THE REALIZATION OF INTERPERSONAL MEANING OF SPOKEN TEXTS IN AN EFL INTERNATIONAL TEXTBOOK: A SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVE

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ABSTRACT

Interpersonal metafunction is an important concept when describing interactions in terms of responding to the act of giving or demanding goods, services, or information (Halliday and Mathiessen (2004). This article examines interpersonal meanings realized in the mood and modality resources of an Interchange Series textbook—the fourth edition textbook used for Grade 3 or Intermediate students. The research u discourse analysis and Systemic Functional Linguistics (SFL) as the main theoretical framework, and the analysis used the mood element as a central resource for the realization of interpersonal meaning. The results show that among the 275 clauses in the 16 texts, declarative sentences dominate (146 or 53.09 percent). Interrogative clauses are much less common (64, or 23.27 percent). None of the texts, therefore, utilize any of the imperative clauses. Furthermore, the number of modalization used in the sixteen texts are probability (26 or 9.45%), usuality (10 or 3.64%), and obligation (9 or 3.27%). This research suggests that forthcoming language textbooks may include examples of interpersonal meaning in terms of speech functions as resources for interaction. The implication is that language teachers could explicitly and systematically teach students interpersonal grammar of exchange that deals with the semantics of speech functions and modality. Teachers and students should be able to critically question textbooks as socio-semiotic agents since interpersonal meaning grammar helps people learn to deconstruct or interactively create spoken texts.

INTRODUCTION

Textbooks in the field of teaching English (ELT) have long been recognized as important to English pedagogy. In this case, textbook's function both as a source of knowledge that teachers rely on to plan and deliver lessons, and as a central source of language input for language learners other than their teachers (Hutchinson & Torres, 1994; Richard, 2001). Furthermore, Weninger (2018) claims that textbooks are one of the most common forms of learning materials used in language teaching. Today's textbooks, especially those published by global commercial publishers, mimic magazines in many ways: they have a glossy cover, are filled with pictures and other visuals elements, and often feature

current, popular cultural topics and genres such as movies, blogs, and travel. She also claims that the way a textbook is created is attractive not only to students but also to many teachers. That is because most commercial textbooks now include a wide variety of audiovisual, online, and digital extras that are planned and introduced in a logical order.

ELT textbook evaluation is of three types: pre-use, in-use, and post-use evaluations (Ellis, 1997; Tomlinson, 2003). In particular, the Pre-use Evaluation assesses the impacts of ELT textbooks before they are selected and used (Cunningsworth, 1995; Tomlinson, 2003). In-class evaluation measures the impact of ELT textbooks used in the classroom (Ellis, 1997; Tomlinson, 2003). The Post-Use Evaluation measures the impact of ELT textbooks that have been used for a short or long time (Tomlinson, 2003). All three methods have their advantages, but also weaknesses. For example, before using an ELT textbook, readers can quickly get an opinion on its value. After using it, readers can get a deeper insight into its value. ELT textbooks should be used in a variety of contexts to help language learners improve their academic literacy. Although these three types of ELT textbook evaluations emphasized the importance of contextual language use in an ELT textbook, they used criteria that were too broad or did not examine how well an ELT textbook helps students understand the relationship between language resources and their understanding of various contextual meanings to understand, which is crucial for academic literacy.

There has been an extraordinary trend in the field of language pedagogy to translate the the application of linguistics theory to the analysis of school language (e.g., Christie, 2002; Halliday, 2005a, 2005b; Hoang, 2019; Martin, 1989, 1991, 2005a, 2005b; Moss, 2000; Rubino, 1989; Schleppegrell,2008; Taylor, 1979; Williams, 1985; Unsworth, 2000; and Wignell, Martin, and Eggins, 2005). However, few studies have evaluated the interpersonal meaning (tenor) of spoken texts in international ELT textbooks. To fill this gap, this article examines the grammatical features and interpersonal meanings realized in the mood and modality resources of an Interchange Series textbook—the fourth edition of the textbook used for level 3 or intermediate students. Therefore, the present study addresses the following questions 1) What types of **social roles and social status** are presented in the spoken texts of textbooks? (2) What types of **social distance** are presented in the spoken texts of the textbooks? (3) What kinds of **speaker personas** are depicted in the spoken texts of t textbooks?

LITERATURE REVIEW

Systemic Functional Linguistics (SFL) by Halliday (1994) is a powerful language acquisition theory that could be applied to all three categories of ELT textbook evaluation. Using SFL-based resources has been shown to help ESL students improve their academic literacy (see Rose et al., 2012). SFL asserts that language is shaped by two layers of context: *the context of situation* and *the context of culture* (Halliday, 1994; Rose & Martin, 2012). The context of a situation includes three variables: field, tenor, and mode (Halliday, 1994). Semantically, these three variables define the register of a discourse. Based on the three variables, language users express three meta-meanings: ideational meaning (represents inner and outer experience), interpersonal meaning (performs social interactions), and textual meaning (creates a discourse texture) (Halliday, 1994). To generate the three meta-meanings, SFL describes how vocabulary and

grammar based on transitivity, mood (e.g., choice of subject-verb-object order), theme/rheme, and cohesion (e.g., choice of conjunction words) to be chosen

The notion of 'interpersonal' meaning refers to how language is used to facilitate "social interaction, form and maintain relationships, develop and project personal identity, express opinions and engage with the views of others." Derewianka (2011, p. 109). Furthermore, Halliday (1975, p. 21) contends that the interpersonal metafunction refers to "the idea that language can be used as a means of conveying information" and that "the fundamental nature of any communication process is that of dialogue" (Halliday 1975, p. 31). Thus, the interpersonal resources of language refer to "the area of the language in which choices are made that assign communication roles to the performer (whether speaker or writer) and to the addressee (whether listener or reader)" (Fawcett 2017, p. 1).

Against this background, the interpersonal resources (both lexicogrammatical and semantic resources) reflect and construe an intersubjective aspect of semiosis. For Weninger (2020), the interpersonal (i.e., interactive and personal) metafunction in a text effects social relations and affects others. In other words, language is inherently communicative. It is designed to attract the attention of others.

Interpersonal Meaning from the Systemic Functional Linguistics Perspective

To guide the discussion, we will draw on theoretical ideas about interpersonal meaning treated in Systemic Functional Linguistics. Halliday and Matthiessen (2014, p. 134) argue that the clause is "organized as an interactive event." As an interactive event, the clause contributes to the development of an exchange of meaning between a speaker (or writer) and a listener (or reader). The notion of exchange is central in the SFL tradition's description of the interpersonal metafunction, and, as a broad, non-technical term, it includes a description of how the semantic system of speech functions is realized in the lexicogrammar (wordings) by different clause types. Furthermore, Derewianka, B. (2007, p. 850) claims that interpersonal meaning deals with grammatical resources for interacting and the development of subjectivity (e.g., different types of speech function: statements, questions, commands; the assessment of probability, obligation, and commitment; the ways we address each other and so on. Gerot & Wignell (1995) note that "these interpersonal meanings are realized in the lexicogrammar through selection from the system of Mood,the clause as exchange (p.22)"

Table 1. Basic Speech Functions and Their Properties

COMMODITY EXCHANGED			
		Goods-and services	information
ROLE IN EXCHANGE	giving	'offer Shall I give you this teapot?	'statement' He's giving her the teapot.
	demanding	'command' Give me that teapot!	'question' What is he giving her?

Table 2. Basic Speech Functions and Their Responses

Speech function	Expected response	Discretionary response
Offer	**Acceptance**	**Rejection**
Shall I give you this teapot?	Yes, please do!	No, thanks
Command	Undertaking	Refusal
Give me that teapot!	Here you are.	I won't
Statement	Acknowledgement	Contradiction
He's giving her the teapot.	Is he?	No, he isn't
Question	Answer	Disclaimer
What is he giving her?	A teapot	I don't know.

With this in mind, the elements of statement, question, offer, and command are to be regarded as dialogue-initiating speech functions to which there is a range of possible and typical responses. The four basic speech functions and their respective sets of responses are shown in Table 2 (Halliday and Matthiessen 2014, pp.136–137).

The Speech Functions and Mood Types

Andersen (2017) explains that "the declarative clause and the interrogative clause are types of indicative clauses, meaning that they are structured around the mood element, which in English consists of subject and finite." "They are structurally distinct from one another, since the declarative is characterized by the word order subject before finite, while the 'yes-no' interrogative is characterized by the word order finite before subject" (p. 118). The WH-interrogative has the order of subject before finite when the WH element is the subject, and finite before subject otherwise (Halliday and Matthiessen 2014, p. 143). The imperative differs from the indicative in that it does not necessarily involve a mood element—that is, a subject and a finite (this applies to the unmarked positive imperative, such as look). However, there are forms of imperatives with a mood element, such as Don't you look (Halliday and Matthiessen 2014, p. 165), and the imperative is considered a mood type.

SFL and School Textbooks Research

In recent decades, language pedagogy has made significant advances in applying linguistic theory to the analysis of school language (Hoang, 2019). Numerous empirical studies on the language of school textbooks in English and other languages have been conducted using SFL as a theoretical framework, for example, Moss (2000), Unsworth (2000), Christie (2002), Martin (1989, 1991, 2005a, 2005b), Halliday (2005a, 2005b), Wignell, Martin, and Eggins (2005), and Schleppegrell (2005). (2008). Reviewing the literature, it becomes clear that research evaluating international ELT textbooks that focus on the interpersonal meaning (tenor) of spoken texts remains relatively sparce. Few studies have examined the development of English textbooks from a systemic functional linguistic perspective. Martin (2005a) compared the properties of four different texts from junior and secondary school textbooks. At the register level, Martin (2005a) noted that science textbooks are concerned with the construction of taxonomies, while history textbooks are concerned with the construction of texts (i.e., the texture of scientific discourse is oriented to field while that of history is focused on mode).

Xuan and Huang (2017) conducted a longitudinal study of the modality system as a resource for interpersonal meaning-making and examined the writing of adolescent Chinese ESL students in terms of their partial mastery and utilization of the resources. Using the results and discussion, Xuan and Huang distinguished the linguistic features in their students' written texts according to the modality system, to provide a complete view of their use of modal expressions in

their writing and provide insight into the design of the secondary English curriculum and writing classes in mainland China. They discovered that as part of a typical Asian culture, students used multiple modal expressions of obligation to communicate their thoughts and opinions within the modality system. In addition, To (2018), in a book series, examines how the language of textbooks implemented in the teaching of English as a foreign language (EFL) in the Vietnamese context has changed across levels. The results suggest that the mean scores of nominalizations and grammatical metaphor across textbook texts increased with increasing levels of complexity.

Hoang (2019) examined the transitivity characteristics of seven texts (constructed in the form of lessons units) in middle school science. This earlier research provided useful insights into the nature of the language of school textbooks. However, further research may examine the characteristics of language in science textbooks, particularly in languages other than English. While the function of textbooks in language teaching is crucial, to the best of the researchers' knowledge, the New Interchange Series has not been studied academically, at least in the Indonesian context, and little research attention has been paid to the interpersonal meanings realized in mood and modality resources in the spoken texts of textbooks. This study analyzes the interpersonal meaning of the mood and modality resources in the fourth edition of an interchange series textbook used by Grade 3 or intermediate students.

METHOD OF STUDY
Data

This research examined Jack C. Richards and Jonathan Hull's (2013) Interchange Series Level 3 (intermediate) textbook. The textbook analysis consisted of four steps. The first phase consisted of identifying and classifying all the lexicogrammar of interpersonal speech functions found in these textbooks. Systemic Functional Linguistics (SFL) shows that lexicogrammar consists of social roles and status, social distance, and speaker persona. In the second phase , textbook examples of spoken text types were categorized. It had sixteen spoken texts. In the third step, all instances of interpersonal language were classified according to types of moods, types of modalities in the textbooks, classified speech functions of the analyzed sample text, and a summary of the social relations, social connectedness, and speaker persona of the analyzed sample text. The final step of data analysis involves quantitative and qualitative analysis of the 16 texts and example texts from the textbooks, particularly those found in spoken text types, to highlight the different types of interpersonal lexicogrammar contained in the textbooks.

The first author performed Steps 1 to 3. Both the second and first authors performed the fourth step. Two authors then performed multiple rounds of double-checking the coding and analysis results to ensure they agree on the data analysis. The research was limited to conversation texts in order to examine the interpersonal meaning of the spoken texts in the selected textbooks. Regarding spoken mode, research emphasizes social roles and social position, social distance, and speaker identity. Based on these criteria, the authors of this study examine the manifestation of interpersonal meaning the spoken texts of each unit, extracted from a textbook. The New Interchange Series was chosen for this study primarily because it provides comprehensive input to address the critical

communicative and linguistic needs of language learners. Therefore, while the subject covered in these books may be interesting, both fluency and accuracy are emphasized. In addition to clear instructions and a range of themes, the books provide a curriculum that combines concepts, structure, function, vocabulary and pronunciation.

Analysis Frameworks and Procedures

The analysis employed a systemic functional linguistics perspective and utilized the elements of mood as central resources for the realization of interpersonal meaning. The approach was to segment the interactive discourse into individual messages and then use semantic networks to describe the selection of features for each message. To illustrate this, due to space limitations, the authors randomly chose Text 1 as the analysis sample. Message boundaries are indicated by numbers in parentheses.

FINDINGS AND DISCUSSION

In order to obtain basic information for further analysis and discussion, the texts were analyzed for the number of types of clauses, moods and polarities (see tables 3, 4 and 5).

Table 3. Baseline information

	Total	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16
Number of words	1771	115	106	108	76	82	112	138	101	106	116	128	106	126	129	111	111
Number of clauses	275	23	16	22	13	13	22	22	14	19	19	18	15	15	20	12	12

Table 4. Types of Mood

Text	Number of Clauses	Declarative (%)	Imperative (%)	Interrogative (%)
Text 1	23	7 (30.43%	0	5 (21.73%)
Text 2	16	11 (17.6%)	0	2 (12.5%)
Text 3	22	12 (54.55%)	0	5 (22.73%)
Text 4	13	10 (76.92%)	0	2 (15.38%)
Text 5	13	5 (38.46%)	0	3 (23.08%)
Text 6	22	9 (40.91%)	0	6 (27.27%)
Text 7	22	10 (45.45%)	0	6 (27.27%)
Text 8	14	8 (57.14%)	0	2 (14.29%)
Text 9	19	9 (47.37%)	0	7 (36.84%)
Text 10	19	10 (52.63%)	0	4 (21.05%)
Text 11	18	9 (50%)	0	7 (38.89%)
Text 12	15	10 (66.67%)	0	3 (20%)
Text 13	15	10 (66.67%)	0	3 (20%)
Text 14	20	11(55%)	0	4 (20%)
Text 15	12	9 (75%)	0	2 (13.33%)
Text 16	12	6 (50%)	0	3 (25%)
Total	275 (100%)	146 (53.09%)	0 (0%)	64 (23.27%)

Table 4 (Types of Mood) shows that of the sixteen spoken texts in the textbook, the highest frequency of mood occurs in declarative clauses (146 or 53.09%), and interrogative clauses (64 or 23.27%), but in none of them are used in the texts.

Against this background, the book authors choose two speech functions as resources for interaction, i.e., statement or declarative mood (providing information) and question or interrogative mood (asking for information) (see Figure 1 and Table 6). However, the book authors in conversation do not include the imperative clauses that function as instruction, invitation, suggestion, and advice (Derewianka, 2011).

Table 5. Types of Modality

Text	Number of Clauses	Modalization		Modulation
		Probability	Usuality	Obligation
Text 1	23	3 (13,04%) (could, can [2])	0	2 (8.7%) (would, will)
Text 2	16	3 (18.75%) (can, could, probably)	0	0
Text 3	22	2 (9.1 %) (would [2])	0	2 (9.1 %) (would, will)
Text 4	13	1 (7.69%) (would)	1 (7.69%) (always)	0
Text 5	13	1 (7.69%) (may)	0	0
Text 6	22	1 (4.55%) (can)	0	1 (4.55%) (will)
Text 7	22	2 (9.1%) (can [2])	0	0
Text 8	14	2 (14.29%) (could, may)	1 (7.14%) (always)	0
Text 9	19	1 (5.26%) (can)	1 (5.26%) (always)	0
Text 10	19	0	0	0
Text 11	18	1 (5.56%) (would)	1 (5.56%) (never)	0
Text 12	15	0	4 (26.67 %) (never [2], always [2])	1 (6.67 %) would
Text 13	15	4 (26.67%) (might, could, may, couldn't)	1 (6.67%) (should)	1(6.67 %) (must)
Text 14	20	3 (15 %) (can [2], may)	0	2(10%) (must, would)
Text 15	12	0	1 (8.33 %) (should)	0
Text 16	12	2 (16.67%) (will [2])	0	0
Total	275 (100%)	26 (9.45%)	10 (3.64%)	9 (3.27%)

In addition, Table 5 (Types of Modality) shows that the number of modalizations—the use of modalities to argue about the probability or frequency of propositions or an information clause—realized as indicative (Eggins, 2004) are probability (26 or 9.45%), usuality (10 or 3.64%), or obligation (9 or 3.27%). In this case, the authors of the book mainly include epistemic modality (modalization) which concerns the speaker's appraisal of the validity of what he says as logical meaning, such as certainty, logical necessity, probability, and possibility (Coffin, Donohue, & North, 2013). In addition, the book authors also provide the deontic modality (modulation) that concerns the speaker's assessment of the desirability of an event or situation, e.g., obligation, desirability, inclination, and permission (Coffin, Donohue, & North., 2013). Eggins (2004) asserts that modulation refers to the use of modality to argue about the obligation or inclination of proposals, goods, and service clauses that are recognized as imperative.
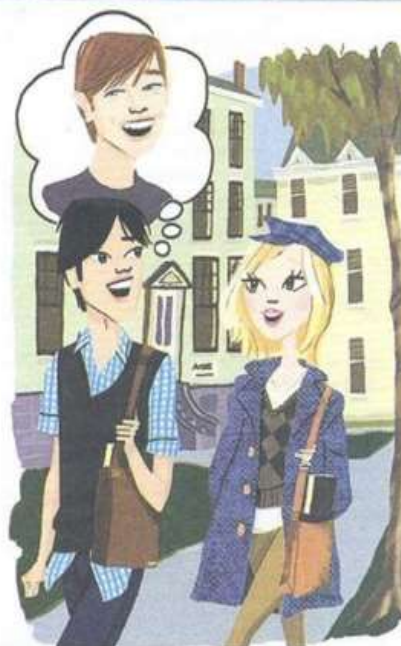
Figure 1. That's what friends are for!: Love and marriage in North America,

Chris:	(1)	Do you have a date for your friend's wedding yet? (interrogative, question)
Kim:	(2)	Actually, no, I don't (declarative, statement)
	(3)	Do you know anyone I could go with? (interrogative, polar question)
Chris:	(4)	Hmm. (minor clause-filler)
	(5)	What kind of guys do you like? (interrogative, WH question)
Kim:	(6)	Oh, I like guys who aren't too serious and who have a good sense of humor. (declarative, statement)
	(7)	You know, someone like you. (declarative, statement)
Chris:	(8)	OK. (minor clause, statement)
	(9)	Uh, what else? (filler, interrogative, question)
Kim:	(10)	Well, I'd prefer someone I have something in common with-who I can talk to easily. (filler, declarative, statement
Chris:	(11)	I think I know just the guy for you. (declarative, statement)
	(12)	Bob Branson. (minor clause-address/vocative)
	(13)	Do you know him? (interrogative, polar question)
Kim:	(14)	No, I don't think so. (declarative, statement)
Chris:	(15)	OK, I'll ask him to meet us for coffee, and you can tell me what you think. (declarative, statement)

Table 6. Speech Functions: Initiating and Responding

	Speech function	Chris	Kim
Initiating the exchange: giving information	Statement	8,11,15	2, 6, 7, 10, 14
Initiating the exchange: giving goods and services	Offer	15	-
Initiating the exchange: demanding goods and services	Command	-	-
Initiating the exchange: demanding information	Question	1, 5,9,13	3
Responding: supplying information	Answer/disclaimer	11,12	2,6,7,10,14
Responding: supplying goods and services	Supply/refuse supply	-	2,6,7,10,14
Responding: receiving goods and services	Acceptance/rejection	-	2,6,7,10,14
Responding: receiving information	Acknowledge/contradict	-	2,6,7,10,14

Clauses (1), (3), (5), (9), and (13) use the speech function of "question" to exchange information between Chris and Kim. Chris and Kim's questions use interrogative clauses (either "yes" or "no"), polar questions (messages (1), (3) and (13)) or WH-questions (message 5). Chris started the conversation by inquiring about Kim's wedding date. Chris and Kim are good friends. It can be seen by looking at Kim's casual response to Chris about her condition. Without hesitation, Kim explains that she has no companion for her friend's wedding. This answer would be different if you are not a close friend as this information sharing is quite private. According to Poyton (1984), contact between Kim and Chris, contact is likely to be very high, affective involvement is strong, and they have equal power. Kim also asks Chris to confirm if he has a partner for her. Kim's request will guide the conversation and encourage Chris to find someone who would be a good match for Kim as a wedding attendant. The use of "I" in subject position shows that the producers of the texts (Chris and Kim) are personally reconstructing the speech event, i.e., they are exchanging their views on Kim's companion for their friend's wedding reception.

Clauses (4), (8), (9), and (12) are punctuative, minor clauses such as "hmm," "OK,, "uh," and 'Bob Branson." They have no predicator (verb part of the clause). Punctuative clauses are typically formulaic greetings, hesitations, addresses, and reactive expressions (Williams, 2019; p. 502). Messages 4 and (9) reflect Chris's thinking of Kim's mate in response to Kim's questions. Only Kim uses negative polarity messages (2), (6), and (14)] three times in this conversation to explain that she has no companion, no criteria for her companion, and has never heard of Bob Branson. Kim uses the medium modality [Message (10), "*Well I would prefer someone...*"] and the low modality ['*I can talk to you easily*"] to assess to judge her choice of wedding attendant. These modalities used by Kim are mostly the willingness subtype of the epistemic modality representing Kim's desires for a wedding attendant. These modalities "concern the speaker's assessment of the validity of what they are saying" (Coffin, C., Donohue, J., & North, S. 2013, p. 169) or this focuses on the speaker's meaningfulness.

Meanwhile, Chris also uses the medium modality Message (15) '*OK, I will ask him….*'] and the low modality ['*you can tell me….*'] as the possibility to meet Bob Branson and to learn about Kim's feeling towards Bob Branson.

This spoken text mostly uses the simple present tense to describe facts, generalizations, and explanations. Both Chris and Kim contribute a similar number of declarative clauses in exchange, in which they make statements. This suggests that there is no significant status difference. They also use the same modality to show equal authority. This type of spoken text is usually exchanged between close friends in our daily lives. In other words, this conversational example "illustrates many of the characteristics of an informal tenor, as well as the social roles and relationships played by interactants" (Eggins, 2004, p. 143).

Table 7. The Summary of Social Relation, Social Connectedness and Persona of Text 1

Spoken Text	Contextual Description		
	Social Relations (Distribution of speech functions)	Social Connectedness (Formality of language, terms of address, and lexis)	Persona (Modality, evaluative language)
1	5 interrogative clauses, 10 declarative clauses (3 negative statements & 7 positive statements)	Using pronouns (you & I) to address the participants	Using 2 medium modalities (would, will) and 3 low modalities (can) There is an evaluative language

Conclusion and pedagogical Implications

The results of this study provide firstly more insights into the learning and teaching of interpersonal meanings at the college level for English learners in Indonesia and in the broader Asian ESL/EFL context, and secondly, into the design of related teaching resources, particularly in contexts where English is used as a lingua franca. The results also show that the spoken texts in this textbook contain interpersonal meaning in the form of interaction patterns that vary depending on the nature of the relationships between the interactants, the speaker, and the addressee. As a result, this finding describes the meaning exchange potential of the English clause. With this in mind, the exchange meanings of face-to-face in spoken interactions require the grammar of the interaction, such as using of interrogative clauses to ask questions, using of declarative clauses to make statements, and using imperatives to give instructions. This empirical evidence suggests that language textbook designers could include a variety of examples of interpersonal meaning in forthcoming editions of the book.

The implication of this study is that knowledge of the interpersonal grammar of exchange which deals with the semantics of speech functions and modalities, could be communicated explicitly and systematically by language teachers to students. Both teachers and students should have the opportunity to engage critically with, for example, textbooks as a socio-semiotic agent, for instance, and how socially connected or distant interlocutors are likely to influence the degree to which the language used is formal or informal, including terminology as "an important resource for construction and maintaining relationships in terms of power, status, familiarity or intimacy, and feelings" (Derewianka, 2011, p. 118).

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Bio statement

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