*) and with special or non-common states of being (*You don't have to be somebody special to achieve something amazing. I'd like to be an actor. He became a national hero*). Attributes are also related to appreciation of or reaction to experiences by the participant (*At first, it (=being famous) was exciting. But it all became very annoying after a while*) and to a physiological state or affect as state (*He was hungry. I'm really excited. He wasn't interested in dance*). Very frequently, the adjectives that realize such attributes are intensified by means of graduation resources. These processes seem to be there for evaluation of events or the impact of such events on the participants vicarious for the textbook users at the same time that other attributes are instantiated to characterize the vicarious participant as special or outstanding rather than as common people.

Within this group, Relational Attributive Circumstantial Processes (7) make reference to the places the main participant has been to, come back to or visited by means of a Circumstance of Spatial Location as Attribute (*She was at sea for seven months. The Paterson are back home. I've never been to France*). Additionally, there are Relational Attributive Possessive processes (4), that serve to construe past states of being and affect rather than the possession of concrete objects (*I had a quiet life in Brighton. He had a difficult childhood. He had a lot of enthusiasm for sports*). Only on one occasion is the vicarious participant associated to the lack of an ornamental object (*I have not had a piercing*). In most texts, what is out of the ordinary is that the participants move around the world regardless of material limitations, since texts combine material middle processes with relational attributive circumstantial processes to construe the out of the ordinary event.

Material Effective Processes (13) associated to the participant vicarious for the text-user relate to eating or cooking food - which seem to be an important part of the out of the ordinary

experiences recounted in the texts - (*He decided to cook some chips. He put some oil. We ate some very strange things. We've eaten some great food (...). I've eaten frogs' legs*), or to the manipulation of things relating to travelling as an out of the ordinary experience (*Louise lost her passport. I haven't put them (the photos) on my webpage yet*). The processes involved are related to eating by the process itself in combination with the Goal, or to travelling by the Goals affected by the process (passport, pictures). The Actors consume the food and interact with travelling objects. They do not seem to create or affect any entity beyond the trip situation. However, these processes are important for what they evoke about the main participant's attributes, i.e. the fact that some affected entities are of exotic nature such as frogs' legs, insects, and even "some great food – Thai, Mexican, Italian and Chinese" (Text 20), may imply that the participants' journeys must be of an adventurous and exceptional nature. In other words, what seems to be evoked about the vicarious participants' attributes is his/her need of adventures and sophisticated experiences as a result of a comfortable life that can only be interrupted by remarkable and outstanding out of the ordinary experiences.

Mental Processes (12) are next in frequency and eight of them are Mental of Affection (8), some of which serve to express negative affect with respect to certain entities such as reporters or school (*I couldn't stand it (=reporters being around him whenever he went out). Carlos hated school*). However, unlike the texts in Group 1, where likes and dislikes are prominent and mental processes of affection are frequent, in this group they are less frequently instantiated. Likes and dislikes are instantiated mostly when referring to food, controversial ornamentations such as piercings or tattoos, or travelling (*I like eating most things. I don't like it (=piercings). I'd like a small tattoo. I love travelling*). The main participant perceives someone or something that serves as a stimulus for the particular affection process and it seems that (s)he is emotionally motivated by the objects that (s)he finds more attractive (travelling, tattoos, piercings), while they refer negatively to entities or institutions which prevent them from enjoyment (reporters, school). In addition, there are two instances of Mental processes of Perception (2) in the sample, in which the vicarious participant sees or smells entities that take a crucial role in the development of the out of the ordinary experience (*When Will smelt the smoke. We saw two girls across the road*). It seems that in the unfolding of certain out of the ordinary events, perception constitutes the first step in an activity sequence constituting the out of the ordinary experience, i.e. first there is perception and then realization or encounter as in Text 8 and 22 respectively.

Very few Relational Identifying Processes (4) are instantiated in this group of texts, and the ones that are identify some outstanding or out of the ordinary value the participant vicarious for the textbook-user comes to represent in society as a result of being involved in the out of the ordinary experience (*She is the youngest person to sail solo around the world. Carlos is one of the greatest dancers in the world*). It seems that these processes are relevant in summative evaluations at the beginning (Text 2) or at the end of texts (Text 30), whereby the participant vicarious for the textbook-users comes to represent a meaning in his community, a value by virtue of the out of the ordinary experience he has taken part in.

Finally, Behavioral (5), Verbal (3), and Existential (0) processes do not present any relevant contribution to the general description of this group of texts.

4.1.3 GROUP 3: TEENAGE PROBLEMS AND CONFLICTS

Again, this section opens with two tables, the first one recording the number of processes type instantiated in each text from Group 3: Teenage Problems and Conflicts, and the second one showing the types of circumstances associated to the processes included in the first table. Both tables are at the service of better understanding the transitivity analysis displayed below.

| TEXT | | T. 4 | T. 5 | T. 11 | T. 12 | T. 13 | T. 14 | T. 21 | TOTAL |
|---------------------------|------------------|------|------|-------|-------|-------|-------|-------|-------|
| Material Middle | Without Range | 1 | 5 | 2 | 1 | 1 | 1 | 1 | 12 |
| | With Range | 2 | 3 | - | 2 | - | - | - | 7 |
| Material Effective | | 1 | - | - | - | - | - | - | 1 |
| Relational Attributive | Intensive | 2 | 2 | 1 | 2 | - | 3 | - | 10 |
| | Possessive | 1 | - | 1 | - | 1 | - | 2 | 5 |
| | Circumstantial | - | - | - | - | 1 | - | 1 | 2 |
| Relational Identifying | Intensive | - | - | - | - | - | - | - | - |
| | Possessive | - | - | - | - | - | - | - | - |
| | Circumstantial | - | - | - | - | - | - | - | - |

| | | | | | | | | | |
|----------------------------------|---------------|---|----|---|---|---|---|---|----|
| | ntial | | | | | | | | |
| Behavioral | Perception | 1 | - | - | - | - | - | - | 1 |
| | Cognition | - | 1 | - | - | - | - | - | 1 |
| | Affection | - | - | - | - | - | - | - | - |
| | Verbal | - | - | - | - | - | 2 | - | 2 |
| | Psychological | - | 1 | - | - | - | - | - | 1 |
| Mental | Perception | - | - | - | - | - | - | - | - |
| | Cognition | - | 1 | 1 | 1 | - | 1 | 1 | 5 |
| | Affection | 1 | - | - | 1 | 1 | - | 1 | 4 |
| Verbal | | - | - | 3 | - | - | - | 1 | 4 |
| Existential | | - | - | - | - | - | - | - | - |
| TOTAL NUMBER OF PROCESSES | | 9 | 13 | 8 | 7 | 4 | 7 | 7 | 55 |

Table 12.1: Frequency of processes associated with participant vicarious for the text-user per text in Teenage Problems and Conflicts Group.

| TEXT CIRCUMSTANCE | | T. 4 | T. 5 | T.11 | T.12 | T.13 | T.14 | T. 21 | TOTAL |
|----------------------|------------|--------|----------|------|------|------|------|-------|-------|
| | | Extent | Temporal | - | 1 | 1 | - | - | 1 |
| | Spatial | - | - | - | - | - | - | - | - |
| Location | Temporal | 1 | 6 | - | 1 | - | 1 | - | 9 |
| | Spatial | 1 | 3 | 1 | 1 | - | - | 2 | 8 |
| Manner | Quality | - | 1 | - | - | - | 1 | - | 2 |
| | Means | 1 | - | - | - | - | - | - | 1 |
| | Comparison | - | - | - | - | - | - | - | - |
| Cause | Purpose | - | - | 2 | 1 | - | - | - | 3 |
| | Reason | - | - | - | - | - | - | - | - |
| | Behalf | - | - | - | - | - | - | - | - |
| Accompaniment | | - | - | 1 | 2 | 1 | 2 | - | 6 |

| | | | | | | | | |
|--|---------|----|---|---|---|---|---|----|
| Matter | - | - | 1 | - | - | 1 | - | 2 |
| Angle | - | - | - | - | - | - | - | - |
| Role | Guise | - | - | - | - | - | - | - |
| | Product | - | - | - | - | - | - | - |
| TOTAL NUMBER OF CIRCUMSTANCES | 3 | 11 | 6 | 5 | 1 | 6 | 2 | 34 |

Table 12.2: Frequency of circumstances associated with participant vicarious for the text-user per text in Teenage Problems and Conflicts Group.

Participants and Circumstances:

The character that vicariously represents the textbook-user is realized mostly by the Nuclear participant in the 1st person singular pronoun in every text (*I'm new in my school. I used to get on well with my mom*). There are no names assigned to the vicarious participants, but most of them are depicted as school-age teenagers who have some problem either with themselves, at school with classmates, or at home with their parents. In addition, the inclusive 'we' is often instantiated as Nuclear participant making reference to the main character and his/her parents together (*We seem to disagree on everything. We argue all the time*). 'We' seems to be used to construe the disagreement present between the main character and his/her parents.

Two (2) of the seven texts in this group deal with the difficulties of a school-age teenager to fit in at school or to fall asleep, respectively. The problem here is a personal problem that affects the vicarious participant's relationship with his/her environment. The other five (5) texts deal with the Nuclear participant's conflict with another participant. In most of the cases, 'parents' are presented as a participant alternating with the vicarious participant as nuclear, that do or say things that are at odds with the teenager's expectations or desires (*My parents say/ that I have to stay on at school*). 'A girl from my school' is another participant causing trouble and realizing the Nuclear participant's role in the last text (*There is a girl in my class [[who bullies me]]*). Therefore, only when an 'other' causes a conflict to the participant vicarious for the textbook-user do they come to occupy the Nuclear position in the clause. The fact that 'parents' or a 'bully girl' realize a Nuclear participant is worth noticing in this field in terms of authority,

since these participants' nuclearity make the conflict a serious matter for the vicarious participant. This is reinforced by the instantiation of the notion of 'problems' as a Nuclear participant in most of the texts as in *I've got a real problem with my parents* or *I've got the opposite problem*.

Marginal participants tend to correspond to 'parents' and they realize the Receiver role in the clause (*I haven't said anything to my parents yet. If I tell them (=parents)*).

Temporal (9) and Spatial Location (8) Circumstances are very frequent and they expand on the immediate context in which the conflict takes place (*I want to leave school next year. I'm new in my school. I have to go to bed earlier*). Most of the time they serve to construe school or home environments. Accompaniment Circumstances (6) are also frequent and they serve to construe the entity in the Nuclear participant's life that is the source of conflict with parents (*I play electric guitar with a band. I can go with the band. I'm going somewhere with friends*).

Processes, Roles and Attributes:

The participant that vicariously represents the textbook-user is most frequently associated with Material Middle processes (19) with and without Range. Regarding Material Middle processes without Range (12), the Nuclear participant realizes the Actor of a process expressing motion to a different location in daily routine actions (*I go to bed after midnight. I always get up late. I have to rush to school. I really want to go on a date. I don't want to go to school anymore*). Many of these processes, as illustrated in the examples, complete their meaning by means of Circumstances of Spatial and Temporal Location which serve to construe the school or home environment in which the conflict takes place. A few of these processes are associated with negative polarity (*I don't want to go to school. I'm not doing well at school*). Since negative polarity expresses counter-expectancy in terms of the interpersonal system of Engagement (Martin & White 2005: 97), it could be said that teenagers are generally expected to have a positive attitude to and a good performance at school. However, many a time teenagers are represented as reluctant to face problematic or unpleasant situations instead of as active participants affecting their immediate world (see below material effective processes). They are depicted as either not willing to or unable to face and solve problems.

As far as Material Middle processes with Range (7) are concerned, they encode activities which posit problems to the vicarious participant either through processes themselves (*I want to leave school. I've failed three tests*) or through the Range. The Range, in some cases, instantiates

some entities that cause problems in the participants' everyday life such as relations, school or exams (*I want to make new friends. I want to leave school. I've failed three tests*).

Relational Attributive Possessive and Intensive processes occupy the second position in frequency of instantiation (15). In them, the vicarious participant is represented as the Carrier/Possessor of a 'problem' rather than of a specific object in relational attributive possessive processes (5) (*I've got problems with my parents. I've got the opposite problem. I have a problem*). As a result from these difficulties or conflicts, vicarious participants for the textbook-user are also associated with negative mental and physical states of being in relational attributive intensive processes (10) (*I'm worried. I feel tired. I feel sleepy and hungry. I'm getting fed up with it*). In addition, some attributes serve to construe the vicarious participant as a teenager (*I'm fourteen. I'm too young to go out with boys. I'm old enough to make my own decisions*). It seems that the main participant's identification of him/herself as an adolescent is an important factor determining his/her conflict either at school or at home.

Next in frequency are Mental Processes of Cognition (5) and of Affection (4). The Senser is always the teenager participant and (s)he projects Metaphenomena as Ideas to express his/her views in the midst of controversy or disagreement with others by means of processes of thinking and knowing (*I think/ I'm old enough to make my own decisions. I know/ that if I tell them/ they would say 'No'. I want to think/ we're good enough to be really famous*). In addition, there are processes of affect expressing a need for company (*I want somebody to talk to*). Most of the time, the vicarious participant expresses negative affect towards an unpleasant activity or a particular behavior related to something that creates a conflict (*I don't enjoy it (=acting). I hate lying to my mum*). It seems that teenagers are cognitively active in trying to understand their conflict. However, they are not portrayed as actively finding a solution since the vicarious participant is not able to speak about his/her problems with his/her parents.

There are five (5) instances of behavioral processes in this group of texts belonging to different subtypes. Behavioral Verbal processes (2) occur twice in this group of texts and they make meaning about explicit disagreement between the vicarious participant and his/her parents. In these two cases, 'we' stands for 'my mum and dad and I' and the processes show difficulties in fluent communication between the participants (*We seem to disagree on everything. We argue all the time*). Behavioral processes of Perception (1), Cognition (1) and of the Psychological subtype (1) occur once each and they mostly refer to a vicarious participant's habit (*At break time, I listen to music on my MP3 player*) or to the Behavior's impossibility to experience or have

a certain behavior (*I can't concentrate on my work. I can't go to sleep*) as the effect and cause of his/her conflict respectively.

Verbal processes (4) occupy the fifth position in terms of frequency of occurrence. In the configurations associated with these processes the vicarious participant interacts, as the Sayer in a process involving doubt or avoidance to communicate directly, with his/her parents who are represented as the Receiver of the Verbiage (*I haven't said anything to my parents yet. Should I say that I'm going out somewhere with my friends?*). It seems that fluent and confident communication is lacking within the family as this is represented in the texts. Adolescents are thus represented as not being used to and confident enough to talking about their conflicts with their parents. Maybe, the reason is that, in many cases, parents seem to be the cause of their trouble, but even when they are not, teenagers have difficulties communicating openly and frankly with adults (see 'lie' in Text 21 about the school bully Appendix 2)

The Material Effective process type (1) is not frequent in this kind of texts since the vicarious participant does not seem to act upon and affect their immediate world. Only in Text 21 is the participant vicarious for the textbook-user represented as the Goal of a process in which he becomes the target of violence from a bully girl (*Yesterday she pushed me in our P.E. class*). However, in general terms, the vicarious participant seems to avoid unpleasant situations with and act upon the entities that cause him/her trouble (parents, bully classmate at school). It seems that authors of these textbooks try to achieve affiliation with teenagers by using the stereotype of an adolescent reluctant to perform the duties imposed and to fulfill the obligations imposed upon them by parents and society. Therefore, conflicts with parents and others arise.

No Relational Identifying and Existential processes associated to the participant vicarious for the textbook-user occur in the sample.

Finally, other participants (parents), in most cases, take up the role of Nuclear participant as Sayer in configurations in which the projected clause expresses 'obligation' with respect to the teenager or that report a command addressed at him/her, and predictions about the teenagers' future (*My parents say/ that I have to stay on at school. They say/ I won't get a job*). They are also Nuclear participants as Actor in material processes which the teenager is indirectly affected by (*My dad travels on business*). Besides 'parents', another participant in Text 21 (the bully girl at school) is placed as a Marginal participant affecting the vicarious participant. In this case, she realizes the role of Actor and Assigner in clauses in which the main character construes him/herself as Token or Goal of the action (*She calls me horrible names. She (= bully girl) pushed me*). In general, adults' authority seems to be highlighted by the use of Verbal processes,

which attribute adults with commanding their children and also representing their future as they see it. Both, the parents and the bully girl cause an effect on the vicarious participant, which is iconically shown by the grammar since the vicarious participant is placed in a nuclear position as the Goal of actions performed by other participants.

4.1.4 GROUP 4: PREDICTIONS AND PLANS FOR THE FUTURE

The two tables below again serve to introduce this section. The first one records the number of processes type instantiated in each text from Group 4: Predictions and Plans for the Future, and the second one shows the types of circumstances associated to such processes. The data in the tables are discussed in detail, as in every other section, below.

| TEXTS PROCESS | | TEXT | TEXT | TEXT | TOTAL |
|---------------------------|------------------|------|------|------|-------|
| | | 6 | 23 | 24 | |
| Material Middle | Without Range | 4 | - | 2 | 6 |
| | With Range | - | 4 | 4 | 8 |
| Material Effective | | - | - | - | - |
| Relational Attributive | Intensive | 3 | 2 | 4 | 9 |
| | Possessive | 4 | - | 2 | 6 |
| | Circumstantial | - | - | - | - |
| Relational Identifying | Intensive | - | - | - | - |
| | Possessive | - | - | - | - |
| | Circumstantial | - | - | - | - |
| Behavioral | Perception | - | - | - | - |
| | Cognition | - | - | - | - |
| | Affection | - | - | - | - |
| | Verbal | - | - | - | - |
| | Psychological | - | - | - | - |
| Mental | Perception | - | - | - | - |
| | Cognition | 5 | - | 3 | 8 |
| | Affection | - | - | - | - |

| | | | | |
|----------------------------------|----|---|----|----|
| Verbal | - | - | - | - |
| Existential | - | - | - | - |
| TOTAL NUMBER OF PROCESSES | 16 | 6 | 15 | 37 |

Table 13.1: Frequency of processes associated with participant vicarious for the text-user per text in Predictions and Plans for the Future Group.

| TEXT CIRCUMSTANCE | | TEXT 6 | TEXT 23 | TEXT 24 | TOTAL |
|--------------------------------------|------------|---------------|----------------|----------------|--------------|
| Extent | Temporal | - | - | - | - |
| | Spatial | - | - | - | - |
| Location | Temporal | 2 | 1 | 1 | 4 |
| | Spatial | 3 | 1 | 1 | 5 |
| Manner | Quality | - | - | - | - |
| | Means | - | - | - | - |
| | Comparison | - | - | - | - |
| Cause | Purpose | - | - | - | - |
| | Reason | - | - | - | - |
| | Behalf | 1 | - | - | 1 |
| Accompaniment | | 1 | - | - | 1 |
| Matter | | - | - | - | - |
| Angle | | - | - | - | - |
| Role | Guise | - | - | - | - |
| | Product | - | - | - | - |
| TOTAL NUMBER OF CIRCUMSTANCES | | 7 | 2 | 2 | 11 |

Table 13.2: Frequency of circumstances associated with participant vicarious for the text-user per text in Predictions and Plans for the Future Group.

Participants and Circumstances:

There are no names identifying the participant vicarious for the user as Nuclear participant in the texts that belong to this group. As in Group 3: Teenage Problems and Conflicts, the lack of names may indicate that the texts are designed to ensure affiliation with all possible textbook-users, and thus, individual identification is avoided. Instead, the 1st person singular pronoun 'I' is employed to refer to the Nuclear participant (*If I go back to Canada/ I'll live in a big city like Montreal*).

In the periphery, Circumstances of Temporal (4) or Spatial (5) Location construe the time and place context of future events in predictions (*In ten years' time, I'll be 25. If I go back to Canada. I'll study medicine at a good college. I'll get married in my twenties*). They serve not only to indicate when and where the participants' plans are expected to occur, but also to lend more substance or reality to prospective events, and to construe values such as getting married or going to college.

Processes, Roles and Attributes:

Relational Attributive Intensive (9) and Possessive (6) processes are the most frequent in this group, and they serve to represent the vicarious participant as a family person in the future (*I'm sure/ I will get married and have children too. I'll probably have children*), or as a person who seeks for stable relationships (*I might have a girlfriend. I'll have a car and a lot of friends*), and a respectable and comfortable social status (*I'll have a job. I'll have a lot of money. I'll be rich. I'll have a comfortable life. I'll become a surgeon*). Therefore, the vicarious participant usually represents himself/herself in the future as becoming involved in traditional marital relations (such as getting married, building a family with children) and having friends, and as becoming professionally and financially successful (becoming a surgeon, wanting to be rich). What is presented as normal or typical is the participant's desire of future stability in family and professional life.

Material Middle processes with (8) and without Range (6) occupy the second position in terms of frequency of instantiation. The Actor of the clauses with material process with Range is mostly associated with processes and Range participants relating to studying and applying for jobs or for a place in college (*I'll study medicine. I'll definitely apply to some colleges in the U.S. or the U. K. I'm going to apply for jobs. I want to get a good job*). In addition, material processes without Range are associated with settling down in a specific residence and in a formal and stable job (*I'll probably live in a big city, like Montreal. I'll live in a flat with some friends. I*

might work for a big company or the government). It seems that teenagers' plans relate mostly to finishing school and moving on to higher education as a means to get a profitable and comfortable job. When one considers the complementarity of relational and material processes, one realizes how activity sequences are important in this group of texts as a vehicle of ideology. There would seem to be a fixed sequencing of activities to accomplish as part of adult life (studying, graduating, getting a good job, marrying and having children).

Mental processes of Cognition (8) are the only kind of mental processes that are instantiated in these texts. They are used in projecting mental clauses (*I don't think/ I'll get married before then. I think/ I'll apply to colleges in the U.K. or Europe. I hope/ I'll be happy*) in which the vicarious participant speculates about and anticipates what (s)he thinks will or will not do in his/her future.

It is interesting to notice that introducing content by means of a mental process of cognition is a way of graduating certainty: i.e. although the vicarious participant's level of certainty as expressed by "will" is high, (s)he is not certain about his/her predictions and, consequently, (s)he graduates certainty by the use of modals and adjuncts. This can be exemplified through contrast between the clauses *In ten years' time I'll be 25* and *I think I'll live in a flat*. As the examples show, the Mental process in the second clause makes room for doubt and thus opens up negotiation since they help to construe subjective explicit modality as projecting mental clause + idea (Halliday 2014:688), while the first clause expresses a high degree of subjective implicit certainty about the future outcome and contracts room for negotiation. Explicit subjective modality realized through mental processes of cognition combines in this group of texts with implicit subjective modality (*I might have a girlfriend. I might work for a big company or the government*) and implicit objective modality (*I'll probably live in a big city, like Montreal. I'll definitely apply to some colleges in the U.S. or the U. K.*). But as subjective and objective modality - together with their combined orientations (explicit and implicit)- are not in focus in this research, only a brief description of the different types of modality is provided in the following chart for better understanding of the modality description just mentioned.

| TYPE OF MODALITY | Subjective | | Objective | |
|--------------------------------|--|----------------------------------|---|--|
| | Explicit | Implicit | Explicit | Implicit |
| Realization | Projecting mental clause as mood Adjunct | Modal operator as Finite | Relational clause with modal Complement/ Attribute | [1] Modalization: modal adverb as mood Adjunct; [2] modulation: modal verb as passive/ adjectival verbal group in verbal group complex as Predicator |
| Examples of probability | <i>I think I'll live in a flat</i> | <i>I might have a girlfriend</i> | <i>It is probable, that I'll live in a big city like Montreal</i> | <i>I'll probably live in a big city, like Montreal</i> |

Table 14: Modality: examples of 'type' and orientation combined (Adapted from Halliday 2014: 688)

It is interesting to note that only three types of processes (relational, material middle and mental processes) are instantiated in this group of texts. There are no Material Effective, Relational Identifying, Behavioral, Verbal and Existential processes present. Maybe this is so, because textbook writers focus on the participants' attributes or states of being in the future and on doings or happenings they will be involved in, but mostly in terms of profession or studies, all activities that do not extend to others and affect them. The mental processes, as stated, are an incongruent realization of modality.

4.1.5 GROUP 5: VOLUNTEER ING IN THE LOCAL COMMUNITY

As in the previous sections, the first table below records the number of processes type instantiated in each text from Group 5: Volunteering in the Local Community, while the second

table shows the types of circumstances associated to such processes. Both tables are at the service of better understanding the transitivity analysis displayed below.

| TEXTS PROCESS | | TEXT | TEXT | TEXT | TEXT | TOTAL |
|--------------------------------------|------------------|-------------|-------------|-------------|-------------|--------------|
| | | 7 | 15 | 16 | 28 | |
| Material Middle | Without Range | 1 | 1 | 1 | 1 | 4 |
| | With Range | 3 | 2 | 2 | 2 | 9 |
| Material Effective | | 1 | 2 | 8 | 3 | 14 |
| Relational Attributive | Intensive | - | 1 | 1 | 1 | 3 |
| | Possessive | - | - | - | - | - |
| | Circumstantial | - | - | - | - | - |
| Relational Identifying | Intensive | - | 1 | - | - | 1 |
| | Possessive | - | - | - | - | - |
| | Circumstantial | - | - | - | - | - |
| Behavioral | Perception | - | - | - | - | - |
| | Cognition | - | - | - | - | - |
| | Affection | - | - | - | - | - |
| | Verbal | - | - | - | - | - |
| | Psychological | - | - | - | - | - |
| Mental | Perception | - | - | - | - | - |
| | Cognition | - | 1 | 2 | - | 3 |
| | Affection | - | - | 1 | 2 | 3 |
| Verbal | | - | - | - | - | - |
| Existential | | - | - | - | 1 | 1 |
| TOTAL NUMBER OF PROCESSES | | 5 | 8 | 15 | 10 | 38 |

Table 15.1: Frequency of processes associated with participant vicarious for the text-user per text in Volunteering in the Local Community Group.

| TEXT CIRCUMSTANCE | | TEXT 7 | TEXT 15 | TEXT 16 | TEXT 28 | TOTAL |
|--|------------|-----------|------------|------------|------------|-------|
| Extent | Temporal | 1 | 1 | 1 | 1 | 4 |
| | Spatial | - | - | - | - | - |
| Location | Temporal | 2 | - | - | 2 | 4 |
| | Spatial | 1 | 1 | - | 1 | 3 |
| Manner | Quality | 1 | 2 | - | - | 3 |
| | Means | - | - | - | - | - |
| | Comparison | - | - | - | - | - |
| Cause | Purpose | - | - | 1 | - | 1 |
| | Reason | - | 1 | - | 1 | 2 |
| | Behalf | - | - | - | - | - |
| Accompaniment | | - | 1 | - | - | 1 |
| Matter | | - | - | - | - | - |
| Angle | | - | - | - | - | - |
| Role | Guise | - | - | - | - | - |
| | Product | - | - | - | - | - |
| TOTAL NUMBER OF CIRCUMSTANCES | | 5 | 6 | 2 | 5 | 18 |

Table 15.2: Frequency of circumstances associated with participant vicarious for the text-user per text in Volunteering in the Local Community Group.

Participants and Circumstances:

The character that vicariously represents the reader in this group of texts is mostly the Nuclear participant of texts, expressed through the 1st person singular and plural pronoun (*I read to her. We meet every Wednesday in the library at 6 pm*). There are two texts (Text 15 and Text 16) in which the participant vicarious for the textbook-user is identified with a proper name (Victoria and Arnie respectively, as in *Victoria is my name. I'm Arnie*), while the vicarious participant in Text 7 is realized by the inclusive 'we', which represents the main participant and his/her volunteer group (*see example above*). This realization is not surprising in a text with 'Volunteering' as main topic.

There is only one text (Text 28) written in the 3rd person and using the 3rd person plural noun and pronoun realizing a Marginal participant as ‘A group of Latin American students’ (*In 1997, a group of Latin American students wanted to make a difference. They wanted to inspire people*).

In addition, other participants take up the Marginal position in all of the texts. This participant is realized either by Volunteering itself or by a specific project that involves volunteer work (*Youth Action raises money. It (= volunteering) is hard work. The project has been good for the community. UTPMP stands for Un Techo Para mi Pais*). Only in one text (Text 15) does the target of volunteer work realize a Nuclear position (*A lot of them (= the elderly) live on their own*). Such participant also takes up a Marginal role once as Beneficiary when it is associated directly with the main character, Victoria (*I often read to her (=Mrs. Green)*).

Time and Place are realized peripherally as circumstances of Temporal (4) and Spatial (3) Location since they occur in every text (*We meet every Wednesday in the library at 6 pm. Last year a few of the local people set up a community organization*). Circumstances of Manner Quality (3) and Reason Cause (2) also serve to elaborate on the ways and reasons why the projects have been presented as volunteer work (*Volunteers like me help them with the things that they can't do very easily, like shopping, gardening or taking the dog for a walk*).

Processes, Roles and Attributes:

The participant who vicariously represents the textbook-user is most frequently associated with Material Effective processes (14). Most of these processes are of the creative type and are associated with configurations which involve an Actor who organizes a volunteer project, brings it into existence, and even create something useful as part of a volunteer work (*A few of the local people set up a community organization. We started the project. They set up a charity called UTPMP. Ten volunteers with no special skills can put up one house in a weekend*). Also, the presence of the verb ‘help’ expresses the main purpose of this kind of activity in more general terms (*I help a lady who lives in our street – Mrs. Green. Volunteers, like me, help them with the things they can't do*). The vicarious participant in these texts moves from a personal to a public sphere and, thus, (s)he affects others by ‘helping’ them, by initiating a project for the local community, or by creating things (like houses) which benefit the people in need in the local community.

Next in frequency are Material Middle processes with Range (9). Many of these processes move around the idea of meeting people and joining a group (*We're looking for new members. We've met a lot of people who live in the neighborhood. They joined the project*). The Range, in these cases, realize the specific group or project the vicarious participant has become or is part of, or the people he targets for the group or comes together with. Also, some processes realize an action related to activities involved in 'doing' volunteer work (*I visit her*) and obtaining money to do so (*We've raised \$2000. We want to raise \$20,000 in total*). It is interesting to notice that the vicarious participant for the textbook-user comes to participate in the outer world by 'gaining' new members for a group, 'joining' a group, or becoming an active part in an specific group, while 'volunteer work' and 'money' seem to be important inanimate participants in this kind of texts.

It seems that the movement from a personal to a public sphere is expressed by material effective and middle processes in which the vicarious participant not only gives rise to organizations or creates things for the benefit of other people, but also seeks for a group to belong to.

In addition, in this kind of texts, mental processes (6) are prominent since there are several Mental processes of Cognition that realize explicit subjective modality as in Group 4 above (*I think/ all young people should do it*), and there are some others of affection that express positive affect towards the community work performed (*We've enjoyed it (= volunteer work). They love doing something that really makes a difference to people's lives (...)*). Here also the vicarious participant moves from his/her personal motivations towards the public community when (s)he acts as Initiator in a process of inspiration of other people (*They wanted to inspire people*).

Relational Attributive (3) and Identifying (1) processes appear only occasionally and they present attributes of the vicarious participant for the textbook-user that are expected in a field about volunteer work (*I'm a volunteer. Most of the volunteers are young people*). They are even more frequent when it comes to identifying and characterizing Volunteering itself instead of the main character. Indeed, when Volunteering or a specific project takes up the Nuclear position, they have the role of a Carrier of generally positive attributes such as 'nice', 'interesting', 'great' and 'good for the community', though it is also characterized as 'hard work' (*It (=to do something to help others) is nice. It (= to talk to older people about life in the past) is interesting. The project has been good for the community. Volunteering is great. It is hard work*).

In addition, Volunteering also functions as the Initiator of a mental process in which the vicarious participant is positively influenced by the community work (*It (= Volunteering) helps you to appreciate the things that you've got*). A Material Effective process also serves to construe the impact of Volunteering on the main character (*It will help me when I apply to college*). Therefore, Volunteering is presented as an activity that contributes to the growth of both: the participant who vicariously represents the textbook-user and his/her community. This dual growth can be also understood as a sign of movement from a private to a public sphere of belonging. The vicarious participant comes to be part of and to actively participate in his/her community.

4.1.6 GROUP 6: HYBRID TEXTS

Again, the two tables present the summary of processes and circumstances instantiated in this group of texts. The first table records the number of processes type instantiated in each text from Group 6: Hybrid Texts, and the second one shows the types of circumstances associated to the processes included in the first table. Both tables are at the service of better understanding the transitivity analysis displayed below.

| TEXTS PROCESS | | TEXT | TEXT | TEXT | TOTAL |
|---------------------------|------------------|------|------|------|-------|
| | | 25 | 26 | 29 | |
| Material Middle | Without Range | - | 4 | 5 | 9 |
| | With Range | - | 8 | 7 | 15 |
| Material Effective | | 2 | 1 | 2 | 5 |
| Relational Attributive | Intensive | 1 | 1 | 3 | 5 |
| | Possessive | - | - | 1 | 1 |
| | Circumstantial | 3 | - | 2 | 5 |
| Relational Identifying | Intensive | - | - | - | - |
| | Possessive | - | - | - | - |
| | Circumstantial | - | - | - | - |
| Behavioral | Perception | - | - | - | - |
| | Cognition | - | - | 1 | 1 |

| | | | | | |
|----------------------------------|---------------|----|----|----|----|
| | Affection | - | - | - | - |
| | Verbal | - | - | - | - |
| | Psychological | - | - | - | - |
| Mental | Perception | - | - | - | - |
| | Cognition | 3 | - | 2 | 5 |
| | Affection | - | - | 3 | 3 |
| Verbal | | 1 | - | 2 | 3 |
| Existential | | - | - | - | - |
| TOTAL NUMBER OF PROCESSES | | 10 | 14 | 28 | 52 |

Table 16.1: Frequency of processes associated with participant vicarious for the text-user per text in Hybrid Texts Group.

| CIRCUMSTANCE | | TEXT | | | TOTAL |
|---------------------|------------|----------------|----------------|----------------|--------------|
| | | TEXT 25 | TEXT 26 | TEXT 29 | |
| Extent | Temporal | - | 1 | - | 1 |
| | Spatial | - | - | - | - |
| Location | Temporal | - | 3 | 4 | 7 |
| | Spatial | 1 | 4 | 6 | 11 |
| Manner | Quality | - | - | - | - |
| | Means | - | - | - | - |
| | Comparison | - | - | - | - |
| Cause | Purpose | - | - | - | - |
| | Reason | - | - | - | - |
| | Behalf | - | - | - | - |
| Accompaniment | | - | 2 | 1 | 3 |
| Matter | | - | - | 1 | 1 |
| Angle | | - | - | - | - |
| Role | Guise | - | - | - | - |
| | Product | - | - | - | - |
| TOTAL | | 1 | 10 | 12 | 23 |

Table 16.2: Frequency of circumstances associated with participant vicarious for the text-user per text in Hybrid Texts Group.

Given the fact that the three texts that were brought together in this group have more differences than similarities in terms of field and language patterns, generalizations on transitivity selections and patterns turned out to be quite difficult. Thus, instead of presenting an overview of transitivity patterns in the three texts, each text will be discussed separately for transitivity patterns.

TEXT 25

Participants and Circumstances:

The participant who vicariously represents the textbook-user is, in most configurations, the Nuclear participant in this 1st personal singular pronoun text (*I think/ (...). I 'd make sure/ (...). I don't think/ (...)*). Yet, the participant vicarious for the textbook-user is also instantiated in Marginal position (*If I were in charge of my town/ I'd build more community centers*). This text also presents two other participants as Marginal, namely, 'young people' and 'people' in general (*Young people need better places to hang out. So more people could enjoy it*). Both cases occur only in projected clauses in Mental process configurations. Marginal participants are also 'students' as beneficiary of a Material Effective process of giving, or 'people' as Receiver of a Verbal process (*It would give them (= students) a chance to relax. I'd ask people*).

Very few Circumstances are instantiated as Peripheral participants, and those that are instantiated occur in projected clauses, to complete their meaning. Circumstances of Spatial Location, Manner, Angle, Cause Behalf and Temporal Extent occur in clauses in which the Nuclear participant is 'young people' (students, kids), rather than the participant who vicariously represents the reader (*Students need to stay in campus during breaks. In my opinion, everybody need to work harder. This (=leaving campus) would be good for students*). It seems that Circumstances here are at the service of precisely stating the norms and arrangements that young people as Nuclear participants are expected to follow. Circumstances are used, then, to state norms of behavior for adolescents in more specific terms (for instance, staying in a given campus, working harder, etc.)

Processes, Roles and Attributes:

The processes most frequently associated with the vicarious participant for the textbook-user are relational attributive processes (4) followed in frequency by mental processes of cognition (3). As for the former type, the vicarious participant, rather than being associated with a real attribute, is related to a hypothetical state of being by means of Relational Attributive

Circumstantial processes (*If I were in charge of my town. If I were in charge of my school. If I were in charge of my country*). In addition, it is worth mentioning that there is one instance in which the participant vicarious for the user performs the role of Assigner of an Attribute to another entity rather than realizing the Carrier of the process (*I would also make it (= to visit amusement parks and museums) free*). The vicarious participant proposes to make changes in a number of situations he perceives as undesirable at present, such as making different recreational and educational facilities free, and expresses inclination and low degree of certainty to do so by means of “would” structures. By hypothetical “would” the participant’s age and the restrictions he is subjected to because of age clearly come across in the text. The author’s ideas and representations for a better world in the main clauses are restricted in their accomplishment by the fact that (s)he is not a grown up person who can actually perform such changes, but rather an adolescent who is only able to project his ideas about his hypothetical involvement in making the world a better place.

As for the second type of frequent processes, the Senser of the Mental process of Cognition clauses projects a Metaphenomenon Idea by means of a process of thinking and assurance (*I think/ young people need better places to hang out. I’d make sure/ everyone had internet access and a good music system too*). There is a logical sequencing of ideas in the text, starting with what the vicarious participant is subjectively certain about what young people lack, followed by what the author would do to remedy such lacks. In other words, in the first projection the author expresses his/her idea about what young people need, while in the second one he/she states his/her idea about what changes are needed to improve the situation of young people.

Next in frequency are Material Effective processes (2) in which the vicarious participant as Actor projects him/herself as the hypothetical creator of community centers (*I’d build more community centers*).

Only in one instance does the vicarious participant for the user function as the Initiator of a Material Middle process projected by a Verbal process (1), in which the real Actor is ‘people’ rather than the author him/herself (*I’d ask people/ to do volunteer work in nursing homes and homeless shelters*). It seems that the vicarious participant in this text is always the Agent, either as Actor or as Initiator.

Whenever the main participant is realized by ‘young people’ or ‘kids’, they are most frequently associated with relational attributive (3) and material middle processes (3). Regarding relational processes, the Marginal participant ‘young people’ is frequently attributed with a

specific need projected by the author's thoughts or ideas (*I think/ young people need better places to hang out. I'd make sure/ each one had internet access and a good music system, too*). The process "need" is a Relational Attributive Possessive process which expresses negative possession (they need = they do not have). Ideally, these 'needs' (places to hang out and access to internet and technology, etc.) are hypothetically fulfilled by the author of the text in hypothetical situations (being in charge of the school, of the town, of the country).

Regarding the Material Middle process configurations, the Actor is associated with processes involving motion and construing freedom to move around (*For kids to hang out in. Kids would be able to leave campus during the lunch break*). In addition, 'leaving campus' realizes the Actor of a process of giving in the only Material Effective process in this texts (1) which expresses a benefit for students (*It (=leaving campus) would give them a chance to relax*).

Finally, when the main participant is realized by 'people' in general, Material Middle (1), Material Effective (1) and Mental processes of positive emotion (1) are instantiated (*In my opinion, everyone need to work harder. To help other people in their community. So more people could enjoy*). These processes highlight the need to work as a community, the purpose of doing so, and the benefits of such effort.

Although this text seems to be closely related to the texts from Group 5 (Volunteering in the Local Community), since it deals with actions to bring about improvement in a given community, it differs in terms of the participant's degree of involvement in community activities. In other words, though similar to the texts on volunteering, the vicarious participant is only associated with the expectation of a future responsibility in conditional clauses by means of relational attributive processes (which are not frequent in volunteering texts from Group 5). In this text, there is no clearly volunteering plan - maybe because of restrictions stemming from the participant's age -, no clearly realizable objectives on his/her part, but probably the will and the disposition to help is present. The vicarious participant for the textbook-user makes assumptions and suppositions about the best options to solve community issues in hypothetical situations in the future.

TEXT 26

Participants and Circumstances:

The participant who vicariously represents the textbook-user is the Nuclear participant throughout, encoded by the 1st person singular pronoun in the text (*In the summer, I plan to go to*

the village). Only in two instances is the Nuclear participant realized by 1st person plural pronoun as an inclusive ‘we’ (*Next week, we’re going to take part in a race. We’re running*). In this second case, the Nuclear participant includes the character who vicariously represents the textbook-user and other members of the running club (s)he belongs to. Therefore, both participants are considered vicarious in this text since they represent the textbook-user’s involvement in his/her personal and social sphere.

Time and Location are realized as Peripheral participants by means of Circumstances of Temporal (3) and Spatial (4) Location (*Next week, we’re going to take part in a race; In the summer, I plan to go to the village*). Accompaniment (2) Circumstances are also instantiated since some of the activities represented seem to be activities done in a team (*I’ll play games with kids*).

Processes, Roles and Attributes:

The processes most frequently associated with the vicarious participant are Material Middle (12) with Range (8) and without Range (4), in which (s)he is Actor. Most of the processes relate to becoming part of a group (*I joined the school running club. I want to make friends with the other teachers and people in the community*), and in the associated configuration the membership group is either realized as Range or as Circumstances. Processes are also related to the activities realized in the context of a given volunteer work (*I’ll play games with kids. And I’ll look after the kids during breaks*). As far as Material Middle processes without Range (4) are concerned, they are most frequently associated with processes of getting involved in events, and of motion (*We’re going to take part in a race. I plan to go to the village. Before I go*).

There is only one instance of a Relational Attributive (1) process in which the vicarious participant is attributed with a future professional state of being (*I’m going to be a P.E. teacher*), and one Material Effective (1) process. As for the latter, the vicarious participant for the textbook-user realizing the Actor of the clause positively affects a specific community (*To help a poor village in Bolivia*). The purpose of the team here is to positively affect others by assisting them.

Only on one occasion does another participant come to realize the Actor of a Material Effective process in which this participant realizes the role of Goal. In this instance, the participant who vicariously represents the textbook-user is positively affected by this second participant of his/her group of belonging (*A teacher in my hometown will mentor me*).

This text comes close to the texts relating to two different fields: Group 5: Volunteering in the Local Community and Group 4: Predictions and Plans for the Future. Even though the number of material middle processes in this text is very high, as in Group 5, the low number of material effective offers linguistic evidence about a difference between both groups in terms of what the vicarious participant for the user currently does to change his/her environment. The difference between this text and the ones from Group 5 is that (s)he, although interested in positively affecting others by assisting them, is not currently related to the volunteering activities. Regarding the difference with Group 4, in this text there is no instantiation of either modals or mental processes signaling subjective modality regarding future expectations. Instead, material middle processes help to create such expectations (*Next week, we're going to take part in a race. I'll look after kids during breaks*).

TEXT 29

Participant and Circumstances:

This particular text is a collection of short descriptions of the plans of the members of the Lopez family for the immediate future. The participant vicarious for the textbook-user is a member of the Lopez family realized by the 1st person singular pronoun 'I' (*I don't mind doing my school work*), or by the 3rd person singular pronoun 'he' or 'she' if the vicarious participant refers to isolated members of his/her family - namely Felipe or Janete, the vicarious participant's siblings - (*He's decided to apply to a college in the capital city. She wants to go away*). Sometimes, when the vicarious participant talks about the whole family, (s)he uses the 3rd person plural pronoun 'we' (*We've arranged a big party in July*). The vicarious participant in this text, whether realized by the 1st or 3rd person singular or plural can occur either in Nuclear or Marginal position in this text. It is worth noticing, that all the member of this family, either in isolation or together as a group, are considered to be vicarious participants for the textbook-users since they may represent different points of view of a 'normal' family life to be reproduced in texts by the textbook-users.

There is one instance in which the author of the text addresses an unknown interlocutor directly. In such case, this interlocutor comes to occupy a Marginal position, being an inanimate object the Nuclear element in the clause (*But if you know any funny stories about Mum and Dad/ plan to tell them!*).

Location is the most frequent Peripheral participant and is realized by Circumstances of Spatial (6) Location (*He's decided to apply to a college in the capital city*). Circumstances of

Temporal Location (4), Accompaniment (1) and Matter (1) are also instantiated (*Mum and dad got married 20 years ago. Felipe broke up recently with his girlfriend. She wants to go away/ to think about her career*). These circumstances are used for contextualization, to set the family's current state of being and the future plans of each member of the family in context.

Processes, Roles and Attributes:

The processes most frequently associated with the vicarious participant for the textbook-user are Material Middle (11) with Range (6) and without Range (5). The clauses with Range encode processes relating to the vicarious participant's study or work decisions as in *He's decided to apply to a college in the capital city, He's going to study tourism, I've applied to some colleges, and She will apply for a new job*. Also, the participant's trip decisions is another activity involving the participant in going on vacation (*Janete has arranged a vacation in Bermuda*). Material Middle processes without Range associate the participant with motion to other places (*So she wants to go away. Where I'm going to college*). In addition, these processes encode common experiences related to the participant's romantic life are also portrayed in this text with a focus on happy and unhappy experiences - sometimes through both types of processes, namely material middle with and without Range - (*Felipe broke up recently with his girlfriend. They (=Janete and Pedro, who are engaged) want to raise money*). It seems that material middle processes with and without Range interact and are at the service of attribution since, material processes depict the vicarious participant as somebody whose priorities are related to education and professional development as well as romantic relationships.

Next in frequency are Relational Attributive (6) processes, in which the vicarious participant is attributed with emotions (*He's excited to move away from home*), marital state (*She's got engaged to her boyfriend, Pedro recently. Mum and Dad got married 20 years ago*) and educational level (*I'm in my final year of high school now*), followed by mental processes (5). As for the latter, two processes include a cognitive activity in which the vicarious participant is the Inducer of a communication act once a decision has been made (*I will let you all know/ as soon as I decide*). Mental processes of Affection are also instantiated in this text. They encode the Senser's negative affect towards a specific even tenor of existence (*She can't stand working in the bank. I can't stand not knowing what I'm going to do next year*) and the meaning is completed by the Macrophenomena realizing the specific activities at stake ('working in a bank' and 'not knowing what I'm going to do next year').

Material Effective (2) processes are also instantiated and in them Actors organize a family event (*We've arranged a big party*) and take an active role in family plans to acquire properties (*To buy a house*).

The vicarious participant for the user is also associated with Verbal (2) processes twice. Such processes are associated with the family event described in the text and they foreground the participant's involvement in the family plans (*We promise not to make long speeches. If you know any funny story about Mum and Dad/ please plan to tell them!*). However, it seems that in the first example the vicarious participant refers about him/herself and the family, while in the second example an unknown interlocutor is being addressed.

Finally, the instantiation of one behavioral process (1) is associated with the main character's sister. She, as the main participant of the clause, functions as the Behaver of a Cognitive Behavioral process involving a decision about her future professional life (*She wants to go away/ to think about her career*⁶).

This text comes close to the texts in Group 1 and Group 4. Similarly to Group 1: Personal habits and Dispositions, the participant vicarious for the textbook-user is associated with mental processes of affection in terms of the participants' negative appreciation of certain dispositions as in *She can't stand working in the bank*. On the other hand, similarly to Group 4: Predictions and Plans for the Future, the vicarious participant in this text is associated to activities which are part of the activity sequence of studying in college, working, and getting married. Yet, the participants' negative appreciation in Group 1 tend to be associated mainly to activities which demand an extra effort from the participant vicarious for the user in relation to school activities such as 'doing gym' or 'playing sports' (*I don't like playing sports after school*) instead of being associated to working dispositions as in this case. Although there is a certain critical attitude to routine work in this text, still the activity sequence of studying, getting a degree, getting married, etc. seems to prevail. What is interesting here is that this text does not present linguistic patterns only from one field, but rather shares patterns from Group 1 and Group 4, and the presence of future predictions reinforces the activity sequence of studying, becoming a professional, getting a stable job, and building a family mentioned above.

⁶ This is a case of Behavioral Cognitive process because the presence of a Circumstance of Matter avoid projection. For more detail, see Theoretical Framework section.

4.2 USUALITY AND NORMALITY AS DERIVED FROM THE TRANSITIVITY CONFIGURATIONS

The vicarious participant for the textbook-user associated with the processes and attributes instantiated in each group of texts, as these were set out in the previous section, is represented in a way that serves to construe a motif of Normality in terms of what people usually like/dislike or usually do (usuality or typicality). In this section, therefore, the traits and actions, behavior and affect of participants will be considered as these emerge in each group to uncover the notion of normality that underlies the texts. Such notion will be followed by a short description of the affiliation strategies used by authors to engage and affiliate with the community of readers.

4.2.1 GROUP 1: PERSONAL HABITS AND DISPOSITIONS

The texts in the Personal habits and dispositions group revolve around the habitual activities and the likes and dislikes of the participants vicarious for the user, the target of the latter processes being food and books. When one looks more closely at the patterns that emerge one notes differences between adolescents and adults in the aspects being addressed.

Regarding adolescents, these are depicted as participants with enough free time to engage in artistic and time activities such as taking dance lessons, listening to pop music, going out with friends or watching T.V, while more intellectual or physical activities, such as reading for pleasure or playing sports after school, are represented as part of the participant's dislikes. The presence of the Simple Present tense and adverbs of frequency is of great importance in this group of texts since they help to construe the actions of the vicarious participant as habitual, typical and thus to confer usuality and, consequently, normality⁷ to the events and processes he engages in or is involved in. On the other hand, adults are portrayed as professional people, with a family and a comfortable socio-economic status, which allows them to live comfortably (*She earns a lot of money. She just bought a new sport car*) and travel round the world (*She has travelled to many different countries*). Economic and professional success is construed as "normal", while the participant vicarious for the reader is represented as a consumer whose acquisition of goods is based not so much on need but on preferences and an inclination to acquire luxurious objects. Material and mental processes of affection, more often than not, are at

⁷ Concept used in this paper in terms of Expectedness and Typicality (Knight 2010:49) instead of Martin and White's classification of Judgement (2005:53). See section on Affiliation 2.4 above.

the service of the characterization of the participant and evoke attributes. For instance, the sequence of material effective process of buying followed by a mental affection process of loving is used in order to evoke a sort of justification of the participant's behavior (*She has just bought a new sport car/ because she loves fast cars*), i.e., the fact that she loves fast cars is a fair reason for her to buy one, which characterizes her as a consumer person. Regarding tense in the text focused on adults, the use of the Present Perfect intimates that the events or processes the vicarious participant engages or is involved in have been carried out with frequency and extend to or are still carried out at present. When one looks closely at the representation of adolescents and adults, it seems that with teenagers, emotion (likes, dislikes as in *I love dancing. I don't like playing sports after school. I don't like fish. I love fantasy books and love stories*) takes priority over action (doings as in *I do a lot of reading for school*). Adults, on the other hand, are portrayed as active and productive people who contribute to the economy and provide for their children. In Text 3, where the vicarious participant is an adult, there is more action than emotion (*She earns a lot of money. She has just bought a new sports car. She has travelled to many different countries. She met a lot of wonderful people*). It seems that textbooks reproduce and consolidate in a non-explicit way dominant values and expectations in society. Teenagers are expected to experience emotions and adults contribute to economy.

As for dispositions, the participants' disposition to food and to books will be considered as they these articles are presented in texts as the two main targets. Regarding disposition to food, the participant vicarious for the user often chooses junk food (sweets, chips and pizza), though some adopt some out of the ordinary diet, like that of a vegetarian. Food is seen more as a source of pleasure than as a need to satisfy. (S)he only eats what (s)he likes and has the opportunity to follow a specific diet. Regarding vegetarianism, what seems to be at stake is the fact that whenever somebody moves from a generally accepted diet (a "normal" omnivorous diet) to an ideologically motivated diet, such as vegetarianism, affiliation with readers may be at risk, and thus criticism is presented from the text itself in the form of other voices before it is expressed from the audience as in the example *There are people that say that I don't eat enough*. This is an interesting case in which what is not so typical or usual may risk Affiliation with some of the textbook-users. However, including an extra option to participants' diets may imply, at the same time, an attempt to cover different eating habits to affiliate with vegetarian textbook-users as well. Nevertheless, it seems that different diets may ensue affiliation with different textbook-users as long as criticism from omnivorous people is addressed somewhere in the text. In addition, "healthy eating" is a value taken into consideration by the participant vicarious for the

textbook-user, but only when his/her food preferences are not at risk (*You hear about healthy eating a lot/ but I just eat the things that I like*).

As far as the participants' relationship to books, positive appreciation towards books is presented as a value reinforced especially when the participant is a girl (boys are not represented as interested in reading). However, the vicarious participant in these configurations seems to be characterized as a stereotypical teenage girl who is interested only in romantic and fantasy books. It seems contradictory that although the participant is portrayed as an avid reader with full access to literature since an early age, (s)he is interested only in a small variety of book types and reading topics, while other subjects are outside the spectrum of interesting reading material for female adolescents.

As far as Affiliation strategies are concerned, it seems that the high frequency of mental processes expressing emotions and the consequent focus on affect (likes and dislikes) have an important role in building a bond with the textbook-user since the vicarious participant is depicted in terms of his/her likes and dislikes with respect to certain habits (dancing, singing etc.) and dispositions (food and books). Material middle processes, in addition, realize such activities (dancing, singing, earning money, reading books, etc.) which are then evaluated in terms of affect. In addition, the polyphony presented in two of the texts suggests the authors' attempt to affiliate with a wide spectrum of textbook-users, even though the author's construal of normality frequently implies a restricted and traditional notion of normality in which a participant's specific diet and reading preferences carry criticism from the authors and, many a time, affiliation is achieved around stereotypes as in Text 10 and 18.

4.2.2 GROUP 2: OUT OF THE ORDINARY EXPERIENCES

Although the texts that belong to Group 2: Out of the Ordinary Experiences are concerned with out of the ordinary activities, still they serve to construe a motif of normality. What is common to most out of the ordinary experiences in this group of texts is the fact that either the extraordinary event disrupts an even tenor of existence in the character's life (the participant leads a "normal" routine that is disrupted by an out of the ordinary event as in Text 8, 9, 19, 20, 22 and 30), or that the main participant does not abide by routines at all (Text 2, 17 and 27). In both cases, paradoxically, new experiences and uncommon lifestyles help to construe a picture of normality in the sense that they set limits to what can be out of the ordinary in EFL textbooks, i.e. what kind of out of the ordinary experience are presented as acceptable for the

textbook-user. However, as the events in each text differ in terms of the type of out of the ordinary experiences the participants undergo, one could sub-classify such activities in two sub groups, namely, pleasant and unpleasant: the agreeable or pleasant experiences are instantiated in texts where the out of the ordinary experience has to do with travelling for tourism (Text 19 and 20), experiencing success or public recognition (Text 9 and 30) and devoting a lifestyle to travelling (Text 2, 17 and 27), while the unpleasant or distressful situations deal with home accidents (Text 8) and street crime (Text 22). Each sub type of experience will be analyzed separately below.

Regarding pleasant experiences, they have to do with a restricted variety of events in this small sample such as a) travelling for tourism, b) leading an artistic life, and c) travelling as lifestyle. For instance, a family's lifestyle becomes extraordinary while spending their holidays in Sydney and other touristic places (Text 19 and 20), the quiet life of an adolescent is disrupted abruptly by becoming a famous pop star (Text 9), and a poor child becomes a remarkable international dancer (Text 30). Yet, some teenagers' lifestyles do not abide by routines at all since either by decision of their parents or by their own, they embark upon adventures that keep them away from a set routine by sailing the oceans (Text 2), travelling around 29 different countries during a whole year in family (Text 17), and even traveling in the U.S., Paris and Rome by one self (Text 27). An extensive analysis in terms of normality and values evoked in this sub group of texts will be provided below.

The vicarious participant for the textbook-user in most of the texts that belong to this pleasant out of the ordinary experiences sub group is frequently portrayed as an active person in constant movement, which highlights the unusual characteristic of his/her experience. Such experiences seem to be associated to happenings and doings in the outer world but more as experiences (s)he encounters (such as becoming a pop star or a famous dancer and travelling around the world) than as activities (s)he does to change the world. In other words, and in contrast with Group 5: Volunteering in the Local Community (see subsection 4.2.5 below), the vicarious participants in this group of texts seems to be associated with the value of experiencing the possibilities that their immediate context and financial situation provide them with. There is in this group of texts a participant that enjoys a socio-economic status that allows for engaging in out of the ordinary experiences, which mostly contribute to his/her personal growth and development rather than affecting the world around him/her in some way. Sailing oceans since childhood, having a family sabbatical, becoming a famous pop star or travelling around the world are activities that require a comfortable socio-economic position. Then, it seems that

values associated to financial stability may imply the opportunity (or lack of opportunity) to experience the world either by travelling, becoming a recognized character, or by living outside people's traditional routines.

In addition, it seems that the out of the ordinary experience also relates to public recognition (becoming famous or an acknowledged dancer) as in Text 9 and 30, respectively. However, some of the texts seem to highlight the values of quietness and a peaceful lifestyle (as in Text 9: *I had a quiet life in Brighton. I decided to move back to Brighton/ things have become a lot quieter since then*) and keeping a low profile in contrast to public exhibition. In this group of texts the vicarious participant is thus portrayed as a modest character (Text 2 and 30, for instance), who does not consider him/herself as a special or gifted person, but rather as a common human who succeeded by persevering in a given reality. In Text 2, for instance, the vicarious participant, Jessica Watson, describes herself as an “*ordinary girl who believed in [her] dream*” and claims that “*You don't have to be someone special to achieve something amazing*”. In addition, in Text 30, Carlos Acosta is portrayed as a teenager that “*Although he had a difficult childhood, [he] is one of the greatest dancers in the world*” becoming a “hero”. The vicarious participants' humbleness, then, seems to be a dominant value in this group of texts.

In these out of the ordinary events, the participant vicarious for the textbook-user is portrayed as an observer of his/her environment, and (s)he only has the opportunity to affect the surroundings when it comes to consuming ‘food’, as in Text 17 (*We ate some very strange food*) and Text 20 (*We've eaten some great food – Thai, Mexican, Italian and Chinese*) where the vicarious participant consumes different exotic types of food during the family holiday. Another interesting point here is that, unlike men, women who undergo an out of the ordinary experience regarding travelling for tourism (Text 19 and 20), and who accompany the participant vicarious for the reader seem to be portrayed as active consumers who get involved in unnecessary expenses (*Mum and I have just booked a parachute jump. Mum has spent a lot of money*). This kind of statements in which women are responsible for spending money while men are not even mentioned in the family holiday reinforce a stereotypical image of women as consumers. Here, unlike other sections of these texts, affiliation seems to be put at risk.

There are some other aspects worth mentioning in this group of texts since they reinforce motifs in the following groups. Regarding power relationship between children/adolescents and adults, Text 30 instantiates an interesting stereotypical relationship. The participant vicarious for the textbook-user in this text seems to be constantly affected and influenced by adults' will, i.e. at the beginning, his father forced him to go to a ballet school while he wanted to play soccer,

and his school director wanted him to leave school due to his misbehavior. Only when the participant finds pleasure and inspiration in dancing, is he finally able to accomplish his desire (to quit soccer and become a dancer). Only then, as a famous dancer, does he start affecting other adolescents by inspiring them (*He has inspired other Cuban dancers*). It seems that adults' authority is evoked as something normal: adults influence the participant's decisions by imposing their will, while the vicarious participant only influences others by achieving his goal and becoming an inspiration. In other words, the participant vicarious for the textbook-user induces feelings on others, in contrast to adults who condition other's course of action.

As for the texts dealing with unpleasant out of the ordinary experiences, it is worth noticing that one of them is a recount of how the peaceful afternoon of a boy studying for a test is disrupted by the cooker setting on fire (Text 8), and the other of how a group of friends see their everyday routine affected by the thieves who rob their cellphones (Text 22). In this context of distressful situations, besides experiencing home accidents, adolescents are portrayed as vulnerable people who become the target of street violence and abuse. An "other" appears as an opponent in a power struggle. In Text 22, 'thieves', for instance, are presented in a position of power with respect to the participant vicarious for the reader (they demand for goods by means of commands) in relation to mainstream adolescents. The processes associated to 'thieves' highlight the fact that their actions are not motivated by class needs, but rather by malicious inclination (*A mobile phone, a new bike or an MP3 player are things you'd like to have and thieves like to have them too. Thieves steal them*). Social class is at stake and no consideration of impoverished communities is invited, while stereotypes regarding crime as perpetrated by marginal evil people not motivated by needs are evoked.

In this group of texts, it seems that motifs of stereotypical family trips, adventurous experiences, and public recognition of the participants - which seem to be associated with social class and financial stability, though there are texts (Text 30) where social-economic status is not at stake, but personal effort - are instantiated, while stereotypical image of women as consumers, adults' power over adolescents, and thieves' negligence on others are evoked motifs. It seems that, besides stereotypes, Affiliation in this group of texts is associated with construing the image of "popular heroes" who accomplished their goals - such as Jessica Watson, the girl who sailed solo around the world, the boy who became a pop star, Ross Paterson who had a family sabbatical, and Carlos Acosta who became a famous dancer – as they embody a vivid value in one's culture.

4.2.3 GROUP 3: TEENAGE PROBLEMS AND CONFLICTS

This group of texts revolves around the notion of adolescents' conflicts either with respect to duties or with respect to relations. As for the former ones, what prevails is teenagers' incapacity or inability to do well in daily routines (such as going to school and fitting in the school environment, or going to bed early to be fit for school as in Text 4 and 5). Regarding conflicts with others, a difficult relationship between parents and the participant vicarious for the textbook-user is very frequent (Text 11, 12, 13 and 14) stemming from the fact that parents seem to oppose the vicarious participant's interests and opinions, while a conflict with a schoolmate is also presented as in Text 21. These conflicts will be addressed below.

Regarding adolescents' conflicts stemming from an inability to do well at and fit in school environments, teenagers are portrayed as a group of people who seem unable to comply with the expectations set on them (*I can't concentrate on my work. I've tried it (= going to bed early) three times/ I just can't go to sleep*). In this case, adolescents experience inner conflicts that affect their performance in the outside world preventing them from making friends and doing well at school, for instance. School life seems to be experienced by some teenagers in the textbooks as a difficult part of their lives since fitting into the school context may cause troubles. Complications in 'fitting in' cause emotional instability, and therefore, poor performance in the outside world. Normality, then, is associated with the expected behavior of school-teens as a proactive and hardworking student, i.e. what seems to be normal in adolescents' life is to be able to accomplish their duties (either fitting in, making friends at school, or in resting well and succeeding in the educational environment). Whenever this contrast between what is expected from them and what really happens in educational environment arises, the vicarious participant seems to be aware of his/her failure and, thus, negative feelings of frustration and tiredness appear as a consequence of such abnormality. The idea that making an effort to fit in, resting well during the night and going to bed early is the normal behavior they have to perform is reinforced by the adolescents' awareness of the inappropriateness of not complying with these expectations.

Adolescents are represented as cognitively active in trying to understand and solve their problem (*I want to make new friends. Should I say/ that I'm going somewhere with my friends. I don't know/ what to do*), though they do not get to find a solution to the conflicts and doubts that beset them. Conflicts with parents are the most frequent in this kind of texts. Most of the time, the vicarious participant for the user has the intention of directly communicating with his/her parents (*If I want someone to talk to/ my parents are never there*), but such communication does

not take place. Adolescents seem to look for advice from other participants (an unknown interlocutor who seems to be in a slightly higher or even equal power position than the adolescent) before addressing their parents (*Should I say that I'm going somewhere with my friends?. You have letters from kids who want more freedom from their parents/ but I've got the opposite problem*). Either avoiding difficult situations such as family arguments (as in Text 14 *We seem to disagree on everything*) or not having the possibility to interact with the grown-ups because they work or travel too much (as in Text 13 *My parents never have time for me. My mum's always busy with something*) seem to be the causes of the lack of communication between parents and adolescents in the first place.

In addition, an asymmetric power relationship between adolescents and adults is evident since parents are often the ones imparting commands or affecting the vicarious participant (see section 4.1.3 above, Verbal processes). What seems to be presented as “normal” in these texts is the fact that parents are the only ones allowed to voice their opinions and judgments while the main participant is restricted only to thoughts and feelings. ‘Saying’, then, equals power. It seems that the contrast between parents’ norms and the vicarious participant’s inclination is a commonplace conflict in adolescents’ life. Building a successful future (going to college in order to get a profitable traditional job) seems to be one of the parents’ concerns about their children, while the immediate satisfaction of the adolescents’ desires is portrayed as teenagers’ main interests (practicing with a band to become a rock star or going on a date, for instance). Paradoxically, parents’ support is presented as an important value regarding adolescents’ need that, when lacking, causes loneliness and frustration on the teenagers’ part. Parents-adolescent struggles, then, seem to be an intrinsic (and relatively expected) characteristic of family relationships, while growing up is presented as the only possibility for adolescents to make their own decisions and voice their feelings and thoughts (*I'm too young to go out with boys. I'm old enough to make my own decisions*). In addition, in spite of the difference in field with Text 30 from Group 3 (see section 4.2.2 above), the power invested in the image that these texts create on parents (and adults in general) seems to be reinforced in this group of texts by repetition of “adultcentrist” motifs.

Finally ‘conflicts with people other than parents is presented in one text in which the power relationship depicted is not the parent-adolescent power-relationship, but the power relationship between school-peers, in which a bully girl intimidates and harasses the participant vicarious for the textbook-user. In this case, the participant vicarious for the textbook-user is the target of the harassment of a girl who bullies her and seems to be in a higher power position (*She*

calls me horrible names. She (=bully girl) pushed me). Both, the parents and the girl affect the vicarious participants' emotional state and feelings and become the cause of his/her conflict.

In sum, teenage conflicts are construed as deviations from the normal everyday life. However, the deviations represented belong to a restricted spectrum, i.e.: conflicts over drugs, addictions, sexual intercourse, for instance, are not mentioned in these texts. Although some texts deal with topics like dating (Text 11) and parents' lack of attention (Text 13), strictly speaking they do not explicitly address sexuality and dysfunctional families as important teen conflicts.

As far as Affiliation is concerned, it is interesting that in none of the texts of this group is the vicarious participant assigned a name, in contrast to the texts in the Personal Habits and Dispositions Group (Group 1). Probably, a more generic orientation in this group of texts is aimed at since the conflicts presented in this group are more likely to be shared by most of the users of the text. In contrast, the group related to 'Personal habits and Dispositions' seems to be more personal and differences in the vicarious participant's habits and the reader's dispositions may arise. Therefore, personal names may signal the participant's individuality and thus, may avoid risking the reader's affiliation. It could be said that the text authors presuppose that most text-users will affiliate around teens' conflicts than around likes and dislikes. They convey the values to be upheld in connection with school and parent-teen relationship life in general (going to bed early, being willing to go to school, getting along with classmates, talking openly with parents) and, at the same time, they show teens that fail in doing so as unable to abide by them. Therefore, affiliation with a wide spectrum of users through the values and through the intimation that they are difficult to abide by at times is achieved. It seems that when the authors open the space for negotiation by letting in many voices, they are at their best affiliating the prospective readership.

4.2.4 GROUP 4: PREDICTIONS AND PLANS FOR THE FUTURE

This group of texts share the reference to future plans with respect to studies, work and family life and lifestyle in general, at the same time that they revolve around an activity sequence associated with the participants' expectations of his/her future.

What is presented as "normal" for plans about the vicarious participants' future life seems to be associated with having a permanent residence place and a job; these are indeed adolescents' paramount concerns. Embarking upon university studies (especially in "liberal" or "traditional"

studies) seem to be the medium per excellence that participants choose to obtain a degree and find a prestigious and profitable job. At the same time, achieving a comfortable life in financial terms seems to go hand in hand with professional development as another paramount concern about adolescents' future. Also, interpersonal relationships are important since making friends, having a girlfriend/boyfriend and finally getting married and having children are unavoidable stages in the vicarious participants' long term predictions.

It is worth noticing that the notion of normality that emerges from the participants' future predictions in terms of education, professional and family life, is reinforced by the values evoked in the activity sequence presented in most of the texts, i.e.: studying, applying to a good college, graduating, getting a good job, becoming a recognized professional, getting married and having children. In other words, getting higher education (and formal education in general) is portrayed as the means by which it is possible to find a profitable job, and at the same time, have access to a comfortable lifestyle and social position. It seems that such future expectations constitute one of the aspects that needs revision depending on the context in which textbooks are used.

In addition, there is no problematization of the future in an age of ecological and socio-economic crisis. When uncertainty is instantiated, it seems to relate to an inability to predict the vicarious participants' future rather than focusing on the uncertainties of our times.

Regarding affiliation, besides the lack of personal names (as in Group 3), which seem to be designed to avoid individual identification, different levels of certainty about future predictions (as in *I don't think/ I'll get married. I might have a girlfriend. I'll probably become a surgeon*) are instantiated, probably, in order to ensure affiliation with all possible readers (see section 4.1.4 above). Mental processes of cognition (Text 6 and 24), frequency adverbs (Text 23) and modal verbs (Text 6 and 24) are different tools used by the authors in different texts in order to imprint either objective or subjective modality on propositions about the future. It would seem that the traditional values mentioned above are mediated by the different levels of certainty in order to avoid risking affiliation with the adolescent's community of readers.

4.2.5 GROUP 5: VOLUNTEERING IN THE LOCAL COMMUNITY

In this group of texts, the concept of volunteering in the local community is central, the elderly, the poor and the neighborhood being the targets of such community work, while the participants vicarious for the textbook-users as volunteers serve to construe motifs of solidarity and community bonds.

In general terms, the texts relating to volunteering are action oriented, that is, they construe the actions involved in volunteering that benefit other people (as in *I visit her (=Mrs. Green) three or four times a week. I volunteer/ to help with the work. To help [[to overcome poverty]]*). In some texts, volunteering gives rise to organizations or brings projects or facilities into existence (*A few of the local people set up a community organization. We started the project*). There are texts, also, in which appreciating volunteering or judging the people impacted by the volunteer work is very frequent (*It (= to do something to help other people) is great. It (=volunteering) is hard work. The project has been good for the community. Volunteering's good. People seem friendlier*) as explained in the rest of the section.

'Volunteering' as a participant is portrayed as an worthwhile activity to get involved in since it not only helps the direct beneficiary of the actions (the elderly, the poor, the neighborhood), but also strengthens the volunteers' motivation and appreciation of their own lifestyle and environment (*It (= to do something to help other people) is great. It (= to talk to older people about life in the past) is interesting. It (=volunteering) helps you to appreciate the things you've got*). Volunteers, by extension, are portrayed as motivated young and supportive people whose interest is to make the world a better place and to inspire others to follow their initiative (*Are you interested? They (=volunteers) wanted to inspire people. They (volunteers) love doing something that really makes a difference to people's lives*). Only on one occasion is a personal interest expressed by the participant since his/her volunteer work is expected to contribute to future college projects (*It will help me when I apply to college*). In terms of values evoked, then, solidarity seems to be highlighted in these texts, since engaging in community issues and building a community bond is what seems to enable volunteers to accompany the elderly, provide for the poor and improve the neighborhood (*We've met a lot of people who live in the neighborhood. The project has been good for the community. There's been a different attitude*).

As for the notion of normality, it seems that the vicarious participant performs actions that involve benefaction (benefits another participant), i.e. (s)he affects others by 'helping' them and by creating or initiating a project for the local community. In order to help others, it seems that, normally, the vicarious participant moves from a personal to a public sphere. (S)he becomes an active member of a specific group in order to be able to help others and is motivated to inspire others to keep on volunteering.

Nevertheless, most of the people involved in volunteering are young people whose typical intervention seems to be restricted to spending leisure time with elderly, cleaning and

taking care of the local neighborhood, and providing for the poor to improve their lifestyles. Volunteering is thus kept within ideologically acceptable limits that will not risk affiliation. Other more controversial spheres of action such as contributing to promote a self-management and cooperative work, for instance, which can allow young people, the elderly and the poor to produce self-income within the community, are left outside the scope of volunteering in these texts.

As for Affiliation, the type of community work seems to be the strategy used for authors to engage with the textbook-users. The volunteering work the vicarious participants does is more of palliative nature, which suggests that palliative volunteering is more likely to affiliate users than other controversial volunteering as already mentioned above. Once the participant has been taken from a private to a public sphere of action, it seems that the scope of matters in which (s)he involves is carefully considered by authors. In order to affiliate with the majority of the textbook-users most of the readers should feel engaged and identified with activities that pose no challenge to mainstream ideology for them to get involved in.

4.2.6 GROUP 6: HYBRID TEXTS

Given the distinctive linguistic features of the three texts that belong to this group and their different content, each text is analyzed separately in this section. Yet, notions such as parental authority, the participant's commitment to the community, and traditional values of professional development and marital status that have already been addressed in the previous groups are also instantiated in these texts.

In Text 25, the participant's age seems to be a restriction to effect actual changes. (S)he is not in a position to perform actions to effectively change the local and global community. Instead, the participant can only project his/her ideas about future improvements, which may suggest that values associated to young people's empowerment do not seem to be foregrounded in this text. Indeed, in terms of normality, adolescents seem to await growing up to be able to participate in the community as active citizens. In addition, similarly to the motifs that emerge from Group 3: Teenage Problems and Conflicts, adolescents-adults relationship seems to be a strictly hierarchical one, in which power is held only by adults. The adult mentoring the young person seems to be a common even tenor of existence evoked in texts where the adult-adolescent relationship is not equal when effecting changes in the local or global community. The participant vicarious for the text-user is depicted as a young person with a wish to become more

committed to public affairs and change the world for the better, but is not yet able to carry out his/her designs on account of his/her age. Also, similarly to texts from Group 5: Volunteering in the Local Community, it seems that helping others is depicted as demanding moving from a private to a more public status that allows people to effect changes. Therefore, as far as values are concerned, social responsibility is depicted in terms of strategical political positions in communities (either local communities or global societies) that enable citizens to make changes (as in *If I were in charge of my town. If I were in charge of my country*). Neither in texts from Group 5 nor in this text, is there any mentioning of any other way of solving social problems either than being part of the same socio-political structures that determine current values.

Regarding Text 26, the volunteer work instantiated seems to be represented as a charity activity in which young people in a comfortable social position get trained in order to better help lower classes. It is interesting to notice that part of this help is directed to the local community and part to communities in other less developed countries such as Bolivia. Again, values regarding social improvement are represented within the notion of normality in terms of affecting others instead of structural changes to help society, as suggested in Group 5 (section 4.1.5 above).

Finally, in Text 29, professional satisfaction is represented as a value associated with the future expectations of the young members of the Lopez family. As in Group 4: Predictions and Plans for the Future, the participant's future expectations revolve around the notion of normality associated to going to college, graduating and choosing a profitable job as unavoidable steps in adolescents and young adults' life. In this text, traditional values with respect to family and couple relations are also highlighted since family celebrations are repeatedly mentioned. Therefore, it seems that traditional values regarding professional development and family life are dominant in this text.

4.3 NORMALITY, VALUES AND AFFILIATION STRATEGIES IN THE SAMPLE

This section summarizes the notion of normality and values associated to the participant vicarious for the textbook-user in the groups of texts described above, in an attempt to set out and discuss the underlying ideology reproduced in texts. Thus, the values that cut across most of texts in the sample are analyzed in association with the notion of 'achievement', followed by the identification of motifs that function as stereotypes that emerge as a resource to achieve affiliation with the community of textbook-users.

4.3.1 THE MOTIF OF ACHIEVEMENT AND VALUES ASSOCIATED WITH IT

A motif that emerges from the identification of the notion of normality or typicality construed in texts through doings, happenings, sayings and attributes is that of *achievement*, which cuts across most of the sample. The participants instantiated in the sample, either the vicarious one for the textbook-user and non-vicarious participants, serve to construe the motif of achievement either through what they attain or through what they fail to attain in connection with the activity sequence previously presented above (see section 4.2.4). Below, each group of texts is described in terms of how this notion of achievement - understood in this paper as “a thing done successfully, typically by effort, courage or skill⁸” - is construed by the configurations associated to the vicarious participants.

In the first group of texts, the motif of achievement does not figure so largely as in the rest of the groups. However, ‘being successful at school’ is intimated in Text 1 as in the example *I do a lot of reading for school or I don’t mind doing my P.E. lessons*. In texts from Group 2, achievement relates to public recognition such as becoming a famous pop star or an acknowledged dancer (as in Text 9 and 30, respectively), even when some of the texts also seem to foreground the advantages of leading a quiet life and having a low profile (Text 2, 9 and 30). Travelling and having adventurous experiences are also held up in books as goals to be achieved. For instance, taking a sabbatical travelling year or a family holiday trip seem to be activities accomplished in order to experience the outer world (Text 2, 17, 19 and 27). It is interesting to note that these values associated with achieving exciting experiences are not possible for everyone. They are possible only for a privileged group of people who can afford such unusual events (taking a sabbatical year abroad, for instance) though being able to afford such activities is not an issue. In the texts, some achievements are the result of effort but others depend on a socio-economic status that not everyone enjoys, i.e. struggling to accomplish one’s desire seems to be of remarkable significance in this group of texts since this kind of experiences are held up by a sort of “popular heroes” – as the participants are recognized as the *Young Australian of the Year* as in Text 2, as a famous pop star as in Text 9, or an internationally acknowledged dancer as in Text 30 - that embody a vivid value in one’s culture. In sum, although not all of the texts relate to this notion, achievement is still important in some of them. In other words, the experiences relating to travelling for tourism or as a lifetime are not directly related to achievement, but they still they represent some sort of accomplishment for people attain certain

⁸ http://www.oxforddictionaries.com/es/definicion/ingles_americano/achievement

things (as getting to know new places, exotic food and adventurous experiences) or recognition (as becoming a famous pop star or dancer).

Regarding Group 3, texts seem to elaborate on who gets to assert their aspirations in adolescents' conflicts with their parents and others. In other words, the vicarious participant's aspirations - to do well at school (Text 4 and 5), to be able to date others (Text 11), to leave school and become a rock star (Text 12), to develop a fluid communication with parents (Text 13 and 14), for instance - and the parents' aspirations for adolescents' future - such as getting them to stay at home and go to college so as to ensure they get a good and prosperous job - are sometimes in conflict, and this conflict is resolved by the assertion of one or the other aspirations. Finishing high school and going to college are the main values in association with the participant's parents expected achievements since teenagers are supposed to get higher education in order to get a profitable job and, as an adult, contribute to economy. Achievements, then, are presented also as asserting ones' aspirations and immediate desires in contrast with adults' expectations of teenagers' future accomplishment.

In terms of Group 4 dealing with future expectations, achievement seems to be directly associated with studying as a means to get a profitable job and financial stability (Text 6, 23 and 24). Having a stable job and a stable family relations seem to be the main participant's paramount concerns about the future. Indeed, achieving strong traditional family lifestyle (getting married and having children) is presented with a high degree of certainty on the part of the vicarious participant once (s)he is positive to get married and build a family. Achieving a comfortable social position by studying, working hard and building a family seem to be young people's representation of an accomplished adult life. It is also interesting that in one text (Text 24) aspirations about the future are associated with moving from peripheral (or third world) to European countries in order to become acknowledged and successful. Also, 'happiness' seems to be the ultimate goal to be achieved by the participant vicarious for the textbook-user (Text 6 and 24) once graduating from university, having a job that ensures professional and economic success and having a family are accomplished. In other words, 'happiness' is accomplished by following the activity sequence presented in this group of the texts, i.e.: studying, applying to a good college, graduating, getting a good job, becoming an acknowledged professional, getting married and having children.

Finally, the texts in Group 5 relate to achievement in terms of moving from a personal to a more public arena through participation in volunteer work by helping the youth, the elderly and the poor, for instance. The participant vicarious for the reader in these texts achieves his/her goal

in less personal and more communal terms by creating or initiating a project for the local community. In doing so, (s)he becomes an active member of an specific group who is motivated to aid and to inspire others to embrace volunteering. Companionship and solidarity are values repeatedly evoked in association with achieving community bonds by means of the participants' volunteer work. Similarly to Group 5, some of the texts in Group 6 also presents the motif of achievement in terms of consolidating community work. However, in Text 25, such work is described as a hypothetical future activity rather than a real possibility for the participant given his/her early age. In Group 6, therefore, achieving community goals by doing volunteer work (Text 25 and 26) seems to be directly related to growing up and becoming a legitimized adult citizen to be able to help the community.

It must be noted, however, that the motif of achievement is construed not only positively - through participants that are represented as achieving significant goals - but also negatively through participants that fail to achieve goals that are presented as desirable. Failure to live up to social expectations of achievement turn the participants vicarious for the textbook-users into 'non-achievers' as is the case of those who are not able to get up early, to do well at school (Text 5) or to fit in a new school environment (Text 4), for instance. It seems that the authors of English textbooks attain the complex task of affiliating users around social norms and expectations when these are lived up to and also when the participants experience feelings of incapacity (such as annoyance and frustration because of not being able to sleep and, consequently, to do well at school as in Text 5). After all, most of the people have had at times 'abnormal' habits that go against social demands. Some of the time, non-achievement is represented by participants that are not vicarious for the textbook users. In Text 22, for instance, a non-vicarious participant for the reader is depicted as a clear example of a non-achiever or an "outcast", so as to say (thieves). In this case, teenage thieves are presented as performing actions that affect the vicarious participant for the textbook-user by stealing their belongings and wreaking havoc in adolescents' environment. It is worth noticing, however, that the thieves' actions are presented as negative habits motivated not by material needs but by a malicious inclination to get other's belongings. In addition, young people (Text 7), the elderly (Text 15) and the poor (Text 28) can be considered other type of non-achievers since, besides not being portrayed as vicarious participants for the reader, they are the participants in need who become the target of the vicarious participants' volunteer work. All these participants are outsiders in society since they do not seem to have been able to succeed in terms of achieving traditional goals (see previous paragraphs). Instead, they are depicted either as marginalized because of

their disregard of the law (thieves) or as underprivileged (the youth, the elderly and the poor) who are deserving of assistance.

4.3.2 STEREOTYPES AS AN AFFILIATION STRATEGY

As mentioned above, achievement as well as lack of achievement constitute a motif that cuts across most of the texts in this sample and that seems to effect affiliation with the potential textbook-user. At the same time, affiliation with the textbook-user is achieved by the use of *stereotypes* as motifs that derive from the normality analysis in which, in some of the texts, adolescents are depicted as motivated students, women as compulsive consumers, poverty as negligence or incapacity, and adults as the authority. Thus, in this research, stereotypes are understood as “a widely held but fixed and oversimplified image or idea of a particular type of person or thing⁹”.

As explained above, education seems to be a priority when it comes to adolescents’ social development. However, this area of teenagers’ life is not depicted as important by itself but as the crucial means by which individuals are enabled to get profitable jobs and a comfortable financial position to support and provide for a family (Text 3, 6, 23, 24). In addition, stereotypical women roles are reproduced in these texts. Teenage girls seem to be depicted as extremely “female” adolescents whose interests gravitate around “girly” topics (Text 18). They are associated only with romantic and fantasy books, for instance, instead of being represented as exposed to a wider variety of literature. Also, grown up women are portrayed as being involved in exuberant expenses due to some sort of compulsion to consume (Text 19, 20). The fact that a few women characters in texts are depicted as consumers who spend a lot of money in holidays and hobbies, and whose professional life is not even mentioned, suggests that they are not considered as the main provider in the family. Instead, they seem to be the comfortable and limitless consumers in a world where men are the main providers. One must admit that there is an effort in the texts to remain politically correct, but there are texts which contain sexist opinions. Another stereotype in texts is that of thieves and poverty in terms of possession and dispossession. Possession seems to be associated with following social rules and achieving conventional goals such as going to college, graduating, getting a job, and building a family. On the other hand, dispossession (Text 22) is mainly addressed in the context of robbery and negligence instead of being depicted as a structural issue with sociopolitical causes to it. Finally,

⁹ http://www.oxforddictionaries.com/es/definicion/ingles_americano/stereotype

adults' authority (Text 30) and teens-parents conflicts are also stereotypes evoked in texts. Adolescents' conflicts with parents and their authority seem to be an intrinsic characteristic of stereotypical teenagers since most of their problems are associated with lack of family communication (Text 11, 12, 13, 14). This lack of communication seems to constitute a feature of parents-adolescents relationship in which adolescents see themselves as dependent on and subject to grown ups' will. By implication, growing up is presented as the only possibility for adolescents to make their own path in life.

Regarding this last stereotypical adolescent-adult relationship, it seems that such *hierarchy* is another motif that cuts across most of the texts in the sample. In these terms, teenagers are portrayed as young people with full access to a variety of entertainment and leisure activities such as reading books (Text 18), travelling around the world (Text 2, 9, 17, 19, 20), enjoying exotic kinds of food, (Text 17, 19), which seem to be associated to a comfortable, middle class economic status provided by parents. Having exciting experiences (as texts in Group 2), future prospects regarding college, jobs and family life (as in Group 4) are also part of teens' even tenor of existence which seems to be the reproduction of stereotypical adults' socio-cultural values. Yet, it is interesting to see that teenagers' emotions (likes, dislikes) take priority over action (doing) in contrast with adults' description which is more focused on actions than on emotions (Text 3, for instance). This contrast between what adolescents feel or think and what adults do is also made evident in terms of voicing, i.e. teenagers have the possibility, by means of Locutions, to say what they consider to be relevant in terms of perceptions and thoughts regarding their likes and dislikes (Text 1, 10, 18). However, their opinion regarding other topics such as dating classmates or school troubles are not voiced (Text 4, 5, 11, 14). Only adults are allowed to express opinions associated to their children's future, since their thoughts and wills seem to be socially legitimate as in Text 11 in which the participant's parents decide her dating or not with a classmate. In other words, the stereotypical relation between teens and grown-ups is evoked as adolescents *think*, while adults *say* what they think. This contrast in terms of expressing opinions may be associated to the fact that adolescents are not yet full members of society since they do not follow the values that guide one's social life (such as being part of and contributing to economy) and, thus, they are not in the position of voicing their thoughts as legitimate opinions besides the ones associated to their likes and dislikes. Only when it comes to volunteering issues (Group 5) are adolescents depicted as active members of society who affect others and, therefore, their voices may be heard when expressing opinions. In addition, it is interesting to see that teenagers' image is also built around the conflicts they have with their

parents and with others (Group 3). Affiliation, in this term, seems to be achieved through feelings that derive from teens' interaction with the norm. In other words, feeling of satisfaction, dissatisfaction, capacity or incapacity arise in association to adolescents' interaction with an outside world which seems to be mostly related with their parents' figure. Parents, therefore, equal a norm which is in constant tension with adolescents' aspirations. As far as adults' description is concerned, texts seem to reinforce the stereotypical notion that growing up (in terms of social conventions such as getting graduated, working hard, having a stable family lifestyle, etc.) is the only path that can enable teenagers to become active and constant participants in society (Text 3, 6, 25). Texts do not evoke values regarding young people's empowerment. Instead, young people are mostly portrayed as submissive and passive beings who obey adults' wills, which condition teens' course of action. It could be said that this hierarchical stereotypical relationship between adults and adolescents has its root in a capitalist model of economy in which only active individuals who contribute to economy are allowed to be heard and legitimized.

It seems that stereotypes are a resource used by authors to affiliate with textbook-users that can - at the same time that they affiliate with some teenagers - have the opposite effect on other students. Thus, it is necessary to remain critical to these motifs in the light of the contexts students come from, and invite students' consideration of them.

5. CONCLUSIONS AND PRELIMINARY PEDAGOGICAL IMPLICATIONS

This study aimed at uncovering the representation of participants in EFL textbooks - mostly participants that vicariously construe the textbook-users as these are found in sections of the books with writing models - by using the system of transitivity as theoretical model. The transitivity configurations which such participants take up roles in were analyzed to get at the underlying notion of normality or typicality, and the values around which textbook's authors seek to affiliate with textbook-users. The textbooks used to make up the sample of this research were *What's Up 3*, *Project 4*, *Champions 3* and *Engage 3*.

By means of the transitivity system within the experiential metafunction, focusing on the classification of processes and participant roles and associated attributes, the transitivity patterns instantiated in thirty (30) texts that serve as models for writing were analyzed in order to uncover the value system that underlies those patterns. The main findings of this research reveal that the experiential system of transitivity can certainly be used as a valuable method for the identification of affiliation strategies with the textbook-user. In other words, it is possible to uncover the bonding methods that authors use to engage and affiliate with the textbook-user by analyzing normality and value sharing experientially because of their evocative power. In addition, another main finding in the light of transitivity analysis is associated with the fact that the normality evoked in EFL textbooks vicariously construe a community of textbook-users characterized by a comfortable socio-economic position and family stability that allow them to be part of school contexts, to travel around the world, to have future plans and expectations, and even to help improve their community. It could be said, therefore, that the value and beliefs systems underlying the "normal" even tenor of existence in texts is, in general terms, associated with teenagers' activities that point at becoming a "happy" and productive member of the mainstream culture in which one is immersed. The activity sequence of studying, graduating, succeeding at work, building a family and having children suggests that most of the values evoked in texts revolve around the ideological notion of becoming the adults who will contribute to economy in the future.

As for the pedagogical implications of this study, we must ask ourselves if the representations of the construal of normality and values correspond to the different contexts in which EFL textbooks are used. It seems that extra attention must be paid at the meaning EFL textbooks convey since the value system and notion of normality that English textbooks evoke, more often than not, do not seem to correlate with students' reality and even tenor of existence,

which may put affiliation at risk within the EFL classroom. Given the lack of criteria for textbook selection in schools and even in the *Diseño Curricular Provincial 2015*, the transitivity tools used in this research are at the service of teachers to be able to better select the EFL textbook used in class according to each educational context and, when not possible, to bring other optional texts as writing models that better suit different group of students. The main interest of this research in terms of pedagogical implications is to raise awareness of the ideological content students are exposed to which, very frequently, prevent adolescents from expressing their ideas and opinions associated to their own reality in their own socio-cultural contexts.

Transitivity analysis, as demonstrated in this exploratory research, has made it possible to identify how authors seek to affiliate with a stereotypical community of textbook-users at the same time that it helps uncover the ideological assumptions made behind the notion of normality and value system in texts. Yet, in order to set further lines of investigations, a number of considerations should be made: to begin with, and as stated in the introduction to this paper, the incorporation of the system of appraisal as a tool for the analysis of interpersonal resources would provide a wider view on the value system evoked and affiliation strategies applied in texts. In addition, a larger and updated corpus would allow systemicists to make more accurate generalizations and to reveal different experiential and interpersonal patterns for affiliation. Finally, the insights stated in this research may act as the starting point for further research in SFL theory of language and Critical Discourse Analysis: comparing affiliation strategies and value system between EFL and Spanish as a Foreign Language textbooks; including multimodal analysis of pictures and graphic resources as another tool to achieve affiliation; focusing on women characterization in EFL textbooks as ideologically motivated sexist assumptions, among other lines of study. Hopefully, the present research will provide a systematic view on the ideological content constitutive of every text even in those that, at first sight, may seem harmless.

REFERENCES

This section has been organized in two subsections given the different nature of the sources. The first part corresponds to the list of bibliographical material used as the theoretical framework of this research. The second part, on the other hand, is made up of the English textbooks webpages from which information about the sample of this research has been drawn upon.

Caple, H (2010). Doupling-up: Allusion and Bonding in Multisemiotic News Stories. in M. Bernarek, J R. Martin (eds.) *New Discourse on Language: Functional Perspectives on Multimodality, Identity and Affiliation* (111-133) London: Continuum

Eggs, Suzanne (1994). *An introduction to Systemic Functional Linguistics*. Great Britain: Pinter [revised 2nd edition 2004]

Geoff, L, Wignell, P (1994). *Making Sense of Functional Grammar*. Antipode an Educational Enterprises

Dirección General de Escuelas, Secretaría de Planeamiento y Evaluación de la Calidad Educativa, Dirección de Planeamiento de la Calidad Educativa (2015) *Diseño Curricular Provincial Bachiller en Ciencias Sociales y Humanidades*. Mendoza

Halliday, M A K (1985) *An Introduction to Functional Grammar*. London: Edward Arnold. [revised 2nd edition 1994; revised 3rd edition, with C M I M Matthiessen 2004; revised 4th edition, with C M I M Matthiessen 2014]

Halliday, M. A. K. (1971) Linguistic Function and Literary Style: An Inquiry into the Language of William Golding's *The Inheritors*. In S. Chatman (ed.) *Literary Style: A Symposium*, (pp. 330—365). London: Oxford University Press

Hasan, R. (1986) *The ontogenesis of ideology: an interpretation of mother- child talk*, in T. Threadgold, E. Grosz, G Kress and M. A. K. Halliday (eds.) *Semiotics, Ideology, Language* (pp. 133-151). Sydney

- Knight, N (2010). Wrinkling Complexity: Concepts of identity and Affiliation in Humour. in M. Bernarek, J R. Martin (eds.) *New Discourse on Language: Functional Perspectives on Multimodality, Identity and Affiliation* (35-58) London: Continuum.
- Martin, J R (2010) Language, Register and Genre. In C. Coffin, T. Lillis, K. O'Halloran, (eds.) *Applied Linguistic Methods: a Reader* (pp. 12-32) London: Routledge
- Martin, J R, C M I M Matthiessen & C Painter (2010) *Deploying Functional Grammar*. Beijing: Commercial Press.
- Martin, J R, C M I M Matthiessen & C Painter (1997) *Working with Functional Grammar*. Hodder Arnold Publication
- Martin, J R & D Rose (2003) *Working with Discourse: meaning beyond the clause* (2nd Revised Edition). London: Continuum. [2nd revised edition 2007; reprinted 2008]
- Martin, J R & P R R White (2005) *The Language of Evaluation: appraisal in English*. London: Palgrave.
- Matthiessen C.M.I.M. (1995) *Lexicogrammatical cartography: English systems (Chapter 4: Clauses pp. 187-380)*, Tokyo, International Language Sciences Publishers
- Martin, J. R. (1992). *English text: System and Structure*. Amsterdam/Philadelphia: John Benjamins Publishing Company, pp. 492-589
- Tann, K (2010). Imagining Communities: A Multifunctional Approach to Identity Management in Texts. in M. Bernarek, J R. Martin (eds.) *New Discourse on Language: Functional Perspectives on Multimodality, Identity and Affiliation* (163-194) London: Continuum
- Thompson, G (2008). From Process to Patterns: Methodological Considerations in analyzing Transitivity in Texts. in Jones, C, Ventola E (eds.) *New Developments in the Study of Ideational Meaning: From Language to Multimodality* (pp. 17-33) London: Equinox

WEB PAGES:

Oxford University Press (2009). Project 4 third edition. Retrieved from

https://elt.oup.com/catalogue/items/global/teenagers/project_third_edition/4/?cc=global&selLanguage=en&mode=hub

Oxford University Press (2012). Engage 2 second edition. Retrieved from

https://elt.oup.com/catalogue/items/global/teenagers/engage/level_2/?cc=global&selLanguage=en&mode=hub

Oxford University Press (2011). Champions 3 third edition. Retrieved from

<https://elt.oup.com/catalogue/items/global/teenagers/champions/3/9780194004404?cc=cz&selLanguage=cs&mode=hub>

Pearson (2011). What's Up 3 second edition retrieved from

<http://www.pearsonelt.com.ar/catalogue/PDF/WhatsUp/WhatsUp-Contents-Level3.pdf>

APPENDIX 1: LISTS OF TEXTS FROM THE DIFFERENT EFL TEXTBOOKS

Retrieved from *What's Up 3*, 2nd edition, Pearson 2011 (A2):

- TEXT 1 (p. 14- act. 2): Write our Profile
- TEXT 2 (p. 24 – act. 1): Write a Biography.
- TEXT 3 (p. 34 – act. 1): Describe a Lifestyle.
- TEXT 4 (p. 47 – final task act. 1-3)
- TEXT 5 (p. 47 – final task act. 1-3)
- TEXT 6 (p. 56 – act. 1): Imagine and describe your Future.
- TEXT 7 (p. 66 – act 1): Describe a Brochure for an Action Group

Retrieved from *Project 4*, 3rd edition, Oxford University Press 2009 (A2+):

- TEXT 8 (p. 19 – act. 1 complete the story)
- TEXT 9 (p. 31 – act. 2 choose the correct time expression)
- TEXT 10 (p. 36 – act. 3) Are you a Healthy Eater?
- TEXT 11 (p. 72 – act. 1 match the sentences) Have you Got a Problem?
- TEXT 12 (p. 72 – act. 1 match the sentences) Have you Got a Problem?
- TEXT 13 (p. 72 – act. 1 match the sentences) Have you Got a Problem?
- TEXT 14 (p. 72 – act. 1 match the sentences) Have you Got a Problem?
- TEXT 15 (p. 76 – act. 1) Volunteering
- TEXT 16 (p. 76 – act. 1) Volunteering

Retrieved from *Champions 3*, Oxford University Press 2011 (B1):

- TEXT 17 (p. 16 – act. 1) They've Done it
- TEXT 18 (p. 18 – act. 1) Who Says Teenagers don't Read?
- TEXT 19 (p. 21 – act. 4 read the message. Chose the correct words)
- TEXT 20 (p. 26 – act. 3 Complete the postcard.)
- TEXT 21 (p. 34 – act. 1) Ask Jenny!
- TEXT 22 (p. 46 – act. 1) Don't be a Victim of Street Crime!

Retrieved from *Engage 2*, 2nd edition, Oxford University Press 2012 (B1):

TEXT 23 (p. 12 – act. 1) Ten Years from Now

TEXT 24 (p. 18 – act. 4) My Future

TEXT 25 (p. 36 - act. 4) Imagine what you would Do

TEXT 26 (p. 45 – act. 2 chose the correct word to complete the text)

TEXT 27 (p. 54 – act. 6) My Experiences

TEXT 28 (p.62 – act. 5) New Houses in Peru

TEXT 29 (p. 72 – activity 4) The Lopez Family Newsletter

TEXT 30 (p. 80 – activity 5) Carlos Acosta

APPENDIX 2: CHARTS DISPLAYING TRANSITIVITY ANALYSIS

Group 1: Personal Habits and Dispositions

TEXT 1

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|-------------------------|---|-----------------------|---------------|---|------------------------------------|
| 1 | My name <i>Token</i> | 's <i>Pr: Relational Identifying Intensive</i> | Mandy <i>Value</i> | | | |
| 2 | I <i>Actor</i> | live <i>Pr: Material Middle</i> | | | in Madrid <i>Circ: Spatial Location</i> | |
| | I | was | born | | in Bristol in the United Kingdom <i>Circ: Spatial Location</i> | but |
| | <i>Carrier</i> | <i>Pr: Relational Attributive Intensive</i> | <i>Attribute</i> | | | Textual Element |
| 3 | I | can speak | three languages | | | |

| | | | | | | | |
|---|----------------------------|--|---|--|--|--|---|
| | <i>Behaver</i> | | <i>Pr: Behavioral Verbal</i> | Spanish, English and some French. <i>Range</i> | | | |
| 4 | I <i>Actor</i> | | 'm taking <i>Pr: Material Middle</i> | dance lessons <i>Range</i> | | Right now <i>Circ: Temporal Location</i> | |
| 5 | I <i>Senser</i> | | love <i>Pr: Mental Affection</i> | [[dancing]] ¹ <i>Macrophenomenon</i> | | | really Interpersonal Element |
| 6 | I <i>Senser</i> | | like <i>Pr: Mental Affection</i> | [[singing]] <i>Macrophenomenon</i> | | | too Textual Element |
| | I <i>Behaver</i> | | don't sing <i>Pr: Behavioral Verbal</i> | | | very well <i>Circ: Manner Quality</i> | |
| | I <i>Behaver</i> | | sing <i>Pr: Behavioral</i> | | | in public <i>Circ: Spatial Location</i> | So Textual Element |

¹*Dancing* is considered a Macrophenomenon of a Mental process of Affection since it is analyzed as an embedded clause that can be expanded by circumstances or other participants rather than a Phenomenon which is realized by a Nominal Group that can be expanded by Epithets, Classifiers or Qualifiers. This analysis applies to other realization of Macrophenomenons that follow.

| | | | | | | | | |
|----|---------------------------------|---|---|--|--|--|--|-------------------------------------|
| | | <i>Verbal</i> | | | | | | never Interpersonal Element |
| 7 | <i>I Behavior</i> | listen to <i>Pr: Behavioral Perception</i> | pop music <i>Range</i> | | | | in my free time <i>Circ: Spatial Location</i> | always Interpersonal Element |
| 8 | <i>I Actor</i> | don't read <i>Pr: Material Middle</i> | | | | | for pleasure <i>Circ: Cause Purpose</i> | usually Interpersonal Element |
| | <i>I Actor</i> | do <i>Pr: Material Middle</i> | a lot of reading <i>Range</i> | | | | for school <i>Circ: Cause Purpose</i> | Because Textual Element |
| 9 | <i>I Senser</i> | love <i>Pr: Mental Affection</i> | [[going out with friends and watching TV]]. <i>Macrophenomenon</i> | | | | | |
| 10 | 'American Idol' <i>Token</i> | is <i>Pr: Relational Identifying Intensive</i> | my favorite program <i>Value</i> | | | | | |

| | | | | | | |
|----|---------------------------------------|--|--|---|--|--|
| 11 | I <i>Senser</i> | don't mind <i>Pr: Mental Affection</i> | [[doing gym in my PE lessons]] <i>Macrophenomenon</i> | | | |
| | I <i>Senser</i> | don't like <i>Pr: Mental Affection</i> | [[playing sports after school.]] <i>Macrophenomenon</i> | | | |
| 12 | I <i>Senser</i> | love <i>Pr: Mental Affection</i> | [[watching the Olympic Games]]. <i>Macrophenomenon</i> | On TV, <i>Circ: Spatial Location</i> | | |
| 13 | Professional athletes <i>Token</i> | are <i>Pr: Relational identifying Intensive</i> | my heroes <i>Value</i> | | | |
| 14 | They <i>Actor</i> | can do <i>Pr: Material Middle</i> | really amazing things <i>Range</i> | | | |

TEXT 3

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|----------------------------------|---|------------------------------------|---------------|---|------------------------------------|
| 1 | Rosemary Scott <i>Carrier</i> | is <i>Pr: Relational Attributive Intensive</i> | a lawyer <i>Attribute</i> | | | |
| 2 | She <i>Actor</i> | earns <i>Pr: Material Middle</i> | a lot of money <i>Range</i> | | | |
| 3 | her job <i>Carrier</i> | is <i>Pr: Relational Attributive Intensive</i> | very stressful <i>Attribute</i> | | | But Textual Element |
| | She <i>Actor</i> | lives <i>Pr: Material Middle</i> | | | in a beautiful country house with a Jacuzzi <i>Circ: Spatial Location</i> | |
| | she | has just bought | a new sports car | | | and |

| | <i>Actor</i> | <i>Pr: Material Effective</i> | <i>Goal</i> | | | Textual Element |
|---|----------------------------------|---|--|--|--|----------------------------|
| | she <i>Senser</i> | loves <i>Pr: Mental Affection</i> | fast cars <i>Phenomenon</i> | | | because Textual Element |
| 4 | She <i>Actor</i> | has travelled <i>Pr: Material Middle</i> | | | to many different countries <i>Circ: Spatial Location</i> | |
| | (she) <i>Actor</i> | met <i>Pr: Material Middle</i> | a lot of wonderful people <i>Range</i> | | | and Textual Element |
| 5 | she <i>Carrier</i> | is <i>Pr: Relational Attributive Intensive</i> | married to David <i>Attribute</i> | | | |
| | they <i>Carrier/Possessor</i> | have <i>Pr: Relational Attributive</i> | three children, Sam, Rachel and Paul <i>Attribute Possessed</i> | | | and Textual Element |

| | <i>Sayer</i> | <i>Pr: Verbal</i> | | | | | |
|---|-------------------------------|---|--|--|--|--|--|
| | I <i>Senser</i> | don't like <i>Pr: Mental Affection</i> | vegetables <i>Phenomenon</i> | | | very much <i>Circ: Manner</i> | |
| | I <i>Actor</i> | eat <i>Pr: Material Effective</i> | fruit or salads <i>Goal</i> | | | and Textual Element never Interpersonal Element | |
| 4 | I <i>Actor</i> | eat <i>Pr: Material Effective</i> | two or three packets of sweets a day <i>Goal</i> | | | usually Interpersonal Element | |
| 5 | You <i>Behavior</i> | hear <i>Pr: Behavioral Mental²</i> | about healthy eating <i>Phenomenon</i> | | | a lot <i>Circ: Manner Quality</i> | |
| | I <i>Actor</i> | eat <i>Pr: Material</i> | the things [[that I like]] <i>Goal</i> | | | but Textual Element just | |

²By virtue of being followed by a Circumstance of Matter, the processes “hear” move in the semantic topology from Mental process to Behavioural Mental. Therefore, these processes come to be analyzed as Behavioral Mental as they do not project but combine with a Circumstance of Matter conveying a Behavioral meaning.

| | | | <i>Effective</i> | | | | | Interpersonal Element |
|---|--|--|--|----------------------------------|--|--|------------------------|-----------------------|
| 6 | Heidi <i>Sayer</i> | | says <i>Pr: Verbal</i> | | | | | |
| | I <i>Carrier</i> | | 'm <i>Pr: Relational Attributive Intensive</i> | a vegetarian <i>Attribute</i> | | | | |
| | I <i>Actor</i> | | don't eat <i>Pr: Material Effective</i> | meat <i>Goal</i> | | | so Textual Element | |
| | I <i>Senser</i> | | don't like <i>Pr: Mental Affection</i> | fish <i>Phenomenon</i> | | | and Textual Element | |
| 7 | people [[that say/that I don't eat enough]] <i>Existent</i> | | are <i>Pr: Existential</i> | | | | There | Interpersonal Element |
| | I <i>Senser</i> | | don't think <i>Pr: Mental Cognition³</i> | about food <i>Phenomenon</i> | | very much <i>Circ: Manner Quality</i> | but Textual Element | |

³ Same as foot note #2.

| | | | | | | | |
|----|---------------------|---|---|--|--|--|--|
| 8 | Zoe <i>Sayer</i> | says <i>Pr: Verbal</i> | a lot of meat, except chicken <i>Goal</i> | | | | |
| | I <i>Actor</i> | don't eat <i>Pr: Material</i> <i>Effective</i> | | | | | |
| 9 | I <i>Senser</i> | prefer <i>Pr: Mental</i> <i>Affection</i> | fish <i>Phenomenon</i> | | | | |
| 10 | I <i>Actor</i> | try to avoid <i>Pr: Material</i> <i>Middle +</i> <i>Conative Phase</i> <i>(= meaning of</i> <i>effort)</i> | things [[that are bad for you, like chips and sweets]]] <i>Range</i> | | | | |
| | I <i>Actor</i> | have <i>Pr: Material</i> <i>Effective</i> | a pizza <i>Goal</i> | | | | but Textual Element sometimes Interpersonal Element |

TEXT 18

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|--|---|-------------------------------|---------------|---|------------------------------------|
| 1 | Book sales for teens <i>Actor</i> | have (...) increased <i>Pr: Material Middle</i> | | | steadily <i>Circ: Manner Quality</i> | |
| | the first Harry Potter adventure <i>Actor</i> | appeared <i>Pr: Material Middle</i> | | | in 1997 <i>Circ: Temporal Location</i> | since Textual Element |
| 2 | 'I <i>Actor</i> | started with <i>Pr: Material Middle</i> | Harry Potter' <i>Range</i> | | | |
| | I <i>Carrier</i> | was <i>Pr: Relational Attributive Intensive</i> | nine', <i>Attribute</i> | | | when Textual Element |
| | Melissa, now 15 <i>Sayer</i> | says <i>Pr: Verbal +</i> | | | | |

| | | <i>Locution Quote</i> | | | | | |
|---|-----------------------|---|--|--|--|---|----------------------------|
| | (1) | haven't stopped reading <i>Pr: Material Middle</i> | | | | since then.' | and Textual Element |
| | teens <i>Actor</i> | are (...) reading? <i>Pr: Material Middle</i> | | what types of books <i>Range</i> | | | So Textual Element |
| 3 | 'I <i>Senser</i> | love <i>Pr: Mental Affection</i> | | fantasy books and love stories <i>Phenomenon</i> | | | |
| 4 | I <i>Carrier</i> | 've been <i>Pr: Relational Attributive Intensive</i> | | a big fan of Meg Cabot <i>Attribute</i> | | for two years now <i>Circ: Temporal Extent</i> | |
| 5 | She | writes | | the Princess Diaries books | | | |

| | | | | | | |
|---|--|---|--|--|--|---|
| | <i>Actor</i> | <i>Pr: Material Effective</i> | <i>Goal</i> | | | |
| 6 | They <i>Carrier</i> | 're <i>Pr: Relational Attributive Circumstantial</i> | about Mia, a teenage girl from New York [[who discovers [[that she is the princess of a small country]]]] <i>Attribute Circumstantial</i> | | | |
| 7 | 16 books in the series! <i>Existent</i> | are <i>Pr: Existential</i> | | | | There Interpersonal Element |
| | I <i>Actor</i> | 've (...) read <i>Pr: Material Middle</i> | <i>The Princess Diaries Range</i> | | | already Interpersonal Element |
| | I <i>Actor</i> | 've (...) finished <i>Pr: Material Middle</i> | <i>Princess in the Spotlight Range</i> | | | and Textual Element just Interpersonal Element |
| | They | 're | brilliant! | | | |

| | <i>Carrier</i> | <i>Pr: Relational Attributive Intensive</i> | <i>Attribute</i> | | | |
|--|-----------------------------|--|--|--|---|--|
| | I <i>Actor</i> | haven' finished <i>Pr: Material Middle</i> | <i>Princess in Love</i> <i>Range</i> | | yet <i>Circ: Temporal Extent</i> | |
| | I <i>Actor</i> | 've (...) bought <i>Pr: Material Effective</i> | <i>Princes in Waiting</i> <i>Goal</i> | | | but Textual Element already Interpersonal Element |
| | They <i>Actor</i> | 've made <i>Pr: Material Effective</i> | a film of <i>The Princess</i> <i>Diaries</i> <i>Goal</i> | | | |
| | I <i>Senser</i> | prefer <i>Pr: Mental Affection</i> | the books! <i>Phenomenon</i> | | | but Textual Element |

Group 2: Out of the Ordinary Experiences

TEXT 2

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|--------------------------------|--|---|---------------|--|------------------------------------|
| 1 | Jessica Watson <i>Token</i> | is <i>Pr: Relational Identifying Intensive</i> | the youngest person[[to sail solo around the world.]] <i>Value</i> | | | |
| 2 | | was born <i>Pr: Material Effective</i> | She <i>Goal</i> | | in Queensland, Australia <i>Circ: Spatial Location on May 18th 1993 Circ: temporal Location</i> | |
| 3 | She <i>Actor</i> | started sailing <i>Pr: Material Middle</i> | | | | |
| | she <i>Carrier</i> | was <i>Pr: Relational Attributive Intensive</i> | eight years old <i>Attribute</i> | | | when Textual Element |

| | | | | | | | | |
|---|-----------------------|--|---|---|--|--|--|-----|
| | she <i>Actor</i> | | lived <i>Pr: Material Middle</i> | | | | in a cruiser <i>Circ: Spatial Location</i> for five years <i>Circ: Temporal Extent</i> with her family - her parents, one brother and two sisters. <i>Circ: Accompaniment</i> | |
| 4 | she <i>Actor</i> | | set <i>Pr: Material Middle</i> | sail <i>Range</i> | | | On October 18 th 2009, <i>Circ: Spatial Location</i> for Sydney, Australia <i>Circ: Spatial Location</i> on her pink ten-metre yacht, <i>Ella's Pink lady</i> <i>Circ: Spatial Location</i> | |
| 5 | She <i>Actor</i> | | sailed <i>Pr: Material Middle</i> | the Pacific Ocean <i>Range</i> | | | | |
| 6 | She <i>Carrier</i> | | was <i>Pr: Relational Attributive Circumstantial</i> | at sea <i>(Attribute) Circ: Spatial Location</i> | | | for seven months <i>Circ: Temporal Extent</i> | |
| | (she) | | returned | | | | to Sydney | And |

| | | | | | | | | |
|---|-------------------------|---|--|--|--|--|---|-------------------------|
| | <i>Actor</i> | <i>Pr: Material Middle</i> | | | | | <i>Circ: Spatial Location</i> on May 15 th 2010 three days before her 17 th birthday <i>Circ: Temporal Location</i> | Textual Element |
| 7 | she <i>Actor</i> | was sailing <i>Pr: Material Middle</i> | | | | | around the world <i>Circ: Spatial Extent</i> | When Textual Element |
| | Jessica <i>Actor</i> | encountered <i>Pr: Material Middle</i> | | difficult weather conditions <i>Range</i> | | | | |
| | (she) <i>Actor</i> | faced <i>Pr: Material Middle</i> | | severe storms with waves [[that were ten meters high]] <i>Range</i> | | | | And Textual Element |
| 8 | She <i>Actor</i> | wrote <i>Pr: Material Effective</i> | | a book about her experience [[named <i>True Spirit</i>]] <i>Goal</i> | | | | |

| | | | | | | |
|---|-----------------------|---|---|--|---|--|
| | she <i>Token</i> | was named <i>Pr: Relational Identifying Assigned</i> | <i>Young Australian of the Year Value</i> | | on January 25 th 2011, <i>Circ: Temporal Location</i> | |
| 9 | she <i>Sayer</i> | said <i>Pr: Verbal + Locution Quote</i> | | | In an interview <i>Cir: Spatial Location</i> | |
| | “I <i>Carrier</i> | ‘m <i>Pr: Relational Attributive Intensive</i> | an ordinary girl [[who believed in my dream] <i>Attribute</i> | | | |
| | You <i>Carrier</i> | don’t have to be <i>Pr: Relational Attributive intensive</i> | someone special <i>Attribute</i> | | | |
| | | to achieve <i>Pr: Material Middle</i> | something amazing” <i>Range</i> | | | |

TEXT 8

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|--------------------------------------|--|--|---------------|---|------------------------------------|
| | Will Mackintosh, <i>Actor</i> | was sitting <i>Pr: Material Middle</i> | | | One wet afternoon in September, <i>Circ: Temporal Location</i> in his room <i>Circ: Spatial Location</i> | |
| 2 | He <i>Actor</i> | was studying <i>Pr: Material Middle</i> | | | for a test <i>Circ: Cause Purpose</i> | |
| 3 | His parents <i>Carrier</i> | were <i>Pr: Relational</i> <i>Attributive</i> <i>Circumstantial</i> | at work <i>Attributive</i> <i>Circumstantial:</i> <i>Location</i> | | | |
| | his sister, Becky, <i>Carrier</i> | was <i>Pr: Relational</i> <i>Attributive</i> <i>Circumstantial</i> | at school <i>Attributive</i> <i>Circumstantial:</i> <i>Location</i> | | | and Textual Element |
| 4 | He <i>Carrier</i> | was <i>Pr: Relational</i> | hungry <i>Attribute</i> | | | |

| | | | | | | | | | |
|---|--------------------------------------|---|----------------------------------|--|--|--|--|--|-------------------------------|
| | | <i>Attributive Intensive</i> | | | | | | | |
| | | It rained <i>Pr: Meteorological</i> | | | | | | heavily <i>Circ: Manner</i> <i>Quality</i> | but Textual Element |
| | He <i>Actor</i> | didn't want to go <i>Pr: Material Middle+</i> <i>inclination phase (= want to)</i> | | | | | | to the shops <i>Circ: Spatial</i> <i>Location</i> | so Textual Element |
| 5 | He <i>Actor</i> | decided to cook <i>Pr: Material Effective</i> | some chips <i>Goal</i> | | | | | | |
| 6 | He <i>Actor</i> | put <i>Pr: Material Effective</i> | some oil <i>Goal</i> | | | | in a saucepan <i>Circ: Spatial</i> <i>Location</i> on the cooker <i>Circ: Spatial</i> <i>Location</i> | | |
| | (he) <i>Actor</i> | lighted <i>Pr: Material Middle</i> | the gas <i>Range</i> | | | | | and Textual Element | |
| 7 | the telephone <i>Actor</i> | rang <i>Pr: Material Middle</i> | | | | | | Then Textual Element | |
| | Will <i>Actor</i> | went <i>Pr: Material Middle</i> | | | | | | So Textual Element | |

| | | | | | | | | | |
|----|-------------------------|--|---|--------------------------------|--|--|--|--|---|
| | | | to answer <i>Pr: Material Middle</i> | it <i>Range</i> | | | | | |
| 8 | he <i>Behavior</i> | | was talking <i>Pr: Behavioral Verbal</i> | | | | | on the phone <i>Circ: Manner Means</i> | While Textual Element |
| | the oil <i>Actor</i> | | caught <i>Pr: Material Middle</i> | fire <i>Range</i> | | | | suddenly <i>Circ: Manner Quality</i> | |
| 9 | Will <i>Senser</i> | | smelt <i>Pr: Mental Perception</i> | the smoke <i>Phenomenon</i> | | | | | When Textual Element |
| | he <i>Actor</i> | | ran back <i>Pr: Material Middle</i> | | | | | to the kitchen <i>Circ: Spatial Location</i> | |
| 10 | he <i>Actor</i> | | went <i>Pr: Material Middle</i> | | | | | to the kitchen <i>Circ: Spatial Location</i> | But Textual Element as Textual Element |
| | he <i>Actor</i> | | tripped <i>Pr: Material Middle</i> | | | | | on the leg of a chair <i>Circ: Spatial Location</i> | |
| | | | hit <i>Pr: Material Effective</i> | his head <i>Goal</i> | | | | on a cupboard <i>Circ: Spatial Location</i> | and Textual Element |

TEXT 9

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|-------------------------------|---|--|---------------|--|------------------------------------|
| 1 | I <i>Carrier</i> | was <i>Pr: Relational Attributive Circumstantial</i> | on <i>Find the New Pop</i> <i>Star</i> <i>Attributive</i> <i>Circumstantial:</i> <i>Location</i> | | | Before Textual Element |
| | I <i>Carrier/possessor</i> | had <i>Pr: Relational Attributive Possessive</i> | a quiet life <i>Attribute Possessed</i> | | in Brighton <i>Circ: Spatial Location</i> | |
| 2 | I <i>Actor</i> | won <i>Pr: Material Middle</i> | | | | After Textual Element |
| | (I) <i>Actor</i> | moved <i>Pr: Material Middle</i> | | | to London <i>Circ: Spatial Location</i> | and Textual Element |
| 3 | everything <i>Actor</i> | changed <i>Pr: Material Middle</i> | | | | |
| | it <i>Carrier</i> | was <i>Pr: Relational Attributive Intensive</i> | exciting <i>Attribute</i> | | | At first Textual Element |

| | | | | | | |
|---|------------------------------|--|-----------------------------------|--|--|---|
| | it all <i>Carrier</i> | Became <i>Pr: Relational Attributive Intensive</i> | very annoying <i>Attribute</i> | | | but Textual Element after a while Textual Element |
| 4 | I <i>Actor</i> | went out <i>Pr: Material Middle</i> | | | | Whenever Textual Element |
| | reporters <i>Existent</i> | were <i>Pr: Existent</i> | | | there Circ: Spatial Location | There Interpersonal Element always Interpersonal Element |
| 5 | I <i>Senser</i> | couldn't stand <i>Pr: Mental Affection</i> | it <i>Phenomenon</i> | | | |
| | I <i>Carrier</i> | ended up <i>Pr: Relational Attributive Circumstantial</i> | | | in a fight <i>Circ: Spatial Location</i> with a photographer <i>Circ: Accompaniment</i> | and Textual Element |
| 6 | the police <i>Actor</i> | came <i>Pr: Material Middle</i> | | | | Then Textual Element |
| | | to interview <i>Pr: Material Middle</i> | me <i>Range</i> | | | |

| | | | | | | | |
|---|--------------------------|--|-----------------------------------|-----------------------------|--|---|------------------------|
| 7 | I <i>Actor</i> | decided to move back <i>Pr: Material Middle+ Inclination Phase</i> | | | | After that <i>Circ: Spatial Location</i> to Brighton <i>Circ: Spatial Location</i> | |
| | things <i>Carrier</i> | have become <i>Pr: Relational Attributive Intensive</i> | a lot quieter <i>Attribute</i> | | | since then <i>Circ: Spatial Location</i> | and Textual Element |
| 8 | people <i>Actor</i> | don't pay <i>Pr: Material Middle</i> | attention <i>Range</i> | to me <i>Beneficiary</i> | | Nowadays, <i>Circ: Temporal Location</i> in the streets <i>Circ: Spatial Location</i> | |
| 9 | I <i>Carrier</i> | 'd like to be <i>Pr: Relational Attributive Intensive + Inclination Phase</i> | an actor <i>Attribute</i> | | | in the future <i>Circ: Temporal Location</i> | |
| | (I) <i>Actor</i> | ('d like to) work <i>Pr: Material Middle</i> | | | | in the USA <i>Circ: Spatial Location</i> | And Textual Element |

TEXT 17

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|---------------------------------|---|---|---------------|--|------------------------------------|
| 1 | Ross Paterson <i>Carrier</i> | is <i>Pr: Relational Attributive Intensive</i> | thirteen years old <i>Attribute</i> | | | only Interpersonal Element |
| | he <i>Actor</i> | 's had <i>Pr: Material Middle</i> | a lot of exciting experiences <i>Range</i> | | | but Textual Element |
| 2 | He <i>Actor</i> | 's visited <i>Pr: Material Middle</i> | 29 different countries <i>Range</i> | | | |
| | He <i>Actor</i> | 's flown <i>Pr: Material Middle</i> | | | in a plane <i>Circ: Spatial Location</i> 36 times <i>Circ: Temporal Extension</i> | |
| | He <i>Actor</i> | 's made <i>Pr: Material Middle</i> | 47 journeys <i>Range</i> | | by boat <i>Circ: Manner Means</i> | |
| | he <i>Actor</i> | 's travelled <i>Pr: Material Middle</i> | a total of 95.000 kilometers <i>Range</i> | | | and Textual Element |
| 3 | Ross's incredible | starts | | | 14 months ago | |

| | | | | | | | | |
|---|--|---|---|--|--|--|--|---|
| | | | | | | | | |
| | journey <i>Actor</i> | <i>Pr: Material Middle</i> | | | | | | |
| | his parents, Joe and Karen <i>Actor</i> | decided to have <i>Pr: Material Middle</i> | a family sabbatical <i>Range</i> | | | | | when Textual Element |
| 4 | That | means | [[that they stopped their ordinary lives for 12 months and did something completely different]] <i>Value</i> | | | | | |
| | <i>Token</i> | <i>Pr: Relational Identifying Intensive</i> | | | | | | |
| | they <i>Actor</i> | Did (...) do? <i>Pr: Material Middle</i> | what <i>Range</i> Interpersonal Element | | | | | So Textual Element what Interpersonal Element |
| 5 | they <i>Actor</i> | travelled <i>Pr: Material Middle</i> | around the world <i>Range</i> | | | | | Well Textual Element |
| | the family <i>Actor</i> | travelled <i>Pr: Material Middle</i> | | | | | | with Ross and his sister, Louise, 17 <i>Circ: Accompaniment</i> |
| 6 | | | | | | | | During the year, <i>Circ: Spatial Extent</i> |

| | | | | | | | |
|---|-------------------------|--|---|--|--|--|---------------------------------|
| 7 | Things <i>Actor</i> | didn't (...) go <i>Pr: Material Middle</i> | | | | to China, Indonesia, Australia, New Zealand, South America and North America and finally back to the UK <i>Circ: Spatial Location</i> | |
| 8 | Louise <i>Actor</i> | lost <i>Pr: Material Effective</i> | her passport <i>Goal</i> | | | well <i>Circ: Manner Quality</i> | always Interpersonal Element |
| | Ross <i>Actor</i> | had <i>Pr: Material Middle</i> | terrible food poisoning <i>Range</i> | | | in Australia ' <i>Circ: Spatial Location</i> | |
| | we <i>Actor</i> | lost <i>Pr: Material Middle</i> | contact <i>Range</i> | | | in Indonesia <i>Circ: Spatial Location</i> | |
| | we <i>Actor</i> | went canoeing <i>Pr: Material Middle</i> | | | | with Joe <i>Circ: Accompaniment</i> for 24 hours <i>Circ: temporal Extent</i> | and Textual Element |
| | <<Karen <i>Sayer</i> | says>> <i>Pr: Verbal + Locution</i> <i>Quote</i> | | | | in New Zealand! <i>Circ: Spatial Location</i> | when Textual Element |
| | Food | was | a problem, | | | especially in China | sometimes |

| | <i>Carrier</i> | <i>Pr: Relational Attributive</i> <i>Intensive</i> | <i>Attribute</i> | | <i>Circ: Spatial Location</i> | <i>Interpersonal Element</i> too, Textual Element |
|----|----------------------------------|---|---|--|---|---|
| | We <i>Actor</i> | ate <i>Pr: Material</i> <i>Effective</i> | some very strange things <i>Goal</i> | | | |
| | we all <i>Actor</i> | survived! <i>Pr: Material Middle</i> | | | | but Textual Element |
| 9 | the Pattersons <i>Carrier</i> | are <i>Pr: Relational Attributive</i> <i>Circumstantial</i> | back at home <i>Attribute</i> <i>Circumstantial</i> | | Now <i>Circ: Temporal Location</i> in Brighton <i>Circ: Spatial Location</i> | |
| | they <i>Actor</i> | are (...) returning <i>Pr: Material Middle</i> | | | Slowly <i>Circ: Manner Quality</i> to their normal everyday routine <i>Circ: Spatial Location</i> | and Textual Element |
| 10 | Ross <i>Actor</i> | has started <i>Pr: Material Middle</i> | their new school <i>Range</i> | | | |
| | Louise <i>Actor</i> | has begun <i>Pr: Material Middle</i> | a course <i>Range</i> | | at university <i>Circ: Spatial Location</i> | and Textual Element |
| 11 | Joe and Karen <i>Actor</i> | have returned <i>Pr: Material Middle</i> | | | to work <i>Circ: Spatial Location</i> | |

| | | | | | | | |
|----|------------------------|---|---|--|--|--|--|
| 12 | 'It <i>Carrier</i> | 's <i>Pr: Relational attributive Intensive</i> | great [[to be back?]], <i>Attribute</i> | | | | |
| | <<Ross <i>Sayer</i> | says>> <i>Pr: Verbal + Locution Quote</i> | | | | | |
| | I <i>Actor</i> | 'm (...) planning <i>Pr: Material Middle</i> | my next adventure <i>Range</i> | | | but Textual Element already Interpersonal Element | |
| | | | | | | | |
| | I <i>Actor</i> | 'm going <i>Pr: Material Middle</i> | | | | | |

⁴Elliptical Clause in which most of the constituents have been omitted and it is realized only by the Circumstances. In this particular case, the circumstances are included in transitivity analysis since they convey a different meaning related to a process of movement recoverable from the context rather than repeating a pattern presented in previous clauses.

| | | | | | | | Interpersonal Element |
|---|----------------------|--|--|--|--|---|----------------------------------|
| 3 | I <i>Actor</i> | 've (...) taken <i>Pr: Material</i> <i>Middle</i> | lots of photos <i>Range</i> | | | | already Interpersonal Element |
| | I <i>Actor</i> | haven't put <i>Pr: Material</i> <i>Effective</i> | them <i>Goal</i> | | | on my web page <i>Circ: Spatial</i> <i>Location</i> yet <i>Circ: Temporal</i> <i>Extent</i> | but Textual Element |
| 4 | We <i>Actor</i> | had <i>Pr: Material</i> <i>Middle</i> | a picnic <i>Range</i> | | | in the botanical gardens <i>Circ: Spatial</i> <i>Location</i> today <i>Circ: Temporal</i> <i>Location</i> | |
| | we <i>Carrier</i> | haven't been <i>Pr: Relational</i> <i>Attributive</i> <i>Circumstantial</i> | to the Science Museum or the Aquarium <i>Attribute</i> <i>Circumstantial</i> | | | yet <i>Circ: Temporal</i> <i>Extent</i> | but Textual Element |

| | | | | | | | |
|---|---------------------------|--|----------------------------------|---------------------------|--|--|--|
| 5 | I <i>Senser</i> | think <i>Pr: Mental Cognition + Metaphenomenon Idea</i> | | | | | |
| | we <i>Actor</i> | 'll go <i>Pr: Material Middle</i> | | | there <i>Circ: Spatial Location</i> tomorrow <i>Circ: Temporal Location</i> | | |
| 6 | Mum and I <i>Actor</i> | have (...)booked <i>Pr: Material Middle</i> | a parachute jump <i>Range</i> | | | just Interpersonal Element | |
| | We <i>Sayer</i> | haven't told <i>Pr: Verbal</i> | | | | but Textual Element yet Interpersonal Element | |
| 7 | I <i>Actor</i> | can't wait! <i>Pr: Material Middle</i> | | | | | |
| | Kate <i>Actor</i> | has (...) written <i>Pr: Material</i> | | to you <i>Receiver</i> | | already? Interpersonal Element | |

| | | | | | | | |
|---|----------------------|--|----------------------------------|--|--|---|--|
| | | <i>Middle</i> | | | | | |
| 8 | She <i>Senser</i> | Is (...) enjoying <i>Pr: Mental Affection</i> | her holiday <i>Phenomenon</i> | | | in Hawaii? <i>Circ: Spatial Location</i> | |

TEXT 20

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|--------------------|---|---|---------------|---------------|------------------------------------|
| 1 | We <i>Actor</i> | 're having <i>Pr: Material Middle</i> | a great time! <i>Range</i> | | | |
| 2 | We <i>Actor</i> | 've done <i>Pr: Material Middle</i> | a lot of interesting things <i>Range</i> | | | |
| 3 | We <i>Actor</i> | 've seen <i>Pr: Material Middle</i> | the London Eye <i>Range</i> | | | |
| | we <i>Actor</i> | 've visited <i>Pr: Material Middle</i> | the Science Museum <i>Range</i> | | | and Textual Element |
| 4 | We | 've walked | | | everywhere | |

| | <i>Actor</i> | <i>Pr: Material Middle</i> | | <i>Circ: Spatial Extent</i> | |
|---|-------------------------------|--|---|-----------------------------|------------------------|
| 5 | we <i>Actor</i> | 've eaten <i>Pr: Material Effective</i> | some great food – Thai, Mexican, Italian and Chinese <i>Goal</i> | | And Textual Element |
| 6 | We <i>Actor</i> | haven't had <i>Pr: Material Middle</i> | any bad meals! <i>Range</i> | | |
| 7 | The shops <i>Carrier</i> | are <i>Pr: Relational Attributive Intensive</i> | cool, <i>Attribute</i> | | too Textual Element |
| 8 | Mum <i>Actor</i> | has spent <i>Pr: Material Middle</i> | a lot of money! <i>Range</i> | | |
| 9 | The weather <i>Carrier</i> | hasn't been <i>Pr: Relational Attributive Intensive</i> | great <i>Attribute</i> | | |
| | | It hasn't rained <i>Pr:</i> | | | but Textual Element |

| | | | | | | | |
|--|--|-----------------------|--|--|--|--|----------------------------------|
| | | <i>Meteorological</i> | | | | | luckily Interpersonal Element |
|--|--|-----------------------|--|--|--|--|----------------------------------|

TEXT 22

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|--|--|---|---------------|---------------|--|
| 1 | <i>A mobile phone, a new bike or an MP3 player</i> <i>Token</i> | are <i>Pr: Relational Identifying Intensive</i> | things [[you'd like to have]] <i>Value</i> | | | Probably Interpersonal Element |
| 2 | thieves <i>Carrier/possessor</i> | like to have <i>Pr: Relational Attributive Possessive</i> | them <i>Attribute Possessed</i> | | | But Textual Element also Textual Element |
| | (thieves) <i>Actor</i> | steal <i>Pr: Material Effective</i> | them <i>Goal</i> | | | and Textual Element often Interpersonal Element |
| 3 | young people | are | the victims of street | | Everyday | |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| | | | | | | | | |
| 4 | <p><i>Token</i></p> <p>(you)</p> <p><i>Actor</i></p> | <p><i>Pr: Relational Identifying Intensive</i></p> <p>read</p> <p><i>Pr: Material Middle</i></p> | <p>crime</p> <p><i>Value</i></p> <p>[[what Kate and Andy say about their experiences]]</p> <p><i>Range</i></p> | | | <p><i>Circ: Temporal Extent</i></p> | | |
| | <p>(you)</p> <p><i>Actor</i></p> | <p>read</p> <p><i>Pr: Material Middle</i></p> | <p>our safety tips</p> <p><i>Range</i></p> | | | | <p>and then</p> <p>Textual Element</p> | |
| 5 | <p>I</p> <p><i>Actor</i></p> | <p>was waiting</p> <p><i>Pr: Material Middle</i></p> | | | | <p>at a bus stop</p> <p><i>Circ: Spatial Location</i></p> <p>with my friend Andy</p> <p><i>Circ: Accompaniment</i></p> | | |
| | <p>We</p> <p><i>Senser</i></p> | <p>saw</p> <p><i>Pr: Mental Perception</i></p> | <p>two girls</p> <p><i>Phenomenon</i></p> | | | <p>across the road</p> <p><i>Circ: Spatial Location</i></p> | | |
| | <p>They</p> | <p>were talking and laughing</p> | | | | | | |

| | | | | | | | | | |
|---|---------------------------------|--|----------------------------|--|--|--|-----------------------|--|------------------------|
| | | | | | | | | | |
| | <i>Behavior</i> | <i>Pr: Behavioral Verbal</i> | | | | | | | |
| | they <i>Behavior</i> | weren't looking at <i>Pr: Behavioral Perception</i> | us <i>Phenomenon</i> | | | | | | But Textual Element |
| 6 | My mobile phone <i>Actor</i> | Rang <i>Pr: Material Middle</i> | | | | | | | |
| | I <i>Actor</i> | answered <i>Pr: Material Middle</i> | It <i>Range</i> | | | | | | and Textual Element |
| | That <i>Token</i> | was <i>Pr: Relational Identifying Intensive</i> | a mistake! <i>Value</i> | | | | | | |
| | The girls <i>Actor</i> | crossed <i>Pr: Material Middle</i> | the road. <i>Range</i> | | | | | | |
| | one of them <i>Sayer</i> | asked <i>Pr: Verbal+ Locution Report</i> | | | | | me <i>Receiver</i> | | and Textual Element |
| | | to use <i>Pr: Material</i> | my phone <i>Range</i> | | | | | | |

| | | | | | | | | | |
|---|--|---|--|--|--|--|--|--|--------------------------------|
| | | | | | | | | | |
| I <i>Sayer</i> | | <i>Middle</i> | said <i>Pr: Verbal+</i> <i>Locution Quote</i> | | | | | | and Textual Element |
| 'Noi' ⁵ <i>Elliptical Major Clause</i> | | | | | | | | | |
| she <i>Actor</i> | | hit <i>Pr: Material</i> <i>Effective</i> | me <i>Goal</i> | | | | | | |
| she <i>Actor</i> | | stole <i>Pr: Material</i> <i>Effective</i> | my mobile phone <i>Goal</i> | | | | | | and Textual Element |
| the two girls <i>Actor</i> | | ran away <i>Pr: Material</i> <i>Middle</i> | | | | | | | Then Textual Element |

⁵ Elliptical Clause similar to Text 11

TEXT 27

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|---|---|---|---------------|---|--|
| 1 | I <i>Senser</i> | like <i>Pr: Mental Affection</i> | [[eating most things]] <i>Macrophenomenon</i> | | | |
| 2 | I <i>Actor</i> | 've eaten <i>Pr: Material Effective</i> | frogs' legs <i>Goal</i> | | | |
| | I <i>Actor</i> | 've (...) eaten <i>Pr: Material Effective</i> | insects <i>Goal</i> | | | but Textual Element never Interpersonal Element |
| 3 | I <i>Behaver</i> | 'd like to try <i>Pr: Behavioral Mental Perception</i> | insects <i>Phenomenon</i> | | one day <i>Circ: Temporal Location</i> | |
| 4 | sashimi – raw fish from Japan <i>Token</i> | Is <i>Pr: Relational Identifying</i> | The most interesting food [[I've ever eaten]] <i>Value</i> | | | |

| | | | | | | | |
|---|--------------------------------------|--|---|---|--|--|--|
| | | | | | | | |
| 5 | It <i>Carrier</i> | <i>Intensive</i> Was <i>Pr: Relational</i> <i>Attributive</i> <i>Intensive</i> | weird, but delicious <i>Attribute</i> | | | | |
| 6 | I <i>Actor</i> | have been bungee jumping <i>Pr: Material</i> <i>Middle</i> | | a few times <i>Circ: Temporal Extent</i> | | | |
| 7 | my fourteen birthday <i>Token</i> | was <i>Pr: Relational</i> <i>Identifying</i> <i>Intensive</i> | The first time <i>Value</i> | | | | |
| | I <i>Senser</i> | think <i>Pr: Mental</i> <i>Cognition +</i> <i>Metaphenomenon</i> <i>Idea</i> | | | | | |
| | skydiving <i>Carrier</i> | is <i>Pr: Relational</i> <i>Attributive</i> <i>Circumstantial</i> | like jumping <i>Attribute</i> <i>Circumstantial</i> | | | | |

| | | | | | | |
|----|---------------------------------|--|--|--|--|------------------------|
| | it <i>Carrier</i> | Lasts <i>Pr: Relational Attributive Intensive</i> | longer! <i>Attribute</i> | | | but Textual Element |
| 8 | I <i>Behavior</i> | would like to try <i>Pr: Behavioral Mental Perception</i> | It <i>Phenomenon</i> | | one day <i>Circ: Temporal Location</i> | |
| 9 | I <i>Actor</i> | have dyed <i>Pr: Material Effective</i> | my hair <i>Goal</i> | | three times <i>Circ: Temporal Extent</i> | |
| | I <i>Carrier/possessor</i> | have not had <i>Pr: Relational Attributive Possessive</i> | a piercing <i>Attribute Possessed</i> | | | But Textual Element |
| 10 | My cousin Elena <i>Actor</i> | has had <i>Pr: Material Middle</i> | three (piercings) <i>Range</i> | | | |
| 11 | She <i>Carrier/possessor</i> | had <i>Pr Relational Attributive Intensive</i> | one <i>Attribute Possessed</i> | | in her nose <i>Circ: Spatial Location last week. Circ: Temporal</i> | |

| | | | | | | |
|----|---------------------|---|---|--|---|---|
| 12 | I <i>Senser</i> | do not like <i>Pr: Mental Affection</i> | It <i>Phenomenon</i> | | <i>Location</i> | |
| 13 | I <i>Actor</i> | have (...) had <i>Pr: Material Middle</i> | a tattoo <i>Range</i> | | | never Interpersonal Element |
| | I <i>Carrier</i> | 'm <i>Pr: Relational Attributive Intensive</i> | older <i>Attribute</i> | | | but Textual Element when Textual Element |
| 14 | I <i>Actor</i> | 'd like <i>Pr: Mental Affection</i> | a small one <i>Phenomenon</i> | | | |
| | I <i>Senser</i> | live <i>Pr: Material Middle</i> | [[travelling]]. <i>Macrophenomenon</i> | | in the U.S. <i>Circ: Spatial Location</i> | |
| 15 | I <i>Actor</i> | love <i>Pr: Mental Affection</i> | have travelled <i>Pr: material</i> | | | and Textual Element |
| | | | | | to many places in the U.S. <i>Circ: Spatial Location</i> | |

| | | | | | | | | | |
|----|---------------------|--|---|---------------------------|--|--|--|-------------------------|--|
| | | | <i>middle</i> | | | | | | |
| 16 | I <i>Carrier</i> | | have (...) been <i>Pr: Relational Attributive Circumstantial</i> | | | | to Paris and Rome <i>Circ: Spatial Location</i> | also Textual Element | |
| 17 | I <i>Actor</i> | | am saving <i>Pr: Material Middle</i> | my money <i>Range</i> | | | to Chile <i>Circ: Spatial Location</i> | | |
| 18 | I <i>Actor</i> | | to go <i>Pr: Material Middle</i> | my Spanish <i>Goal</i> | | | there <i>Circ: Spatial Location</i> | | |

TEXT 30

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|---------------------------------|--|--------------------------|---------------|--|------------------------------------|
| 1 | Carlos Acosta <i>Carrier</i> | was <i>Pr: Relational Attributive Intensive</i> | born <i>Attribute</i> | | in 1973 <i>Circ: Temporal Location</i> in Havana in Cuba | |

| | | | | | | | |
|---|--------------------------------|---|---|--|---|------------------------------|--|
| 2 | Carlos <i>Carrier</i> | was <i>Pr: Relational Attributive Intensive</i> | a difficult child <i>Attribute</i> | | | | |
| 3 | He <i>Carrier</i> | was <i>Pr: Relational Attributive Intensive</i> | nine years old <i>Attribute</i> | | | When Textual Element | |
| 4 | his father <i>Inducer</i> | made (...) go <i>Pr: Material Middle Caused</i> | him <i>Actor</i> | | to a ballet school [[that was very strict.]] <i>Circ: Spatial Location</i> | | |
| 5 | Carlos <i>Senser</i> | hated <i>Pr: Mental Affection</i> | the school <i>Phenomenon</i> | | | At first, Textual Element | |
| 5 | He <i>Carrier/possessor</i> | had <i>Pr: Relational Attributive Possessive</i> | a lot of enthusiasm for sports <i>Attribute Possessed</i> | | | Although Textual Element | |
| | he <i>Carrier</i> | wasn't <i>Pr: Relational</i> | interested in dance <i>Attribute</i> | | | | |

| | | | | | | | | |
|---|--|--|---|------------------------------|--|------------------------------------|--|--|
| | | | <i>Attributive Intensive</i> | | | | | |
| 6 | He <i>Actor</i> | He <i>Actor</i> | didn't go <i>Pr: Material Middle</i> | | | | to school <i>Circ: Spatial Location</i> | |
| | he <i>Actor</i> | he <i>Actor</i> | Played <i>Pr: Material Middle</i> | soccer <i>Range</i> | | | | and Textual Element instead Textual Element |
| 7 | The school's director <i>Inducer</i> | The school's director <i>Inducer</i> | made (...) leave <i>Pr: Material Middle Caused</i> | Carlos <i>Actor</i> | | the school. <i>Range</i> | | |
| 8 | Carlo's father <i>Behaver</i> | Carlo's father <i>Behaver</i> | spoke <i>Pr: Behavioral Verbal</i> | | | to the director <i>Receiver</i> | | However, Textual Element |
| | the director <i>Inducer</i> | the director <i>Inducer</i> | let (...) return <i>Pr: Material Middle Caused</i> | Carlos <i>Actor</i> | | | | and Textual Element |
| 9 | He <i>Carrier</i> | He <i>Carrier</i> | was <i>Pr: Relational Attributive</i> | thirteen <i>Attribute</i> | | | | When Textual Element |

| | | | | | | | | |
|----|---|--|---|---|--|--------------------------------------|--------------------------------|--|
| | | | <i>Intensive</i> | | | | | |
| | something (...) [[that changed Carlos's life]]. <i>Actor</i> | | happened <i>Pr: Material Middle</i> | | | | | |
| 10 | He <i>Behaver</i> | | saw <i>Pr: Behavioral Perception</i> | the National Ballet of Cuba <i>Phenomenon</i> | | | | |
| | | | decided to focus <i>Pr: Behavioral Mental Cognition</i> | | | on ballet <i>Circ: Matter</i> | and Textual Element | |
| 11 | His ambition and commitment <i>Actor</i> | | Grew <i>Pr: Material Middle</i> | | | | | |
| | his dancing <i>Actor</i> | | improved <i>Pr: Material Middle</i> | | | a lot <i>Circ: Manner Quality</i> | and Textual Element | |
| 12 | He <i>Actor</i> | | was <i>Pr: Relational</i> | sixteen <i>Attribute</i> | | | When Textual Element | |

| | | | | | | | | |
|----|------------------------|---|--|--|--|--|-----------------------------|--|
| | | | | | | | | |
| | he <i>Actor</i> | <i>Attributive Intensive</i> won <i>Pr: Material Middle</i> | an award for the best boy ballet dancer in the world <i>Range</i> | | | | | |
| 13 | Carlos <i>Actor</i> | joined <i>Pr: Material Middle</i> | the English National Ballet <i>Range</i> | | | in 1991 <i>Circ: Temporal Location</i> | | |
| | He <i>Actor</i> | danced <i>Pr: Material Middle</i> | | | | with the National Ballet of Cuba <i>Circ: Accompaniment in 1992</i> <i>Circ: Temporal Location</i> | and then Textual Element | |
| 14 | He <i>Actor</i> | has lived <i>Pr: Material Middle</i> | | | | For the past 12 years <i>Circ: Temporal Extent in London</i> | | |

| | | | | | | | | | |
|----|--------------------------------|---|---|--|--|--|--|-----|---|
| | | | | | | | | | |
| | (he) <i>Actor</i> | (has) danced <i>Pr: Material Middle</i> | | | | | | | and Textual Element |
| 15 | He <i>Senser</i> | regrets <i>Pr: Mental Affection</i> | his home country <i>Phenomenon</i> | | | | | | However, Textual Element never Interpersonal Element |
| 16 | he <i>Inducer</i> | has inspired <i>Pr: Mental Affection</i> | other young Cuban dancers <i>Senser</i> | | | | | | |
| | he <i>Carrier</i> | has become <i>Pr: Relational Attributive Intensive</i> | a national hero <i>Attribute</i> | | | | | | and Textual Element |
| 17 | He <i>Carrier/possessor</i> | had <i>Pr: Relational Attributive Possessive</i> | a difficult childhood <i>Attribute Possessed</i> | | | | | | Although Textual Element |
| | Carlos Acosta | is | one of the greatest dancers in the world | | | | | now | |

| | | | | | | |
|--|--------------|---|--------------|--|------------------------------------|--|
| | <i>Token</i> | <i>Pr: Relational Identifying Intensive</i> | <i>Value</i> | | <i>Circ: Temporal Location</i> | |
|--|--------------|---|--------------|--|------------------------------------|--|

Group 3: Teenage Problems and Conflicts

TEXT 4

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|-------------------|---------------------|---|---|---------------|---|--|
| 1 | I <i>Carrier</i> | 'm <i>Pr: Relational Attributive Intensive</i> | worried <i>Attribute</i> | | | |
| | I <i>Carrier</i> | 'm <i>Pr: Relational Attributive Intensive</i> | new <i>Attribute</i> | | in my school <i>Circ: Spatial Location</i> | Because Textual Element |
| | I <i>Carrier</i> | haven't got <i>Pr: Relational Attributive Possessive</i> | any friends <i>Attribute Possessed</i> | | | And Textual Element |

| | | | | | | |
|---|--|--|---|--|---|---|
| 2 | I <i>Behavior</i> | listen to ⁶ <i>Pr: Behavioral Perception</i> | music <i>Range</i> | | At break time, <i>Circ: Temporal Location</i> on my MP3 player <i>Circ: Manner Means</i> | usually Interpersonal Element |
| | (I) <i>Actor</i> | send <i>Pr: Material Effective</i> | messages <i>Goal</i> | to friends from my old school <i>Beneficiary</i> | | and Textual Element |
| 3 | I <i>Actor</i> | 've joined <i>Pr: Material Middle</i> | an after-school drama club <i>Range</i> | | | |
| | I <i>Actor</i> | don't go <i>Pr: Material Middle</i> | | | | but Textual Element very often Interpersonal Element |
| 4 | [[I'm not good at acting]] ⁷ | is | The thing | | | |

⁶ *Listen to* is a single Behavioral process in the clause *At break time I usually listen to music on my MP3 player* rather than as part of the circumstance *to music*. In order to be *To* part of the circumstance the test of checking the circumstance as the focus of theme predication should be applied (**It was to the Music he was listening*)

| | | | | | | |
|----------|---------------------------|---|------------------------------------|--|--|------------------------------|
| | <i>Token</i> | <i>Pr: Relational Identifying Intensive</i> | <i>Value</i> | | | |
| | I <i>Senser</i> | don't enjoy <i>Pr: Mental Affection</i> | it. <i>Phenomenon</i> | | | So Textual Element |
| 5 | I <i>Actor</i> | want to make <i>Pr: Material Middle</i> | new friends <i>Range</i> | | | |

TEXT 5

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|-------------------|--------------------------|---|---------------|---------------|--|--|
| 1 | I <i>Actor</i> | go <i>Pr: Material Middle</i> | | | to bed <i>Circ: Spatial Location</i> after midnight <i>Circ: Temporal</i> | usually Interpersonal Element |

⁷*The thing is* [[*I'm not good at acting*]] is an independent clause whose analysis is not interesting by itself in terms of experiential meaning but it functions textually in a relation of Enhancement Cause to what is previously said. The relevant content for the identification of patterns in this text does not rely on the whole clause, but on the embedded clause which is the one that carries the weight of experiential meaning.

| | | | | | | | | | |
|---|---------------------|---|---------------------------------------|--|--|--|---|---------------------------------|--|
| | | | | | | | | | |
| | I <i>Carrier</i> | feel <i>Pr: Relational Attributive Intensive</i> | tired <i>Attribute</i> | | | | <i>Location</i> in the morning <i>Circ: Temporal Location</i> | and then Textual Element | |
| 2 | I <i>Actor</i> | get up <i>Pr: Material Middle</i> | | | | | late <i>Circ: Temporal Location</i> | always Interpersonal Element | |
| | I <i>Actor</i> | have to rush <i>Pr: Material Middle</i> | | | | | to school <i>Circ: Spatial Location</i> | and Textual Element | |
| | I <i>Actor</i> | don't have <i>Pr: Material Middle</i> | Breakfast <i>Range</i> | | | | | so Textual Element | |
| 3 | I <i>Carrier</i> | feel <i>Pr: Relational Attributive Intensive</i> | sleepy and hungry <i>Attribute</i> | | | | At school <i>Circ: Temporal Location</i> | | |
| | I <i>Behaver</i> | can't concentrate on <i>Pr: Behavioral</i> | my work <i>Range</i> | | | | | And Textual Element | |

| | | | | | | | | |
|---|--------------------|--|---|-----------------------------|--|--|--|------------------------|
| | | | <i>Cognition</i> | | | | | |
| 4 | I <i>Actor</i> | | 'm not doing <i>Pr: Material</i> <i>Middle</i> | | | | well <i>Cir: Manner Quality</i> | |
| | I <i>Actor</i> | | 've failed <i>Pr: Material</i> <i>Middle</i> | three tests <i>Range</i> | | | | And Textual Element |
| 5 | I <i>Senser</i> | | know <i>Pr: Mental</i> <i>Cognition +</i> <i>Metaphenomenon</i> <i>Idea</i> | | | | | |
| | I <i>Actor</i> | | have to go <i>Pr: Material</i> <i>Middle</i> | | | | to bed <i>Cir: Spatial</i> <i>Location</i> earlier <i>Cir: Temporal</i> <i>Location</i> | |
| | I | | 've tried | it ⁸ | | | three times | and |

⁸The presence of *it* stands for '*going to bed earlier*' and suggests that such clause is being treated as an Act which is not affected by the process *try*. This is why it is considered to be a Range rather than a Goal

| | | | | | | | |
|--|-----------------------------|--|--------------|--|--|---|---|
| | <i>Actor</i> | <i>Pr: Material</i> <i>Middle</i> | <i>Range</i> | | | <i>Circ: Temporal</i> <i>Extent</i> this week <i>Circ: Temporal</i> <i>Location</i> | Textual Element |
| | I <i>Behavior</i> | can't go to sleep <i>Pr: Behavioral</i> <i>Physiological</i> | | | | | but Textual Element just Interpersonal Element |

TEXT 11

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|-------------------|--------------------------------------|---|---|---------------|---------------|--|
| 1 | I <i>Carrier/possessor</i> | 've got <i>Pr: Relational</i> <i>Attributive</i> <i>Possessive</i> | a real problem with my parents <i>Attribute</i> <i>Possessed</i> | | | |
| 2 | I <i>Carrier</i> | 'm <i>Pr: Relational</i> | 14 <i>Attribute</i> | | | |

| | | | | | | | | | |
|---|--------------------------------------|--|-----------------------------|----------------------------------|---|--|--|--|--|
| | | <i>Attributive Intensive</i> | | | | | | | |
| | a boy from my school <i>Sayer</i> | has asked (...) out <i>Pr: Behavioral Verbal</i> | | me <i>Receiver</i> | on a date <i>Circ: Cause Purpose</i> | and Textual Element | | | |
| 3 | I <i>Sayer</i> | haven't said <i>Pr: Verbal</i> | anything <i>Verbiage</i> | to my parents <i>Receiver</i> | about it <i>Circ: Matter yet Circ: Temporal Extent</i> | | | | |
| 4 | I <i>Senser</i> | Know <i>Pr: Mental Cognition+ Metaphenomenon Idea</i> | | | | | | | |
| | I <i>Sayer</i> | tell <i>Pr: Verbal</i> | | them <i>Receiver</i> | | that Textual Element if Textual Element | | | |
| | they | 'll (...) say | | | | Just Textual Element | | | |

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|---|
| | | | | | | | | | Interpersonal Element |
| <i>Sayer</i> | | <i>Pr: Verbal+ Locution Quote</i> | | | | | | | |
| 'No' ⁹ <i>Elliptical Major Clause</i> | | | | | | | | | |
| <i>They Senser</i> | | <i>think Pr: Mental Cognition + Metaphenomenon Idea</i> | | | | | | | <i>because Textual Element</i> |
| <i>I Carrier</i> | | <i>'m Pr: Relational Attributive Intensive</i> | <i>too young [[to go out with boys]] Attribute</i> | | | | | | |
| <i>I Actor</i> | | <i>want to go to Pr: Material Middle + Inclination Phase</i> | | | | | | <i>on the date Circ: Cause Purpose</i> | <i>really Interpersonal Element</i> |
| 5 | | | | | | | | | |

⁹Elliptical Clause which functions as the answer to an elided implicit question recoverable from the immediate context ('*Can I go out with my friend?*'; '*No, you can't go out with your friend*'). These type of Elliptical Clauses are excluded from the transitivity analysis carried on in this research though they are presented in the table for consistency reasons.

| | | | | | | | | |
|---|-------------------|---|--|--|--|--|--|-------------------------|
| 6 | I <i>Sayer</i> | Should (...) say <i>Pr: Verbal + Locution Report</i> | | | | | somewhere <i>Circ: Spatial Location</i> with my friends? <i>Circ: Accompaniment</i> | that Textual Element |
| | I <i>Actor</i> | 'm going <i>Pr: Material Middle</i> | | | | | | |

TEXT 12

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|-------------------|-------------------|---|---------------------------------|---------------|---|--|
| 1 | I <i>Actor</i> | play <i>Pr: Material Middle</i> | electric guitar <i>Range</i> | | with a band <i>Circ: Accompaniment</i> | |
| 2 | I <i>Actor</i> | want to leave <i>Pr: Material Middle</i> | school <i>Range</i> | | next year <i>Circ: Temporal Location</i> | |

| | | | | | | | |
|---|----------------------------|---|-------------------------------|--|--|---|----------------------------|
| | I <i>Actor</i> | can go <i>Pr: Material Middle</i> | | | | with the band <i>Circ: Accompaniment on tour Circ: Cause Purpose</i> | so that Textual Element |
| | my parents <i>Sayer</i> | say <i>Pr: Verbal</i> | | | | | but Textual Element |
| | I <i>Carrier</i> | have to stay on <i>Pr: Relational Attributive Circumstantial</i> | at school <i>Attribute</i> | | | | that Textual Element |
| 3 | They <i>Sayer</i> | say <i>Pr: Verbal</i> | | | | | |
| | I <i>Actor</i> | won't get <i>Pr: Material Middle</i> | a good job <i>Range</i> | | | | that Textual Element |
| | I <i>Actor</i> | don't go <i>Pr: Material Middle</i> | | | | to university <i>Circ: Spatial Location</i> | if Textual Element |
| 4 | I <i>Senser</i> | like <i>Pr: Mental Affection</i> | school <i>Phenomenon</i> | | | | |

| | | | | | | |
|----------------------|---|---|--|--|--|------------------------|
| I <i>Carrier</i> | want to be <i>Pr: Relational Attributive Intensive</i> | a rock star <i>Attribute</i> | | | | but Textual Element |
| (I) <i>Senser</i> | (want to) think <i>Pr: Mental Cognition+ Metaphenomenon Idea</i> | | | | | and Textual Element |
| we <i>Carrier</i> | 're <i>Pr: Relational Attributive Intensive</i> | good enough[[to be really famous]] <i>Attribute</i> | | | | |

TEXT 13

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|-------------------|---------------|---------|--------------------------------------|---------------|---------------|--|
| 1 | You | have | letters from kids [[who want more | | | often |

| | | | | | | |
|---|--|--|---|--|--|--------------------------------|
| | <i>Carrier/Possessor</i> | <i>Pr: Relational Attributive Possessive</i> | freedom from their parents]] <i>Attribute Possessed</i> | | | Interpersonal Element |
| | I | 've got | the opposite problem <i>Attribute Possessed</i> | | | but Textual Element |
| 2 | My parents <i>Carrier/possessor</i> | have <i>Pr: Relational Attributive Possessive</i> | time for me <i>Attribute Possessed</i> | | | never Interpersonal Element |
| 3 | My dad <i>Actor</i> | travels <i>Pr: Material Middle</i> | | | on business ¹⁰ <i>Circ: Cause Reason</i> | a lot Interpersonal Element |
| | my mum | 's | busy with something | | | and |

¹⁰ Most of the cases of circumstances structured as 'on + sth' have been analyzed as Circumstances of Cause Reason rather than Spatial Location. They convey meanings related to *why* the process has been carried on instead of *where* it happened.

| | | | | | | |
|---|-------------------------------------|--|--|--|--|---|
| | <i>Carrier</i> | <i>Pr: Relational Attributive Intensive</i> | <i>Attribute</i> | | | Textual Element always Interpersonal Element |
| 4 | I <i>Actor</i> | eat <i>Pr: Material Middle</i> | | | on my own <i>Circ: Accompaniment</i> | usually Interpersonal Element |
| 5 | I <i>Senser</i> | want <i>Pr: Mental Affection</i> | someone to talk to <i>Phenomenon</i> | | | If Textual Element |
| | my parents <i>Carrier</i> | are <i>Pr: Relational Attributive Circumstantial</i> | there <i>Attribute Circumstantial Location</i> | | | never Interpersonal Element |

TEXT 14

| | | | | | | |
|-------------------|--------------------------|---|---------------|---------------|---|--|
| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
| 1 | I <i>Actor</i> | used to get on <i>Pr: Material Middle</i> | | | well <i>Circ: Manner Quality</i> withmy mum and dad | always Interpersonal Element |

| | <i>Senser</i> | <i>Pr: Relational Attributive Intensive</i> | <i>Attribute</i> | | <i>Circ: Accompaniment</i> | <i>Interpersonal Element</i> |
|---|----------------------------|---|---|--|----------------------------|------------------------------|
| 4 | I <i>Senser</i> | think <i>Pr: Mental Cognition + Metaphenomenon Idea</i> | | | | |
| | I <i>Carrier</i> | 'm <i>Pr: Relational Attributive Intensive</i> | old enough [[to make my own decisions]] <i>Attribute</i> | | | |

TEXT 21

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|---|---|---|--------------------------------|--|------------------------------------|
| 1 | I <i>Carrier/possessor</i> | have <i>Pr: Relational Attribute Possessive</i> | a problem <i>Attribute Possessed</i> | | at school <i>Circ: Spatial Location</i> | |
| 2 | a girl in my class [[who bullies me]] <i>Existent</i> | 's <i>Pr: Existential</i> | | | | There Interpersonal Element |
| 3 | She <i>Actor</i> | makes <i>Pr: Material Middle</i> | fun <i>Range</i> | of me <i>Target</i> | | |
| | she <i>Assigner</i> | calls <i>Pr: Relational Identifying Intensive Assigned</i> | me <i>Token</i> | horrible names <i>Value</i> | | and Textual Element |
| 4 | she <i>Actor</i> | pushed <i>Pr: Material</i> | me <i>Goal</i> | | Yesterday <i>Circ: Temporal</i> | |

| | | | | | | | | |
|---|-------------------------------|--|------------------|---|---------------------------|--|---|--|
| | | | <i>Effective</i> | | | | <i>Location</i> in our P.E. class <i>Circ: Spatial Location</i> | |
| | I <i>Actor</i> | fell <i>Pr: Material</i> <i>Middle</i> | | | | | and Textual Element | |
| 5 | I <i>Actor</i> | don't want to go <i>Pr: Material</i> <i>Middle</i> | | | | to school <i>Circ: Spatial Location</i> | anymore Interpersonal Element | |
| 6 | I <i>Sayer</i> | tell <i>Pr: Verbal+</i> <i>Locution Report</i> | | | my mum <i>Receiver</i> | | | |
| | I <i>Carrier/Possessor</i> | 've got <i>Pr: Relational</i> <i>Attributive</i> <i>Possessive</i> | | a headache or stomach ache <i>Attribute</i> <i>Possessed</i> | | | and Textual Element | |
| | I <i>Carrier</i> | want to stay <i>Pr: Relational</i> <i>Attributive</i> <i>Circumstantial</i> | | at home <i>Attribute</i> <i>Circumstantial</i> | | | because Textual Element | |

| | | | | | | | | |
|---|---------------|--|---|--|--|--|--|-----------------------|
| 7 | I | hate | [[lying to my mum]] <i>Macrophenomenon</i> | | | | | |
| | <i>Senser</i> | <i>Pr: Mental Affection</i> | | | | | | |
| | I | don't know | | | | | | but |
| | <i>Senser</i> | <i>Pr: Mental Cognition+ Metaphenomenon Idea</i> | | | | | | Textual Element |
| | | to do | what | | | | | what |
| | | <i>Pr: Material Effective</i> | <i>Range</i> | | | | | Interpersonal Element |

Group 4: Predictions and Plans for the Future

TEXT 6

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|----------------|-----------------------------------|------------------|---------------|--------------------------------|------------------------------------|
| I | I | 'll be | 25 | | In ten years' time | |
| | <i>Carrier</i> | <i>Pr: Relational Attributive</i> | <i>Attribute</i> | | <i>Circ: Temporal Location</i> | |

| | | | | | | | |
|---|-----------------------------|---|--|--|--|------------------------------|--|
| | | <i>Intensive</i> | | | | | |
| 2 | This <i>Token</i> | is <i>Pr: Relational Identifying Intensive</i> | [[what I predict]] ¹² <i>Value</i> | | | | |
| | I <i>Senser</i> | don't think <i>Pr: Mental Cognition + Metaphenomenon Idea</i> | | | | | |
| | I <i>Carrier</i> | 'll get <i>Pr: Relational Attributive Intensive</i> | married <i>Attribute</i> | | before then <i>Circ: Temporal Location</i> | | |
| | I <i>Actor</i> | go back <i>Pr: Material Middle</i> | | | to Canada <i>Circ: Spatial Location</i> | If Textual Element | |
| | I | 'll (...) live | | | in a big city, like | probably | |

¹²The clause *This is what I predict* functions in the text as high level theme anticipating what is coming and linking it to what has been said. For such reasons it is considered a textual element since it does not contribute to convey experiential meaning. For consistency reasons it is analyzed in this table in terms of transitivity but it is considered a textual element.

| | | | | | | | |
|--|--------------------------------------|---|---|--|--|---|--|
| | <i>Actor</i> | <i>Pr: Material Middle</i> | | | | Montreal <i>Circ: Spatial Location</i> | Interpersonal Element |
| | I <i>Senser</i> | think <i>Pr: Mental Cognition + Metaphenomenon Idea</i> | | | | | |
| | I <i>Actor</i> | 'll live <i>Pr: Material Middle</i> | | | | in a flat <i>Circ: Spatial Location</i> with some friends <i>Circ: Accompaniment</i> | |
| | I <i>Carrier/Possessor</i> | might have <i>Pr: Relational Attributive Possessive</i> | | | | | |
| | I <i>Carrier/Possessor</i> | 'll (...) have <i>Pr: Relational Attributive</i> | a girlfriend <i>Attribute Possessed</i> | | | | probably Interpersonal Element |

| | | | | | | | | | |
|----------|--------------------------------------|--|--|--|--|---|--|--|---|
| | | | | | | | | | |
| | I <i>Actor</i> | <i>Possessive</i> might work <i>Pr: Material</i> <i>Middle</i> | | | | | | | for a big company or the government <i>Circ: Behalf</i> |
| 3 | I <i>Senser</i> | don't think <i>Pr: Mental</i> <i>Cognition+</i> <i>Metaphenomenon</i> <i>Idea</i> | | | | | | | |
| | I <i>Carrier/Possessor</i> | 'll have <i>Pr: Relational</i> <i>Attributive</i> <i>Possessive</i> | | | | a lot of money <i>Attribute Possessed</i> | | | |
| | I <i>Senser</i> | think <i>Pr: Mental</i> <i>Cognition+</i> <i>Metaphenomenon</i> <i>Idea</i> | | | | | | | but Textual Element |
| | I | 'll have | | | | a car and a lot of friends | | | |

| | | | | | | | |
|---|--------------------------|--|----------------------------|--|--|--|--|
| | <i>Carrier/Possessor</i> | <i>Pr: Relational Attributive Possessive</i> | <i>Attribute Possessed</i> | | | | |
| 4 | I <i>Senser</i> | hope <i>Pr: Mental Cognition+ Metaphenomenon Idea</i> | | | | | |
| | I <i>Carrier</i> | 'll be <i>Pr: Relational Attributive Intensive</i> | happy <i>Attribute</i> | | | | |

TEXT 23

| CLAUSE COMPLEX | PARTICIPANT1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|-------------------|-------------------|--|-----------------------------|---------------|--|--|
| 1 | I <i>Actor</i> | finish <i>Pr: Material Middle</i> | high school <i>Range</i> | | in two years <i>Circ: Temporal Location</i> | After Textual Element |
| | I | 'll (...) study | medicine | | at a good college | probably |

| | <i>Actor</i> | <i>Pr: Material Middle</i> | <i>Range</i> | | <i>Circ: Spatial Location</i> | <i>Interpersonal Element</i> |
|---|-------------------------|---|---|--|--|---|
| 2 | I <i>Actor</i> | 'll (...) apply to <i>Pr: Material Middle</i> | some colleges in the U.S. or the U.K. <i>Range</i> | | | definitely Interpersonal Element |
| 3 | I <i>Carrier</i> | 'll (...) become <i>Pr: Relational Attributive Intensive</i> | a surgeon <i>Attribute</i> | | | probably Interpersonal Element |
| 4 | I <i>Carrier</i> | 'm <i>Pr: Relational Attributive Intensive</i> | sure [[I will get married and have children too]] <i>Attribute</i> | | | |
| 5 | I <i>Actor</i> | want to get <i>Pr: Material Middle</i> | a good job <i>Range</i> | | as a doctor <i>Circ: Guise Role</i> | But first Textual Element |

TEXT 24

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|---------------------|---|--|---------------|---------------|------------------------------------|
| 1 | I <i>Carrier</i> | 'm <i>Pr: Relational Attributive Intensive</i> | fifteen years old <i>Attribute</i> | | | |
| 2 | I <i>Carrier</i> | 'm <i>Pr: Relational Attributive Intensive</i> | not sure[[what my future will be like]] <i>Attribute</i> | | | |
| 3 | I <i>Senser</i> | think <i>Pr: Mental Cognition+ Meta- phenomenon Idea</i> | | | | |
| | I | 'll apply to | colleges in the U.S. or | | | |

| | | | | | | | | |
|---|-------------------|--|--|--|--|--|---|--|
| | <i>Actor</i> | | <i>Pr: Material Middle</i> | in Europe <i>Range</i> | | | | |
| 4 | I <i>Actor</i> | | I'll study <i>Pr: Material Middle</i> | computer science or history <i>Range</i> | | | probably Interpersonal Element | |
| 5 | I <i>Actor</i> | | 'm going to apply for <i>Pr: Material Middle</i> | jobs <i>Range</i> | | | | |
| | I <i>Actor</i> | | graduate <i>Pr: Material Middle</i> | | | | after Textual Element | |
| 6 | I <i>Actor</i> | | finish <i>Pr: Material Middle</i> | my education <i>Range</i> | | | After Textual Element | |
| | I <i>Actor</i> | | 'm going to move back <i>Pr: Material Middle</i> | | | | to my hometown, Cartagena <i>Circ: Spatial Location</i> | |

| | | | | | | |
|---|------------------------|---|--|--|---|--|
| 7 | I Senser | think <i>Pr: Mental Cognition+ Meta- phenomenon Idea</i> | | | | |
| | I Carrier | 'll get <i>Pr: Relational Attributive Intensive</i> | married <i>Attribute</i> | in my twenties <i>Circ: Temporal Location</i> | | |
| | I Carrier/possessor | 'll (...) have <i>Pr: Relational Attributive Possessive</i> | children <i>Attribute Possessed</i> | | and Textual Element probably Interpersonal Element | |
| 8 | I Senser | don't think <i>Pr: Mental Cognition+ Meta- phenomenon Idea</i> | | | | |

| | | | | | | | | |
|---|--------------------------|--|--|--|--|--|---|--|
| I | <i>Carrier</i> | 'll be <i>Pr: Relational Attributive Intensive</i> | rich <i>Attribute</i> | | | | | |
| I | <i>Carrier/Possessor</i> | 'll (...) have <i>Pr: Relational Attributive Possessive</i> | a comfortable life <i>Attribute Possessed</i> | | | | but Textual Element probably Interpersonal Element | |

Group 5: Volunteering in the Local Community

TEXT 7

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|-------------------|------------------------------|--|------------------------------------|---------------|---|--|
| 1 | Youth Action <i>Actor</i> | raises <i>Pr: Material Middle</i> | money <i>Range</i> | | | |
| | | to help <i>Pr: Material Effective</i> | young people <i>Goal</i> | | in our community <i>Circ: Spatial Location</i> | |
| 2 | We | organize | different events like sponsored | | | |

| | | | | | | |
|---|---|---|--------------------------|--|--|------------------------|
| | <i>Actor</i> | marathons and karaoke nights. <i>Goal</i> | | | | |
| 3 | We <i>Actor</i> | have raised <i>Pr: Material Middle</i> | \$2.000 <i>Range</i> | | since October <i>Circ: Temporal Extent</i> | |
| | we <i>Actor</i> | want to raise <i>Pr: Material Middle</i> | \$20.000 <i>Range</i> | | in total <i>Circ: Manner</i> | and Textual Element |
| 4 | [[to open a place [[where young people can relax, listen to music, chat and make friends]].]] <i>Token</i> | is | Our objective | | | |
| | | <i>Pr: Relational Identifying Intensive</i> | <i>Value</i> | | | |
| 5 | We <i>Actor</i> | meet <i>Pr: Material Middle</i> | | | every Wednesday <i>Circ: Temporal Location</i> in the library | |

TEXT 15

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|-------------------------------|---|---|---------------|---|------------------------------------|
| 1 | Victoria <i>Token</i> | is <i>Pr: Relational Identifying Intensive</i> | My name <i>Value</i> | | | |
| 2 | I <i>Carrier</i> | 'm <i>Pr: Relational Attributive Intensive</i> | a volunteer <i>Attribute</i> | | with an organization [[that helps elderly people]] <i>Circ: Accompaniment</i> | |
| 3 | a lot of them <i>Actor</i> | live <i>Pr: Material Middle</i> | | | In Britain, <i>Circ: Spatial Location</i> on their own <i>Circ: Manner Quality</i> | |
| 4 | it | 's | [[because their families have moved away / or because | | sometimes | |

| | | | | | | | | | |
|---|----------------------|---|-------|---|--|--|--|--|---------|
| | | | | they just like their independence / and they don't want to go to a care home//]] ¹³ <i>Value</i> | | | | | |
| 5 | Volunteers, like me, | <i>Pr: Relational identifying Intensive</i> | help | them <i>Goal</i> | | | with the things [[that they can't do very easily, like shopping, gardening or taking the dog for a walk]] <i>Circ: Manner Quality</i> | | |
| 6 | I | <i>Pr: Material Effective</i> | help | a lady [[who lives in our street]] – Mrs. Green <i>Goal</i> | | | | | |
| 7 | I | <i>Pr: Material Effective</i> | visit | her | | | three or four times a | | usually |

¹³The analysis of this clause is not interesting by itself in terms of experiential meaning but it functions textually in a relation of Enhancement Cause to what is previously said. The relevant content for the identification of patterns in this text does not rely on the whole clause, but on the embedded clause which is the one that carries the weight of experiential meaning. This type of infrequent embedded clauses with several clauses included as a single constituent are more common in oral than in written discourse. The fact that it is presented in the middle of the text may be in order to simulate the colloquial characteristic of the text so as to easily engage and affiliate with the textbook-user.

| | | | | | | | |
|----|---|--|---------------------------------|--|---|--|---|
| | <i>Actor</i> | <i>Pr: Material Middle</i> | <i>Range</i> | | | <i>week after school</i> <i>Circ: Temporal Extent</i> | Interpersonal Element |
| 8 | Her eyesight <i>Carrier</i> | isn't <i>Pr: Relational Attributive Intensive</i> | very good <i>Attribute</i> | | | these days <i>Circ: Temporal Location</i> | |
| | I <i>Actor</i> | read <i>Pr: Material Middle</i> | | | to her, <i>Beneficiary Recipient</i> | | so Textual Element often Interpersonal Element too Textual Element |
| 9 | I <i>Actor</i> | do (...) do <i>Pr: Material Middle</i> | volunteer work? <i>Range</i> | | | why <i>Circ: Cause Reason</i> | Why Interpersonal Element |
| 10 | it (= [[to do something to help other people]]) <i>Carrier</i> | 's <i>Pr: Relational Attributive Intensive</i> | nice <i>Attribute</i> | | | | Well, Interpersonal Element |

| | | | | | | | |
|----|---|---|---------------------------------|--|--|--|--|
| 11 | I <i>Senser</i> | think <i>Pr: Mental Cognition+ Meta- phenomenon Idea</i> | | | | | |
| 12 | all young people <i>Actor</i> | should do <i>Pr: Material Middle</i> | it <i>Range</i> | | | | |
| 13 | It (= [[to talk to older people about life in the past, too]]) <i>Carrier</i> | helps (...) to appreciate the things [[that you've got]] <i>Pr: Mental Affection Caused</i> | you <i>Senser</i> | | | | |
| | It (= [[to talk to older people about life in the past, too]]) <i>Carrier</i> | 's <i>Pr: Relational Attributive</i> | interesting <i>Attribute</i> | | | | |

| | | | | | | | | | |
|----|-------------------------------------|--|---|--|--|--|----|--|-----------------|
| | | | | | | | | | |
| 14 | My own grandparents <i>Actor</i> | <i>Intensive</i> live <i>Pr: Material Middle</i> | | | | a long way away from here <i>Circ: Spatial Location</i> | | | |
| | Mrs. Green <i>Carrier</i> | is <i>Pr: Relational Attributive Intensive</i> | a sort of an extra grandma for me <i>Attribute</i> | | | | so | | Textual Element |

TEXT 16

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|---------------------------------|---|-----------------------|---------------|--|------------------------------------|
| 1 | I <i>Token</i> | 'm <i>Pr: Relational Identifying Intensive</i> | Armie <i>Value</i> | | | Hi, Interpersonal Element |
| 2 | a small farm <i>Existent</i> | used to be <i>Pr: Existential</i> | | | near our neighborhood <i>Circ: Spatial Location</i> | There Interpersonal Element |

| | | | | | | |
|---|--|--|--|--|---|------------------------|
| | the farmer <i>Actor</i> | didn't do <i>Pr: Material Middle</i> | anything <i>Range</i> | | with it <i>Circ: Manner Means</i> | but Textual Element |
| 3 | People <i>Actor</i> | used to throw <i>Pr: Material Middle</i> | rubbish <i>Range</i> | | there <i>Circ: Spatial Location</i> | |
| | it <i>Carrier</i> | was <i>Pr: Relational Attributive Intensive</i> | dangerous <i>Attribute</i> | | at night <i>Circ: Temporal Location</i> | and Textual Element |
| 4 | a few of the local people <i>Actor</i> | set up <i>Pr: Material Effective</i> | a community organization <i>Goal</i> | | Last year <i>Circ: Temporal Location</i> | |
| | | to buy <i>Pr: Material Middle</i> | the land <i>Range</i> | | | |
| | | (to) turn <i>Pr: Material Effective</i> | it <i>Goal</i> | | into a wildlife park <i>Circ: Role Product</i> | and Textual Element |
| 5 | I <i>Actor</i> | volunteered <i>Pr: Material Middle</i> | | | | |

| | | | | | | | | | |
|---|----------------------|--|---|--|--|--|--|--|-----------------------------------|
| | | | | | | | | | |
| 6 | we <i>Actor</i> | to help with <i>Pr: Material Effective</i> | the work <i>Goal</i> | | | | | | So far Textual Element |
| | we <i>Actor</i> | 've removed <i>Pr: Material Effective</i> | all the rubbish <i>Goal</i> | | | | | | and Textual Element |
| 7 | It <i>Carrier</i> | 've started to clear <i>Pr: Material Effective+ Time Phase</i> | the plants [[that we don't want]] <i>Goal</i> | | | | | | |
| | it <i>Carrier</i> | 's <i>Pr: Relational Attributive Intensive</i> | hard work <i>Attribute</i> | | | | | | and Textual Element |
| | we <i>Actor</i> | will (...) take <i>Pr: Relational Attributive Circumstantial</i> | another two years <i>Attribute</i> | | | | | | probably Interpersonal Element |
| | we <i>Actor</i> | finish <i>Pr: Material Effective</i> | it <i>Goal</i> | | | | | | before Textual Element |

| | <i>Actor</i> | <i>Pr: Material Effective</i> | <i>Goal</i> | | | <i>Textual Element</i> |
|----|---|---|---|--|---|------------------------------------|
| 9 | no point[[campaigning about the rainforest]] <i>Existent</i> | 's <i>Pr: Existent</i> | | | | There Interpersonal Element |
| | your own area <i>Carrier</i> | is <i>Pr: Relational Attributive Intensive</i> | polluted and vandalized <i>Attribute</i> | | | if Textual Element |
| 10 | The project <i>Carrier</i> | has been <i>Pr: Relational Attributive Intensive</i> | good for the community, <i>Attribute</i> | | | too Textual Element |
| 11 | we <i>Actor</i> | started <i>Pr: Material Effective</i> | the project <i>Goal</i> | | | Since Textual Element |
| | a different attitude <i>Existent</i> | 's been <i>Pr: Existent</i> | | | in the neighborhood <i>Circ: Spatial</i> | There Interpersonal |

| | | | | | | | <i>Location</i> | Element |
|----|---|---|--------------------------------|--|--|--|---------------------------------------|---|
| 12 | People <i>Carrier</i> | seem <i>Pr: Relational Attributive Intensive</i> | friendlier <i>Attribute</i> | | | | | |
| | less litter and vandalism <i>Existent</i> | 's <i>Pr: Existential</i> | | | | | | and Textual Element there Interpersonal Element |
| 13 | | gets paid <i>Pr: Material Effective</i> | None of us <i>Goal</i> | | | | for it, <i>Circ: Cause Purpose</i> | of course Interpersonal Element |
| | I <i>Senser</i> | think <i>Pr: Mental Cognition+ Metaphenomenon Idea</i> | | | | | | but Textual Element |
| | it <i>Actor</i> | will help <i>Pr: Material Effective</i> | me <i>Goal</i> | | | | | |
| | I <i>Actor</i> | apply to <i>Pr: Material</i> | university <i>Range</i> | | | | | when Textual Element |

| | | | | | | | | | |
|----|--------------------------------|---|---------------------------|--|--|--|--|--|----------------------------------|
| | | | <i>Middle</i> | | | | | | |
| 14 | volunteering <i>Carrier</i> | 's <i>Pr: Relational Attributive Intensive</i> | great <i>Attribute</i> | | | | | | Yes, Interpersonal Element |

TEXT 28

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|--|---|--|---------------|--|------------------------------------|
| 1 | UTPMP <i>Token</i> | stands for <i>Pr: Relational Identifying Intensive</i> | <i>Un Techo para mi Pais</i> (A Roof for my Country) <i>Value</i> | | | |
| 2 | a group of Latin American students <i>Actor</i> | wanted to make <i>Pr: Material Middle</i> | a difference <i>Range</i> | | In 1997, <i>Circ: Temporal Location</i> | |
| | They <i>Actor</i> | set up <i>Pr: Material</i> | a charity called <i>Un Techo para mi Chile</i> <i>Goal</i> | | | so Textual Element |

| | | | | | | | | | |
|---|---|--|------------------------------|--|--|--|----------------------------|--------------------------------|--|
| | | | | | | | | | |
| 3 | They <i>Inducer</i> | <i>Effective</i> wanted to inspire <i>Pr: Mental Affection</i> | people <i>Senser</i> | | | | | | |
| | | to help <i>Pr: Material Middle</i> | | | | | | | |
| | | to overcome <i>Pr: Material Middle</i> | poverty Range | | | | | | |
| | Volunteers [[building emergency houses for people all over Latin America.]] <i>Existent</i> | are <i>Pr: Existential</i> | | | | | and now Textual Element | | |
| 4 | Most of the volunteers <i>Token</i> | are <i>Pr: Relational Identifying Intensive</i> | young people <i>Value</i> | | | | | there Interpersonal Element | |
| 5 | They | love | [[doing something | | | | | | |

| | | | | | | | | |
|---|---|--|---------------------------------------|---|--|---|------------------------|--|
| | | | | [[that really makes a difference to people's lives, not just giving money and walking away]]] <i>Macrophenomenon</i> | | | | |
| 6 | <i>Senser</i> volunteering <i>Carrier</i> | is <i>Pr: Relational</i> <i>Attributive</i> <i>Intensive</i> | <i>Pr: Mental</i> <i>Affection</i> | Popular <i>Attribute</i> | | | And Textual Element | |
| 7 | 400 volunteers <i>Actor</i> | joined <i>Pr: Material</i> <i>Middle</i> | | the project <i>Range</i> | | in Peru <i>Circ: Spatial</i> <i>Location</i> last week <i>Circ: Temporal</i> <i>Location</i> | | |
| 8 | The houses <i>Carrier</i> | are <i>Pr: Relational</i> <i>Attributive</i> <i>Intensive</i> | | six meters by three meters <i>Attribute</i> | | | | |

| | | | | | | | |
|----|---|--|---|---------------------|---|---|--|
| 9 | | | are made <i>Pr: Material Effective</i> | They <i>Goal</i> | | of nine wooden panels (the walls and floor) and a metal roof ¹⁴ <i>Circ: Manner Means</i> | |
| 10 | Ten volunteers with no special skills <i>Actor</i> | can put up | one house <i>Goal</i> | | in a weekend <i>Circ: Temporal Extent</i> | | |
| 11 | UTPMP <i>Actor</i> | has (...) built <i>Pr: Material Effective</i> | 35.000 houses <i>Goal</i> | | In only fifteen years, <i>Circ: Temporal Extent</i> in Latin America <i>Circ: Spatial Location</i> | already Interpersonal Element | |

¹⁴ Passive clause in which the Actor of the Effective Material *Processmakeis* not present by means of a 'by phrase' (Ex: *They are made of nine wooden panels (the walls and floor) and a metal roof by the volunteers*)

Group 6: Hybrid Texts

TEXT 25

| CLAUSE COMPLEX | PARTICIPANT1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|--|--|---|---------------|---------------|------------------------------------|
| 1 | I <i>Senser</i> | think <i>Pr: Mental</i> <i>Cognition +</i> <i>Metaphenomenon</i> <i>Idea</i> | | | | |
| | young people <i>Carrier/possessor</i> | need <i>Pr: Relational</i> <i>Attributive</i> <i>Possessive</i> | better places [[to hang out]] <i>Attribute</i> <i>Possessed</i> | | | |
| 2 | I <i>Carrier</i> | were <i>Pr: Relational</i> <i>Attributive</i> <i>Circumstantial</i> | in charge of my town <i>Attribute</i> <i>Circumstantial</i> | | | If Textual Element |
| | I | 'd build | more community | | | |

| | | | | | | | |
|---|--------------------------------------|--|---|---|--|--|--|
| | <i>Actor</i> | | <i>Pr: Material Effective</i> | <i>centers Goal</i> | | | |
| | for kids <i>Actor</i> | | to hang out in <i>Pr: Material Middle</i> | | | | |
| 3 | I <i>Senser</i> | | 'd make sure <i>Pr: Mental Cognition + Metaphenomenon Idea</i> | | | | |
| | each one <i>Carrier/possessor</i> | | had <i>Pr: Relational Attributive Possessive</i> | Internet access, and a good music system, too <i>Attribute Possessed</i> | | | |
| 4 | I <i>Senser</i> | | don't think <i>Pr: Mental Cognition + Metaphenomenon</i> | | | | |

| | | | | | | | | | |
|---|--------------------------|--|--|--|--|--|--|------|-----------------------|
| | | | | | | | | | |
| | students <i>Actor</i> | Idea need to stay <i>Pr: Material</i> <i>Middle</i> | | | | | | | |
| 5 | I <i>Carrier</i> | were <i>Pr: Relational</i> <i>Attributive</i> <i>Circumstantial</i> | in charge of my school <i>Attribute</i> <i>Circumstantial</i> | | | | | | If Textual Element |
| | kids <i>Actor</i> | would be able to leave <i>Pr: Material</i> <i>Middle</i> | campus <i>Range</i> | | | | | | |
| 6 | This <i>Carrier</i> | would be <i>Pr: Relational</i> <i>Attributive</i> <i>Intensive</i> | good <i>Attribute</i> | | | | | | |
| | it | would give | a chance [to | | | | | them | because |

| | | | | | | |
|---|--|--|--|------------------------------|--|----------------------------|
| | <i>Actor</i> | <i>Pr: Material Effective</i> | relax] <i>Goal</i> | <i>Beneficiary Recipient</i> | | Textual Element |
| | it (= [[for local business to have more costumers]]) <i>Carrier</i> | would be <i>Pr: Relational Attributive Intensive</i> | good <i>Attribute</i> | | | and Textual Element |
| 7 | everyone <i>Actor</i> | needs to work <i>Pr: Material Middle</i> | | | In my opinion <i>Circ: Angle</i> harder <i>Circ: Manner Quality</i> | , |
| | | to help <i>Pr: Material Effective</i> | other people <i>Goal</i> | | in their community <i>Circ: Spatial Location</i> | |
| 8 | I <i>Carrier</i> | were <i>Pr: Relational Attributive Circumstantial</i> | in charge of my country <i>Attribute Circumstantial</i> | | | If Textual Element |

| | | | | | | | |
|---|------------------------------|---|---|--------------------------|---------------------------|--|-----------------------------|
| | I <i>Sayer</i> | 'd ask <i>Pr: Verbal</i> | | | people <i>Receiver</i> | | |
| | | to do <i>Pr: Material Middle</i> | volunteer work <i>Range</i> | | | in nursing homes and homeless shelters <i>Circ: Spatial Location</i> | |
| 9 | I <i>Assigner</i> | 'd (...) make <i>Pr: Relational Attributive Assigned</i> | it ([to visit amusement parks and museums]) <i>Carrier</i> | free <i>Attribute</i> | | | also Textual Element |
| | more people <i>Senser</i> | could enjoy <i>Pr: Mental Affection</i> | | | | | so Textual Element |

TEXT 26

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|--------------------|---|--|---------------|---|------------------------------------|
| 1 | I <i>Actor</i> | joined <i>Pr: Material Middle</i> | the school running club <i>Range</i> | | recently <i>Circ: Temporal Location</i> | |
| 2 | we <i>Actor</i> | 're going to take part <i>Pr: Material Middle</i> | | | Next week, <i>Circ: Temporal Location in a race Circ: Spatial Location</i> | |
| 3 | We <i>Actor</i> | 're running <i>Pr: Material Middle</i> | money <i>Range</i> | | | |
| | | to raise <i>Pr: Material Middle</i> | | | | |

| | | | | | | | |
|---|---------------------|--|---|------------------------------------|--|---|------------------------|
| | | | to help <i>Pr: Material Effective</i> | a poor village <i>Goal</i> | | in Bolivia <i>Circ: Spatial Location</i> | |
| 4 | I <i>Actor</i> | | plan to go <i>Pr: Material Middle</i> | | | In the summer, <i>Circ: Temporal Location</i> to the village <i>Circ: Spatial Location</i> | |
| | | | do <i>Pr: Material Middle</i> | volunteer work <i>Range</i> | | | and Textual Element |
| 5 | I <i>Carrier</i> | | 'm going to be <i>Pr: Relational Attributive Intensive</i> | a P.E. teacher <i>Attribute</i> | | | |
| | I <i>Actor</i> | | 'll do <i>Pr: Material Middle</i> | exercise <i>Range</i> | | | so Textual Element |
| | (I) <i>Actor</i> | | ('ll) play <i>Pr: Material</i> | games <i>Range</i> | | with kids <i>Circ:</i> | and Textual Element |

| | | | | | | | | | |
|---|---|--|--|---|--|--|--|---|---------------------------|
| | | | | | | | | | |
| | I <i>Actor</i> | | <i>Middle</i> | the kids <i>Range</i> | | | | during breaks <i>Circ: Temporal Extent</i> | and Textual Element |
| 6 | I <i>Actor</i> | | want to make <i>Pr: Material Middle</i> | friends <i>Range</i> | | | | with the other teachers and people in the community <i>Circ: Accompaniment</i> | |
| 7 | I <i>Actor</i> | | go <i>Pr: Material Middle</i> | | | | | | Before Textual Element |
| | a teacher in my hometown <i>Actor</i> | | will mentor <i>Pr: Material Effective</i> | Me <i>Goal</i> | | | | | |
| | I <i>Actor</i> | | do <i>Pr: Material Middle</i> | some practice teaching <i>Range</i> | | | | here <i>Circ: Spatial Location</i> | when Textual Element |

TEXT 29

| CLAUSE COMPLEX | PARTICIPANT 1 | PROCESS | PARTICIPANT 2 | PARTICIPANT 3 | CIRCUMSTANCES | TEXTUAL AND INTERPERSONAL ELEMENTS |
|----------------|------------------------|---|-------------------------------|---------------|---|-------------------------------------|
| 1 | Felipe <i>Actor</i> | broke up <i>Pr: Material</i> <i>Middle</i> | | | recently <i>Circ: Temporal</i> <i>Location</i> with his girlfriend <i>Circ:</i> <i>Accompaniment</i> | |
| 2 | he <i>Actor</i> | 's decided to apply to <i>Pr: Material</i> <i>Middle</i> | a college <i>Range</i> | | in the capital city <i>Circ: Spatial</i> <i>Location</i> | so Textual Element |
| 3 | He <i>Actor</i> | 's going to study <i>Pr: Material</i> <i>Middle</i> | tourism <i>Range</i> | | | really Interpersonal Element |

| | | | | | | | | |
|---|------------------------|--|--|--|--|---|-------------------------|--|
| | | | <i>Attributive Intensive</i> | | | | | |
| 4 | Janete <i>Actor</i> | has arranged <i>Pr: Material Middle</i> | a vacation <i>Range</i> | | | in Bermuda <i>Circ: Spatial Location</i> | | |
| 5 | She <i>Senser</i> | can't stand <i>Pr: Mental Affection</i> | [[working in the bank]] <i>Macro-phenomenon</i> | | | | | |
| | She <i>Actor</i> | wants to go <i>Pr: Material Middle</i> | | | | away <i>Circ: Spatial Location</i> | so Textual Element | |
| | | to think <i>Pr: Behavioral Mental Cognition</i> | | | | about her career <i>Circ: Matter</i> | | |
| | She <i>Actor</i> | will apply for <i>Pr: Material Middle</i> | a new job <i>Range</i> | | | | and Textual Element | |
| | She <i>Carrier</i> | 's <i>Pr: Relational Attributive</i> | home <i>Attribute Circumstantial</i> | | | | when Textual Element | |

| | | | | | | | | |
|---|-------------------------------|--|--|--|--|--|--|--|
| | | | <i>Circumstantial</i> | | | | | |
| 6 | She <i>Carrier</i> | got <i>Pr: Relational Attributive Intensive</i> | engaged to her boyfriend, Pedro <i>Attribute</i> | | | recently <i>Circ: Temporal Location</i> | | |
| | they <i>Actor</i> | want to raise <i>Pr: Material Middle</i> | money <i>Range</i> | | | | so Textual Element also Textual Element | |
| | | to buy <i>Pr: Material Effective</i> | a house <i>Goal</i> | | | | | |
| 7 | Mum and Dad <i>Carrier</i> | got <i>Pr: Relational Attributive Intensive</i> | married <i>Attribute</i> | | | 20 years ago <i>Circ: Temporal Location</i> | | |
| | we <i>Actor</i> | 've arranged <i>Pr: Material Effective</i> | a big party <i>Goal</i> | | | in July <i>Circ: spatial location</i> | so Textual Element | |
| | | to celebrate | | | | | | |

| | | | | | | | | |
|----|---------------------------------------|--|--|--|--|---|---|--|
| | | | <i>Pr: Material Middle</i> | | | | | |
| 8 | We <i>Carrier/possessor</i> | expect to have <i>Pr: Relational Attributive Possessive</i> | about 200 people <i>Attribute Possessed</i> | | | at the party <i>Circ: Spatial Location</i> | | |
| 9 | We <i>Sayer</i> | promise <i>Pr: Verbal</i> | | | | | | |
| | | not to make <i>Pr: Material Middle</i> | any long speeches <i>Range</i> | | | | | |
| | you <i>Senser</i> | know <i>Pr: Mental Cognition</i> | any funny stories about Mum and Dad <i>Phenomenon</i> | | | | but Textual Element if Textual Element | |
| | | plan to tell <i>Pr: Verbal+ Inclination Phase</i> | them! <i>Verbiage</i> | | | | please Interpersonal Element | |
| 10 | I | 'm | in my final year of high school | | | now | | |

| | <i>Carrier</i> | <i>Pr: Relational Attributive Circumstantial</i> | <i>Attribute Circumstantial</i> | | <i>Circ: Temporal Location</i> | |
|----|------------------------|--|--|--|---|------------------------|
| 11 | I <i>Senser</i> | don't mind <i>Pr: Mental Affection</i> | [[doing my school work]] <i>Macro- phenomenon</i> | | | |
| | I | can't stand | [[not knowing [[what I'm going to do next year!]]]] <i>Macro- phenomenon</i> | | | but |
| | <i>Senser</i> | <i>Pr: Mental Affection</i> | | | | Textual Element |
| 12 | I <i>Actor</i> | 've applied to <i>Pr: Material Middle</i> | some colleges <i>Range</i> | | | |
| | I | expect to hear back <i>Pr: Material Middle</i> | | | from them <i>Circ: Spatial Location</i> soon <i>Circ: Temporal</i> | and Textual Element |
| | <i>Actor</i> | | | | | |

| | | | | | | | | | |
|----|----------------------|---|--|--|--|--|--|---|--------------------------|
| | | | | | | | | | |
| 13 | I <i>Inducer</i> | will let (...) know <i>Pr: Mental Cognition Caused</i> | you all <i>Senser</i> | | | | | | |
| | I <i>Senser</i> | decide <i>Pr: Mental Cognition + Metaphenomenon Idea</i> | | | | | | as soon as Textual Element | |
| | I <i>Actor</i> | 'm going <i>Pr: Material Middle</i> | | | | | | to college <i>Circ: Spatial Location</i> | where Textual Element |
| 14 | That <i>Token</i> | 's <i>Pr: Relational Identifying Intensive</i> | all the news from the López family! <i>Value</i> | | | | | | |