

# **An SFL perspective on EFL textbooks and its pedagogical implications in language teaching**

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## **Abstract**

Systemic Functional Linguistics (SFL) offers a framework for analyzing EFL textbooks by considering three metafunctions of language: ideational, interpersonal, and textual. This study aims to explore how SFL can provide insights into the linguistic features and discourse patterns that contribute to establishing these metafunctions in EFL textbooks, focusing on the pedagogical implications for language teaching. Specifically, the study investigates the transitivity pattern, mood system, and nominal group analysis, focusing on two selected EFL textbooks from different publishers. For the convenience of the research process, the researcher selected dialogue samples from the textbooks through convenience sampling and transformed them into clauses for analysis. The findings revealed that material process types were the most frequently employed, while interrogative forms predominated among the clause types. Additionally, the analysis of nominal groups indicated that the most common were nominal group types Thing (T) and Noun and Thing (NT). These findings shed light on the linguistic features of EFL textbooks and suggest that a closer examination of the metafunction of language can enhance our understanding of how language is utilized to achieve learning objectives. Consequently, to support students' language learning and proficiency development, EFL teachers should incorporate instructional focus, contextualized language teaching, integration of SFL concepts, promotion of language awareness, and differentiated instruction.

**Key words:** mood, nominal group, SFL, transitivity

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## **Introduction**

The social constructivist theory, as introduced by Vygotsky, posits that the construction of knowledge is a social process rather than an isolated, individual endeavour. Social interactions, rather than individual effort alone, influence learning. Engaging in social activities enhances understanding by facilitating faster, simpler, and more effective knowledge acquisition, benefiting the individual and others involved. The extent to which an individual is actively engaged and interacts within a particular community, where knowledge generation occurs, greatly influences the development of learning activities (Maphosa & Wadesango, 2017). However, periods of independence and solitude are essential to learning as they contribute to knowledge construction and acquisition. Despite the significance of social interactions, individuals can learn autonomously in specific contexts without direct contact with others (Moradi, 2011). Autonomy implies that individuals can acquire new knowledge independently by utilizing the available learning resources.

Textbooks play a crucial role in fostering student autonomy within the learning process. Widely recognized as primary sources of knowledge and guidance, textbooks serve as pedagogical resources in schools to support the attainment of learning objectives, aid teachers in lesson planning and assignment design, and provide students with direction in their academic pursuits (Limberg, 2016). Consequently, textbooks are valuable educational tools due to their purpose and utilization. In this regard, Beck, McKeown & Gromoll (2016) and Pan & Zhu (2022) emphasize the indispensable role of textbooks in integrating teaching and learning processes while facilitating the assessment of learning goals. Similarly, Wade (2012) underscores the

significance of textbooks as essential sources of information and learning aids for students. Furthermore, scholarly works by Ahmed and Narcy-Combes (2011) and Bauto (2013) highlight the importance of aligning textbook content with learning objectives, promoting individual and societal knowledge acquisition, and facilitating meaningful learning experiences. Therefore, textbooks are essential tools that empower learners to learn independently and expand their knowledge horizons.

Recent studies have highlighted the importance of adopting a systemic functional perspective as an analytical strategy for EFL textbooks. According to Llinares & McCabe (2020) and Ramadhan, Santihastuti, & Wahjuningsih (2017), an SFL-based analysis of EFL textbooks can provide valuable insights into the linguistic aspects and ideological values embedded in the texts. The insight can assist teachers and textbook writers in making more informed decisions regarding textbook design and selection. Other research has underscored the need to customize EFL textbooks to accommodate the diverse learner types. Rezeq (2022) and Hall (2014) argued that EFL textbooks should consider the cultural and linguistic variations among learners, and an SFL-based analysis can help identify areas where modifications are required. Likewise, Llinares and McCabe (2020) emphasized the significance of incorporating functional language usage in developing EFL textbooks. They confirmed that SFL analysis could shed light on EFL textbooks' genre and register features, enabling teachers to design materials that reflect authentic language use in real-world contexts. Recent studies have also stressed the importance of incorporating multimodal texts in EFL textbooks (Montes, Barboza, & Olascoaga, 2014), integrating grammatical structures that support the ideational and interpersonal functions of the texts (Sugianto, Prasetyo, & Asti, (2022), considering the impact of SFL on language teaching (Rezeg, 2022; Zhang, 2017), and incorporating critical thinking elements within EFL textbooks (Wang, 2020). Collectively, these studies emphasize the significance of employing an SFL-based approach to evaluate and modify EFL textbooks, considering learners' diverse needs, and incorporating multimodal and critical thinking components.

Research on EFL textbooks has primarily focused on investigating linguistic features and their potential for enhancing language learning, employing the framework of Halliday's Functional Linguistics (1994). Systemic Functional Linguistics (SFL) provides a framework for examining language in terms of its systemic functional characteristics, including the metafunctions of language. O'Halloran (2011) summarizes the contributions of critical discourse analysis and SFL to the study of EFL textbooks, highlighting SFL as a suitable framework for examining the systemic functional properties of linguistic features in these textbooks. It, developed by M.A.K. Halliday, has greatly advanced the understanding of the workings of language in textbooks. In contrast to earlier linguistic theories, SFL views language as an interconnected system of lexico-grammatical elements that establish clear relationships between functions and grammatical systems, thereby attributing meaning to language (Andersen, Emilie, & Holsting, 2018; Briones, 2016; Darong, 2015; Darong, 2021; Darong, 2022a; Martin & Zappavigna, 2019; Xuan, 2017).

Furthermore, focusing on how language is employed in different contexts and organized as a system of semiotic functions, SFL explores language usage. Systemic Functional Linguistics (SFL) posits that language is functional and systemic, emphasizing the systemic relationships and probabilities within a network of systems ranging from general to specific features. At the core of SFL are the semiotic functions or meanings that operate across multiple levels and dimensions, focusing on realising functional elements within a system. The research of Andrea, Barboza, and Olascoaga (2014), Darong (2022b), Guswita & Suhardi (2020), and Lim (2018) supports this perspective. They claim that SFL, as a theory derived from linguistics, employs theoretical notions to analyze language phenomena and provides a framework for examining language based on its systemic functional features.

Applying the functional linguistics framework to analysing English textbooks allows a deeper understanding of their content. Viewing textbooks as coherent collections of meanings that vary depending on the context in which they are used, comprehending a text necessitates considering the contextual factors and situations involved. From a functional linguistics standpoint, the context includes the situational and cultural contexts. The cultural context encompasses the sociocultural environment, including institutions, social norms, and ideologies. Conversely, the situational context, as Eggins (1994) described, refers to the specific situation within the broader sociocultural milieu.

Consequently, the language functions within textbooks reflect a cohesive array of meanings intertwining with the surrounding linguistic context. The texts' situational context can cover three key aspects: field, tenor, and mode. Field, tenor, and mode correspond to different dimensions of communication: the subject matter or topic of discourse, the relationship between the participants (speaker and listener or writer and reader), and the means or channel of communication. These three categories are intricately intertwined with language construction to convey meaning. Additionally, they align with the three primary functions of language: ideational, interpersonal, and textual.

The ideational/experiential function, associated with the field category, involves using language to represent experiences. The transitivity system of language expresses the experiencing function, encompassing relationships, actions, events, and states. The interpersonal function, linked to the tenor category, focuses on the roles and interactions of the participants, aiming to establish and maintain social relationships through language use. Lastly, the mode category, encompassing the manner or channel of communication, facilitates the textual function, which involves employing language to create coherent and cohesive written texts. Notably, Halliday (1985), Hasan (2014), and Nagao (2019) assert that the three metafunctions of SFL—ideational, interpersonal, and textual—are reflected in the register categories of field, tenor, and mode.

Hence, it is imperative to design English textbooks to align with learners' needs and facilitate the teaching and learning process, considering various aspects such as content, presenting sequences, teacher-student interactions, and presentation strategies. Language plays a pivotal role in ensuring a meaningful and effective learning experience, thus necessitating the utilization of the SFL theory to adequately address English textbooks' content.

As such, the SFL theory can analyze an English textbook by considering its register categories (field, tenor, and mode) and how the three metafunctions are realized within the text. For instance, one can examine the ideational function by exploring how the textbook delivers information and the processes used to define topics. Transitivity analysis, a grammatical framework that explores the relationship between verbs (processes) and their constituents (subjects and objects), enables a deeper understanding of how meaning is created and expressed in language. By analyzing transitivity patterns in a text or discourse, linguists can uncover the choices made by the speaker or writer to portray specific experiences or perspectives. This analysis of transitivity patterns serves as a crucial technique within SFL, facilitating the investigation of language usage to represent and communicate experiences, activities, and relationships between participants, thereby enhancing the exploration of the ideational function.

To examine the interpersonal function and its influence on student-teacher relationships, one should have a closer at mood the mood system. The mood system encompasses mood adjuncts that convey additional meanings and the choices made regarding mood types, such as declarative, imperative, and interrogative. Through the mood system, the speaker or writer's interpersonal stance and interactive intentions are conveyed (Darong, 2022c; Darong, 2022d) By studying the mood system within a

text or conversation, linguists can examine the speaker or writer's power dynamics, authority, politeness, assurance, and other interpersonal aspects. It unveils how language negotiates social roles, establishes relationships, expresses courtesy, or exerts influence. Lastly, one can explore the textual function by examining how the textbook organizes information and develops a coherent narrative. By scrutinizing the placement and usage of nominal groupings, linguists can gain insights into the structure and organization of the text's discourse. This examination allows for identifying connections between previously established information and new information, tracking the flow of information, and evaluating how nominal groupings contribute to the overall coherence and cohesion of the text.

Within the framework of SFL, the nominal group plays a crucial role in the textual function of language. It serves various purposes, such as establishing references, structuring the flow of information, distinguishing between existing and new information, enabling ellipsis and substitution, and providing qualifiers and modifiers. Analyzing the use of nominal groupings enhances our comprehension of how language is organized and structured consistently and coherently within texts. The systemic functional features of SFL encompass language's ideational, interpersonal, and textual functions, offering a comprehensive framework for language analysis (Darong, 2022b; Tian, 2020; Sugianto et al., (2022). This framework could evaluate how language is utilized in EFL textbooks to convey meaning, create cohesion and coherence, and achieve specific communication goals. By applying SFL to the analysis of textbooks, one can better understand how EFL textbooks can be effectively designed and modified to support language learning objectives.

Building on the preceding studies, there exists a gap in the SFL-based analysis and adaptation of textbooks to cater to the needs of diverse learners. While previous research has provided valuable insights into the design and utilization of EFL textbooks, there needs to be more examination of linguistic features, particularly the transitivity pattern, mood system, and nominal group, from an SFL perspective. Despite the recent emphasis on the importance of functional language use, cultural and linguistic diversity, multimodal texts, and critical thinking skills in EFL textbook design, there still needs to be more SFL-based analyses to guide these necessary adjustments. Consequently, further SFL-based analysis and adaptation of textbooks are required to address the requirements of diverse learners and enhance language learning outcomes. It presents an evident research gap in the field of EFL textbooks. Based on this reasoning, the primary objective of this study is to analyze the metafunctions of language in English textbooks, focusing on the transitivity pattern (process types), the system of moods, and the nominal group and its pedagogical implications in language teaching.

## **Methodology**

A descriptive research approach was employed to analyze the linguistic features of two selected EFL textbooks. The research design utilized a qualitative method, prioritizing text analysis over statistical measurements. To ensure a representative sample from different EFL publishers and proficiency levels, the researcher chose two textbooks deliberately. Specifically, the study focused on two Indonesian publishers' printed secondary school English textbooks. Regarding data collection, the study focused on a sample of dialogues extracted from the chosen textbooks using convenience sampling. To facilitate the research process, the dialogues were transformed into clauses and examined by the objectives of the analysis. Drawing upon the theory of Systemic Functional Linguistics (SFL) developed by Halliday (1985) and Eggins (1994), the researchers scrutinized the ideational/experiential, interpersonal, and textual metafunctions of language. The analysis involved careful

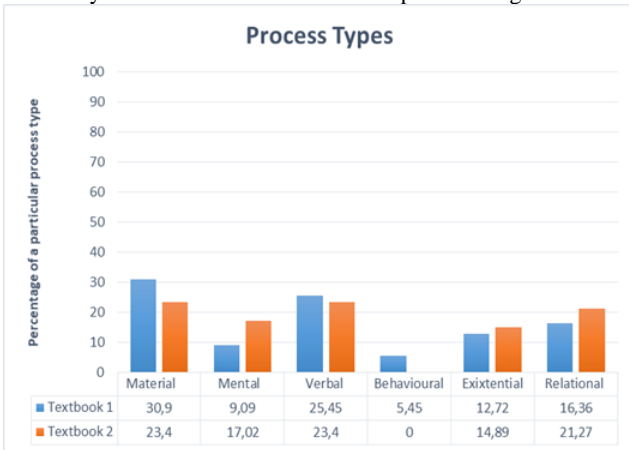
review and evaluation, focusing on identifying examples of transitivity patterns, utilization of the mood system, and nominal groupings.

This study's data analysis process incorporated Systemic Functional Linguistics (SFL) principles to ensure accurate identification and categorization of linguistic features within the EFL textbooks. A systematic approach was employed to carry out the analysis. The researchers meticulously identified and categorized each clause's processes, participants, and circumstances to determine transitivity patterns. The analysis of the mood system aimed to identify and categorize the various moods (declarative, imperative, and interrogative expressions) and modalities present in the texts. The examination of nominal groupings focused on the usage of qualifiers and modifiers. Throughout the analysis, careful consideration was given to the contributions of transitivity patterns, the mood system, and nominal groupings to the ideational, interpersonal, and textual functions within the textbooks. The analysis specifically explored how the register categories of field, tenor, and mode facilitated the realization of these metafunctions.

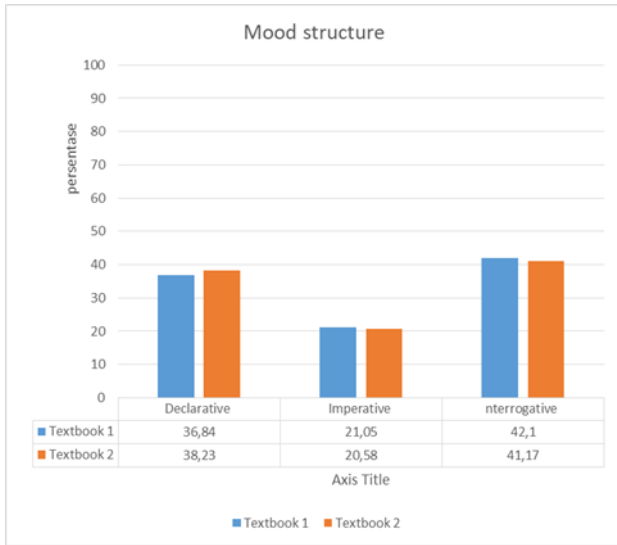
To enhance the objectivity of the findings, the researchers independently examined the data to minimize potential analysis bias. The results were then compared to determine the level of agreement. An impartial reviewer, not involved in the data-gathering process, collaborated with the primary coder to reach a consensus, further strengthening the objectivity of the results. The methodology employed in this qualitative investigation aligns with the recommendations by Nowell, Norris, White, and Moules (2017), emphasizing the importance of creating an auditable decision trail and enhancing the analysis's dependability and rigour.

**Results and Discussion**

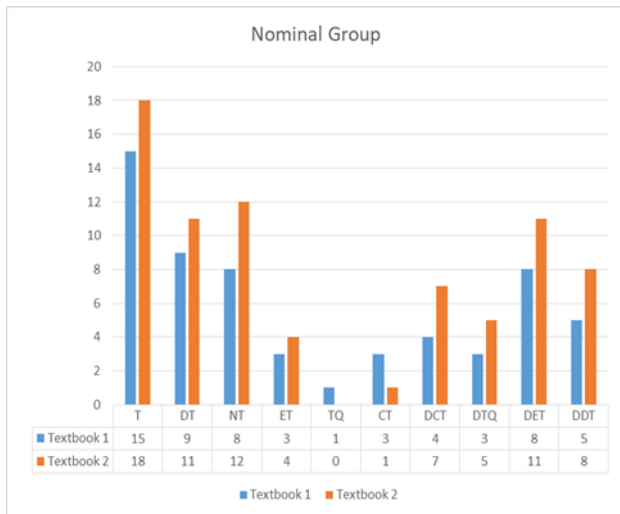
The findings were obtained from a comprehensive examination of the EFL textbooks through the lens of Systemic Functional Linguistics (SFL) theory. The analysis focused on the register categories of field, tenor, and mode, which correspond to the ideational/experiential, interpersonal, and textual metafunctions of language, respectively. These three metafunctions are the analytical framework for organizing the researchers' analysis. The researchers provide a detailed analysis of the process types, mood systems, and nominal groups employed in the dialogues of each textbook, highlighting any significant variations in quantity and percentage. The findings of the analysis for the two textbooks are depicted in Figure 1.



**Figure 1. Process Types**



**Figure 2. Mood Structure**



**Figure 3. Nominal Group**

Within the framework of SFL, language is perceived as a social-semiotic system encompassing functional and structural components. SFL emphasizes that language conveys meaning through various systems, such as phonology, graphology, and lexicogrammar. The primary objective of this study is to analyze the metafunctions of language in English textbooks, focusing on the transitivity pattern (process types), the system of moods, and the nominal group. By employing Systemic Functional Linguistics (SFL), the linguistic features employed in two different language textbooks can be examined using the data presented in figures 1-3.

Figure 1 shows the process types within the textbooks. Processes refer to the various actions or occurrences described in language. The data in Figure 1 reveals that both textbooks utilize all six categories of processes—material, mental, linguistic, behavioral, existential, and relational. Material processes are the most frequently employed, followed by relational and verbal forms. The appearance of such type suggests that both textbooks place significant emphasis on explaining actions, events, and the relationships between objects. These findings align with previous studies conducted by McCarty and Center (1994), Wang (2017), and Zhang and Li (2019), which analyzed the use of material processes in a corpus of English language training textbooks. They also found material processes to be the most common, followed by mental processes that describe cognitive activities. The current study also incorporates the research of Bao, Zhang, Qu, and Feng (2018) and Chai, Wannaruk and Lian (2015), who examined process types in Chinese EFL textbooks. They found that material processes were the predominant type, particularly in comparable Chinese-language textbooks. Thus, material processes are prevalent in English language instruction textbooks, both in English-speaking countries and contexts where English is taught as a second or foreign language. However, it is important to note that the frequency of material processes in English textbooks may vary depending on factors such as the textbook level (e.g., beginner vs. advanced), the target audience, and the specific content being taught.

Figure 2 presents data on the mood structure of clauses in the two textbooks. The mood refers to the clause-level system used to express the speaker's attitude toward a proposition. The figure illustrates that both textbooks utilize the imperative, interrogative, and declarative moods. The interrogative predominates the occurrence and is subsequently followed by the declarative and imperative. The findings indicate that the textbooks place greater emphasis on asking questions rather than presenting claims, statements, and ideas or issuing orders. In other words, while the declarative and imperative moods are used to convey information, make statements, and give directives, the interrogative mood is used to question.

These findings align with the research conducted by Yoon and Hirvela (2004), who observed a higher frequency of interrogative sentences in specific sections of textbooks, such as discussion questions and exercises, despite declarative sentences being more common overall. Similarly, Ahmed and Al (2020) analyzed the use of the Iraqi colloquial language and found that imperatives were frequently employed in instructions and exercises. However, the specific use of imperatives varied across different textbook series. A closer examination of the study's findings reveals that the usage of sentence patterns and moods in English textbooks may vary depending on factors such as the textbook type, the difficulty level of the material, and the subject matter being covered. However, declarative phrases are commonly employed in various kinds of textbooks, including those for English language education, to provide clarification and enlighten readers.

Figure 3 presents data on nominal groups extracted from the two textbooks. Nominal groups refer to the fundamental linguistic units that represent objects or ideas. The data demonstrates that both textbooks utilize all nine SFL-identified nominal group types. The most prevalent nominal group types in both textbooks are T (simple noun phrases) and NT (noun phrases with thing). These group indicate that the textbooks place significant emphasis on expanding students' vocabulary and aiding them in accurately describing objects. Moreover, the extensive use of T and NT types in English textbooks suggests that the authors prioritize teaching students how to form noun phrases, which is an essential aspect of English grammar. Van Beijsterveldt and Van Hella, (2010) found similar results, observing the lexical noun phrases (NPs) in narrative and expository texts written by Dutch deaf individuals from a bimodal bilingual perspective. They also noted that the usage of NP modifiers, NP-agreement errors, and omissions of required NPs, competently signing deaf children and adults

did not vary from low-proficiently signing deaf children and adults. Furthermore, Biber and Gray (2013) analyzed a corpus of academic textbooks from multiple disciplines and found that noun phrases, prepositional phrases, and sentences with relative pronouns were the most frequently employed grammatical structures. These findings align with the current study, supporting the notion that noun phrases are commonly utilized and taught in English textbooks, with T and DT types facilitating noun phrase construction for students.

A noteworthy finding of the current study is the utilization of T and DT categories to represent spoken mode texts. Although these grammatical structures are commonly employed in written English, particularly in formal contexts like academic writing, they are used in English textbooks to indicate the spoken mode of the text. While these forms can also be used in spoken English, they are generally less frequent than in written language. Nevertheless, it is essential to recognize that English textbooks aim to teach both spoken and written English. Learning how to construct noun phrases and utilize various components of noun phrases can be valuable in spoken English as well. English textbooks may include spoken language exercises and activities that emphasize the usage of noun phrases in spoken contexts, making the application of T and NT types more directly relevant to spoken English. The relationship between the usage of T and NT types in English textbooks and the spoken mode of the text can be complex and may vary depending on the specific textbook and its focus. Nonetheless, acquiring the skills to construct noun phrases and use diverse noun phrase components can benefit learners in both spoken and written English, justifying their inclusion in English textbooks.

Overall, the findings presented in Figure 1-3 demonstrate the usefulness of functional linguistics in analyzing the language system employed in the textbooks. These figures illustrate how SFL can aid in identifying and classifying language elements used in different contexts and examining their functional and communicative purposes. The frequency of material process types observed in the analyzed EFL textbooks is consistent with other SFL-based analyses of EFL textbooks (Kusuma et al., 2018), indicating a preference for concrete objects and events rather than abstract concepts. Furthermore, the prevalence of the declarative mood system aligns with earlier research (Lin, 2018), supporting the notion that EFL textbooks primarily focus on informative language rather than language used for persuasion or negotiation.

Meanwhile, the findings of the nominal group analysis align with previous research that utilized SFL-based methodologies to examine EFL textbooks, revealing the frequent occurrence of nominal groups with a T and DT orientation in instructional materials (Li & Wu, 2020). This indicates that EFL textbooks often employ nominal groups to provide students with precise and detailed information. Moreover, the high frequency of material process types identified in our study may be linked to the prevalent usage of nominal groups with a T and DT orientation, as these types of noun groups are commonly employed to describe concrete physical entities and actions (Darong, 2022b). Thus, the present study extends and corroborates earlier findings concerning the linguistic elements and functional language usage in EFL textbooks investigated through the SFL framework.

To date, the prevalence of material process types observed in the English textbooks suggests a focus on teaching language associated with actions and processes, particularly in formal and written contexts (Zhang, 2017). These results have implications for language teaching in various ways. Firstly, they highlight the need to develop language skills related to describing actions and processes, such as using verbs and adverbs to convey information about how something is done. Secondly, they underscore the importance of teaching vocabulary related to actions and processes, including technical or scientific terminology used to describe procedures or mechanisms. Lastly, they emphasize the significance of cultivating writing skills for



formal or technical writing. However, it is important to note that the overemphasis on material process types may prioritize clear and concise information communication while potentially overlooking other language functions, such as expressing emotions, opinions, or attitudes, which may not receive as much emphasis when employing material process types. Therefore, the impact of emphasizing material process types in English textbooks would depend on the specific context and instructional objectives at hand.

The findings regarding the use of declarative statements have implications for the development of writing skills, particularly in formal or academic contexts where the ability to present information clearly and concisely is crucial. These language skills involve making statements or assertions about a topic, utilizing appropriate sentence structures and vocabulary to effectively convey information. Therefore, the use of T and DT constructs plays a significant role in the construction of noun phrases and the presentation of information in a clear and concise manner. It is important to focus on teaching language that is relevant to conveying information and making claims, both in written and spoken situations. This entails teaching students how to construct noun phrases correctly and employ appropriate sentence structures and vocabulary to communicate ideas effectively.

However, it is important to note that the use of T and DT forms may differ in spoken mode compared to written mode. In spoken mode, there may be a greater emphasis on developing skills for expressing ideas, making requests, and engaging in conversations. These activities may require different language functions and structures compared to declarative statements in spoken mode. Therefore, it is crucial to strike a balance between emphasizing declarative statements in the T and DT forms and addressing other linguistic functions and structures necessary for effective communication in spoken mode. As writing often has distinct requirements and norms compared to speaking, the written mode may require a different approach. Writing often necessitates a broader and more specialized vocabulary, as well as sophisticated sentence patterns. Thus, emphasizing declarative statements in the T and DT forms in the written mode may also involve developing skills related to complex sentence structures and specialized vocabulary.

Thus, Systemic Functional Linguistics (SFL) provides researchers with a framework to explore how language is utilized within a text to achieve specific purposes and how these functions relate to the overall structure and organization of the text. SFL is also valuable for analyzing the linguistic elements used to express learning objectives and how these elements contribute to the organization and structure of the text. In essence, functional linguistics (SFL) can offer insights into how language is structured to fulfill particular functions within textbooks and how these functions align with the text's overall structure. Therefore, in an ideal educational setting, educators should consider both the broader social objectives of education and the underlying principles guiding the use of textbooks.

In terms of the pedagogical implications of the aforementioned findings, several instructional implications can be highlighted. First, the use of SFL theory to analyze EFL texts highlights the importance of developing functional language skills related to physical processes. Language functions such as describing actions, procedures, and processes - which are fundamental to the various types of material processes identified in SFL analysis - can be prioritized in language learning activities designed by EFL teachers. Students can acquire practical language skills that are applicable to everyday tasks such as giving instructions, outlining processes, or describing how objects work. Besides, the explicit instruction of declarative statements is another thing to deal with. Declarative statements play a crucial role in conveying information and making factual statements, both of which are common in communication. EFL teachers can incorporate activities that teach students how to effectively use declarative statements, including expressing facts, opinions, descriptions, and

explanations. This can help students communicate more clearly and accurately in English and enhance their proficiency in using declarative statements appropriately. Another pedagogical implication of SFL analysis is the teaching of nominal groups. As nominal groups represent entities and actions, understanding their usage, particularly T and DT patterns, is significant in SFL theory. EFL instructors can provide detailed guidance on creating and using nominal groups in English, including T and DT nominal groups. Speaking and writing assignments, in particular, can help students become more proficient in constructing meaningful and grammatically correct noun phrases, which are essential for effective communication in English. Furthermore, SFL analysis has the potential to foster the development of critical thinking skills. SFL theory emphasizes the importance of analyzing language in context, which can be applied to the study of language used in EFL textbooks. EFL teachers can encourage students to critically analyze the language employed in textbooks, especially in relation to declarative statements, nominal groups, and material processes. By teaching students to evaluate language use, consider alternative perspectives, and make thoughtful language choices based on context, purpose, and audience, critical thinking abilities can be enhanced. SFL analysis also involves providing authentic linguistic input. Students can be exposed to real-life language use through authentic materials, such as genuine texts and examples from everyday life that incorporate material processes, declarative statements, and nominal groups. EFL teachers can utilize these resources to support students' meaningful and contextualized language learning. By familiarizing themselves with the discourse rules, register, and language patterns of real-world contexts, students can better develop their language production and comprehension skills.

Lastly, an important pedagogical implication of SFL analysis is the cultivation of language awareness. SFL theory highlights the significance of understanding how language choices influence meaning. EFL teachers can design activities that enhance students' awareness of how nominal groups, declarative statements, and material processes are employed in various contexts and how these choices impact the meaning and function of language. By making informed linguistic choices based on their communicative goals, situations, and intended audiences, students can develop metalinguistic awareness and become more proficient English communicators. In summary, the pedagogical implications of examining EFL textbooks using SFL theory encompass several aspects. These include emphasizing functional language skills, providing explicit instruction on declarative statements, teaching nominal groups, fostering critical thinking skills, offering authentic language input, and promoting language awareness. By incorporating these implications into EFL instruction, teachers can facilitate the development of students' language proficiency, communicative competence, critical thinking abilities, and metalinguistic awareness, thereby enhancing their overall effectiveness in English language communication.

## **Conclusion**

A functional and communicative approach to language learning is offered by SFL, which can assist students in developing their language abilities in a purposeful and real-world manner. Therefore, it is important for textbook authors to provide comprehensive and effective EFL textbooks that support a good understanding of language metafunctions. While learners are in the process of understanding the various language elements and structures encountered in real-world situations, foreign language teachers can utilize the categories and frameworks proposed by SFL. They can also consider using SFL as a framework to analyze the language elements and structures found in textbooks and other educational resources. This can help teachers identify any imbalances or gaps in the language features and structures being

presented to learners, thereby offering a more comprehensive and balanced approach to language learning.

It is important to acknowledge that examining the metafunctions of language in the two EFL textbooks provides only a brief overview of language use in an EFL context. The analysis is limited to the selected textbooks and may not be representative of EFL textbooks as a whole. The study also does not include other crucial aspects of language use, such as the sociocultural context in which language is used, the discourse community to which language users belong, and the linguistic backgrounds and needs of the learners. Future research should broaden the analysis by including a more diverse sample of EFL textbooks to address these limitations. Additionally, future research can incorporate a more comprehensive examination of language use that takes into account the sociocultural setting, discourse community, and the learners' needs and linguistic backgrounds.

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